

Teacher's Guide



Animals All Around

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 8 • Animals All Around

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.

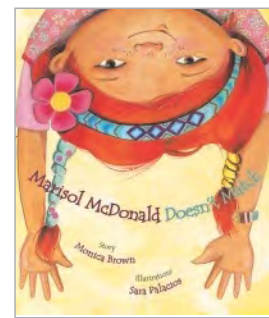
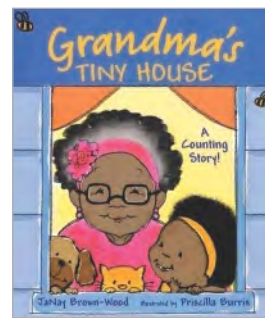
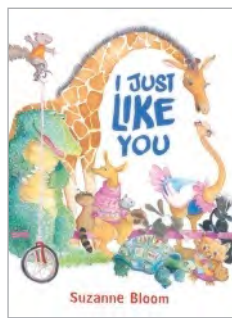


Program Components

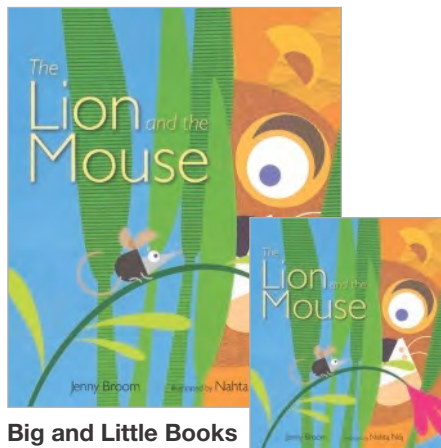
In Each of Your 9 Theme Kits



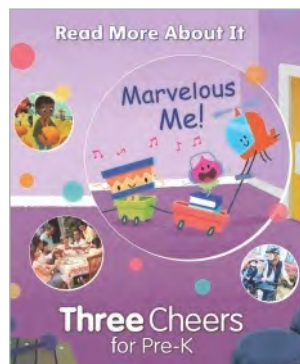
Teacher's Guides, Themes 1-9



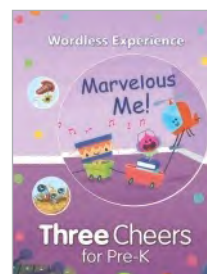
Trade Books



Big and Little Books



Read More About It



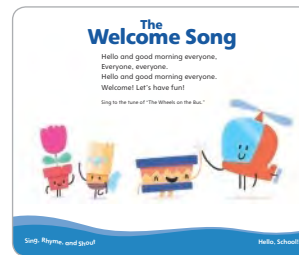
Wordless Experience Books



Theme Manipulatives



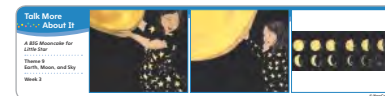
5 x 5



Sing, Rhyme, and Shout



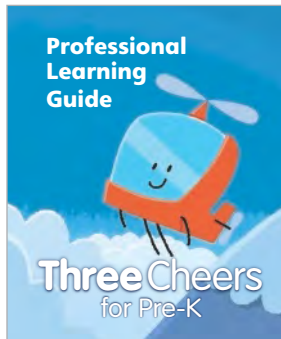
Theme and Concept Vocabulary



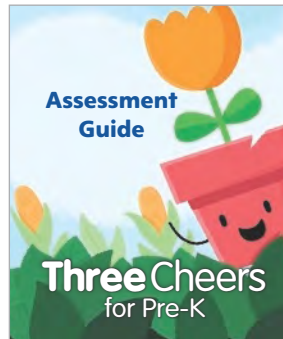
Talk More About It



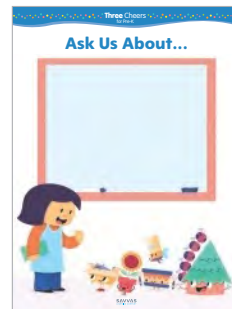
In Your Teacher Toolkit



Professional Learning Guide



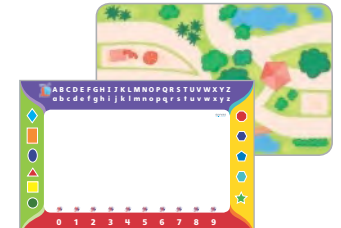
Assessment Guide



Ask Us About... Poster



Mood Meter Poster



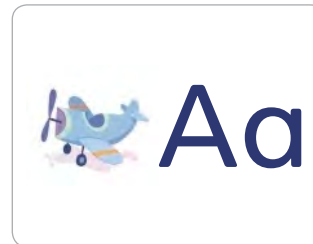
Map Mats



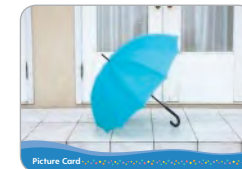
Center Signs



Social and Emotional Learning Cards

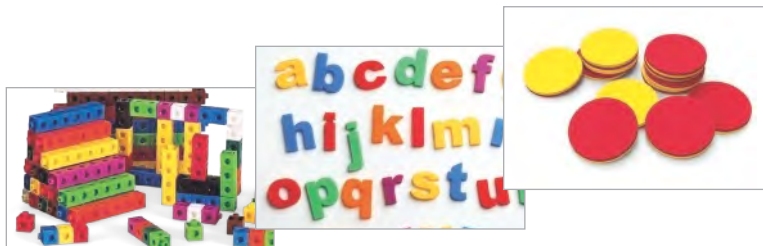


Alphabet Cards



Picture Cards

Hands-on Instructional Resources

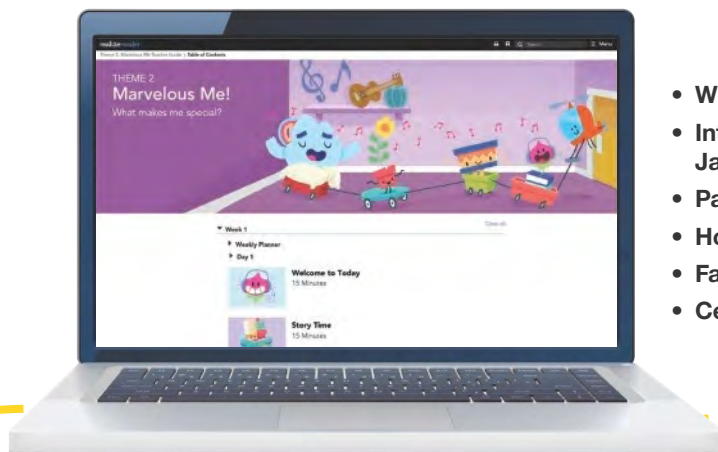


Manipulative Kit

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.

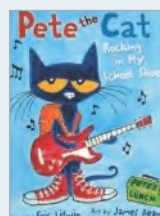
THEME 1

Hello School!

How do we learn and play at school?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3

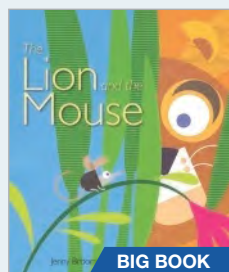


WEEK 4

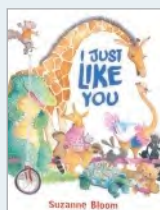
THEME 2

Marvelous Me!

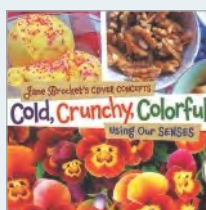
What makes me special?



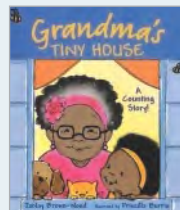
BIG BOOK



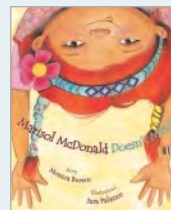
WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 3

Look Outside

How are the seasons different?



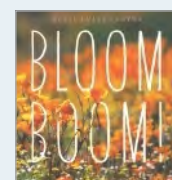
BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

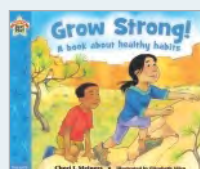
THEME 4

Taking Care

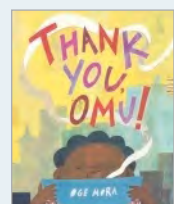
How do we care for ourselves and others?



BIG BOOK



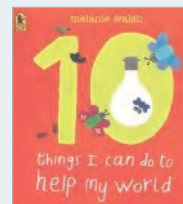
WEEK 1



WEEK 2



WEEK 3

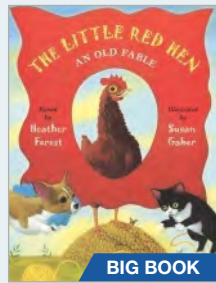


WEEK 4

THEME 5

Everyday Helpers

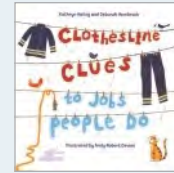
How do people in our community help us?



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

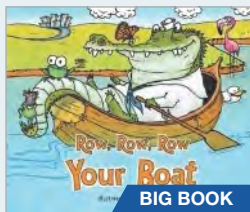


WEEK 4

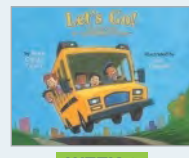
THEME 7

On the Go!

How do we get from here to there?



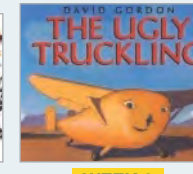
BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 8

Animals All Around

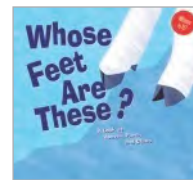
How are animals the same and different?



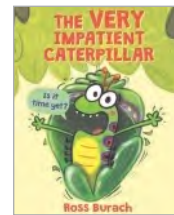
BIG BOOK



WEEK 1



WEEK 2



WEEK 3

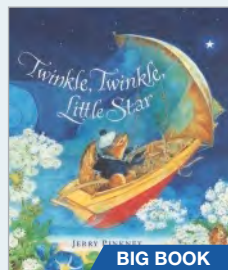


WEEK 4

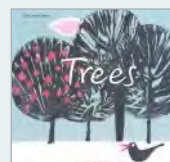
THEME 9

Earth, Moon, and Sky

What do we see in the natural world?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3



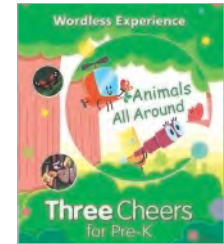
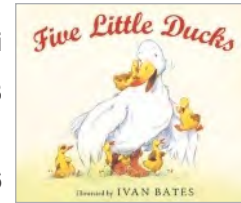
WEEK 4

Animals All Around

How are animals the same and different?

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Monitor Progress	xiv–xv	Centergize	C•185–C•203
Concept Development	xvi–xvii	English Language Development	ELD•205–ELD•216
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Read More About It: "Animal Tales"

WEEK 2 How do the feet of animals help them?

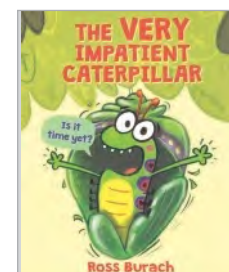
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Read More About It: "The Party"

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Read More About It: "Animals All Around"

WEEK 4

Where do animals live?

Plan Your Week 139–143

Centerize C•185–C•203

Daily Lessons

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Story Time 146, 154, 162, 170, 178

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Math Circle 149, 157, 165, 173, 181

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

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

Reflect 152, 160, 168, 176

Let's Celebrate 182–183



Read More About It: "Animals in the House"

Let's Celebrate!
Celebrate animals with a "Let's Go to the Zoo" artwork exhibition.

Theme Kit

Sing, Rhyme, and Shout: "Story Animals"

Theme and Concept Vocabulary

Theme Manipulative: Bugs Puzzle

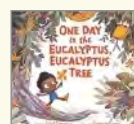
Talk More About It: Animals All Around

Gather books to read that develop the theme, Animals All Around



Hello Hello
written by Brendan Wenzel
illustrated by Brendan Wenzel
published by Chronicle Books

Say hello to animal shapes, colors, sounds, patterns, and habits. Each animal makes our world a more interesting place.



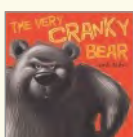
One Day in the Eucalyptus, Eucalyptus Tree
written by Daniel Bernstrom
illustrated by Brendan Wenzel
published by HarperCollins

In this rhyming tale, a boy who has been swallowed encourages a snake to eat more and more until at last the snake belches out all of the creatures it has swallowed.



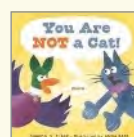
Some Bugs
written by Angela Diterlizzi
illustrated by Brendan Wenzel
published by Beach Lane Books

A delightful, rhyming story that introduces readers to bugs, bugs, and more bugs!



The Very Cranky Bear
written by Nick Bland
illustrated by Nick Bland
published by Orchard Books

Four animal friends try to help a very cranky bear in the jingle jangle jungle. It is the plain sheep who, in the end, finds the perfect gift for bear.



You Are NOT a Cat!
written by Sharon G. Flake
illustrated by Anna Raff
published by Boyds Mills Press

An imaginative duck acts like a cat. A cat tries to convince the duck that it cannot act like that. But yesterday the duck was a squirrel, last week a rooster, and tomorrow the duck will be a cow.

Go Digital!

SavvasRealize.com

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

Plan

Digital is portable!

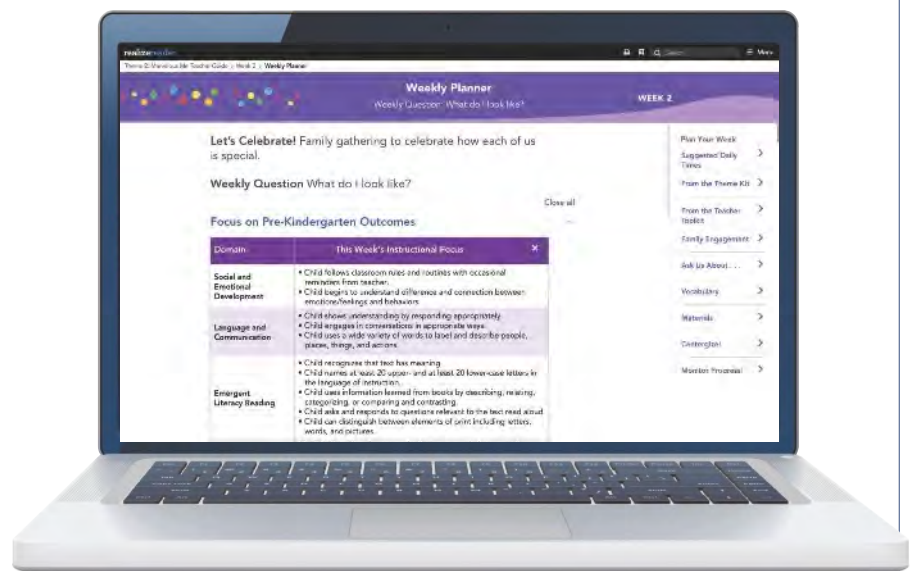
Do your planning any place, any time from SavvasRealize.com.

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.



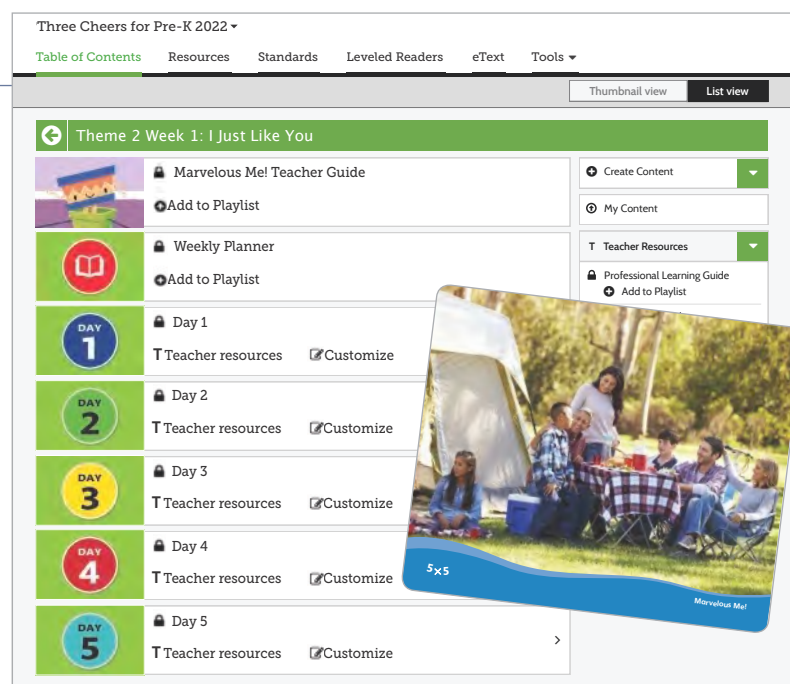
Teach

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.



Animals All Around Assessment

Monitor Progress for Kindergarten Readiness

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

Monitor Progress Throughout the Year

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

Gather Data Each Week

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



WEEK 1

Phonological Awareness

Segment Syllables

Alphabet Knowledge

Introduce Zz /z/

Review Zz /z/

Mathematics

Counting

Science, Social Studies, and Health

Animal Sounds

Citizenship

Friends

At the Zoo

Animals Can Do Anything

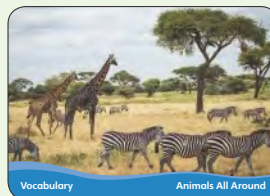
Living Things

Three Fish

Theme Vocabulary

animals

features



Vocabulary Animals All Around

Concept Vocabulary

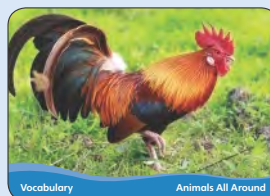
chameleon

octopus

rooster

ostrich

snail



Vocabulary Animals All Around

WEEK 2

Phonological Awareness

Alphabet Knowledge

Introduce Hh /h/

Review Hh /h/

Review Letter Sounds

Mathematics

Measurement

Science, Social Studies, and Health

Hop Around

Living Things

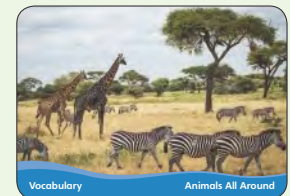
Slither, Crawl, Swim, Walk

All Kinds of Animals

Theme Vocabulary

animals

features



Vocabulary Animals All Around

Concept Vocabulary

claws

paws

webbed

hooves

prey



Vocabulary Animals All Around

On our way to Kindergarten!



WEEK 3

Phonological Awareness

Segment Syllables

Alphabet Knowledge

Introduce Letters Vv

Letter Name

Letter Sound

Review Vv /v/

Review

Mathematics

Measurement

Science, Social Studies, and Health

Small or Tall?

Living Things

Growing Up Rhyme

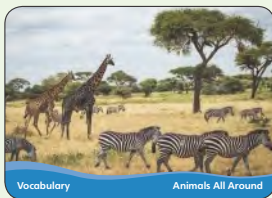
I Am

How I Move

My Life

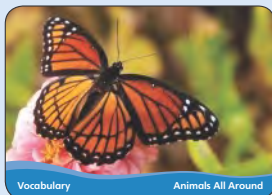
Theme Vocabulary

animals
cycle



Concept Vocabulary

caterpillar
butterfly
chrysalis
transform
migrate



WEEK 4

Phonological Awareness

Rhyming Words

Similar Sounding Words

Alphabet Knowledge

Review Letters

Review Zz, Hh, and Vv

Review

Mathematics

Counting

Science, Social Studies, and Health

All the Animals

Where Do Animals Live?

Transition

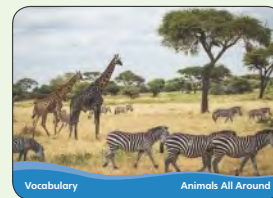
Environments

Animal Moves

What People Need

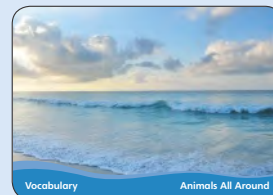
Theme Vocabulary

animals
habitat

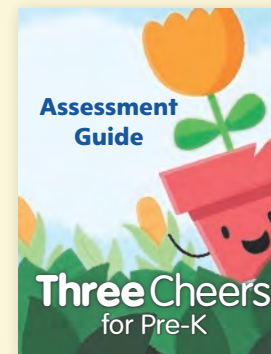


Concept Vocabulary

rainforest
wetlands
ocean
forest
grasslands



Assessment Guide



Progress Monitoring Resources

Use these Assessment Guide resources in Theme 8:

Weekly Observational Checklists

Week 1	p. 40
Week 2	p. 41
Week 3	p. 42
Week 4	p. 43

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

Animals All Around

Concept Development

THEME 8

Animals All Around

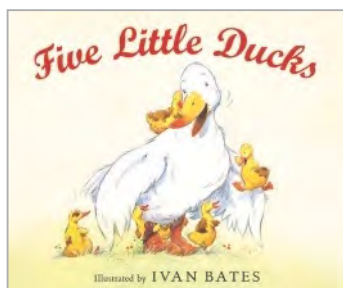
How are animals the same and different?

Theme Concepts

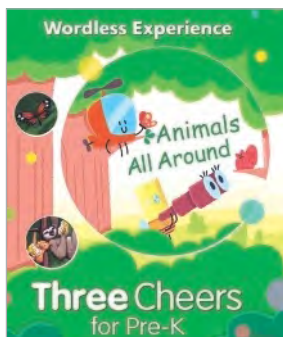
- Children learn about all kinds of animals.
- Children learn about the characteristics of different animals.
- Children learn about metamorphosis and life cycles.
- Children learn that there are relationships between and among species of animals.
- Children learn that different animals have different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

Theme Vocabulary

animals cycle
features habitat



Big Book: *Five Little Ducks*



Wordless Experience Book: *Animals All Around*

WEEK 1

FOCUS:

All Kinds of Animals

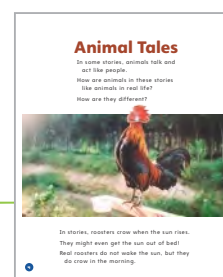
What can we learn about animals from stories?

Concept Vocabulary

chameleon ostrich
snail rooster
octopus



David, Fish, Penguins...



"Animal Tales"

WEEK 2

FOCUS:

Animal Features

How do the feet of animals help them?

Concept Vocabulary

webbed paws
hooves prey
claws



Whose Feet Are These?



"The Party"

WEEK 3

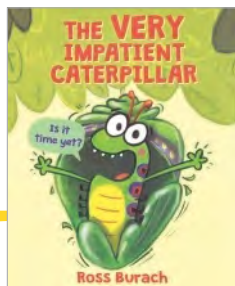
FOCUS:

Animal Life Cycles

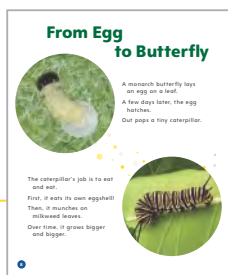
How does a caterpillar become a butterfly?

Concept Vocabulary

caterpillar chrysalis
transform migrate
butterfly



The Very Impatient Caterpillar



“From Egg to Butterfly”

Social and Emotional Intelligence

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

Let's Celebrate

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

WEEK 4

FOCUS:

Where Animals Live

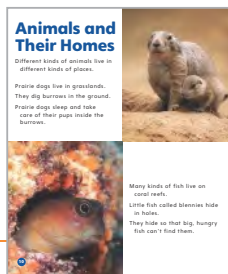
Where do animals live?

Concept Vocabulary

forest rainforest
grasslands ocean
wetlands



Hooray for Today!



“Animals and Their Homes”

Supporting English Learners

The rich concept development activities in *Three Cheers for Pre-K* are mirrored in *Uno, dos, tres ¡Prekinder!*

This enables you to use the materials flexibly to

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



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.

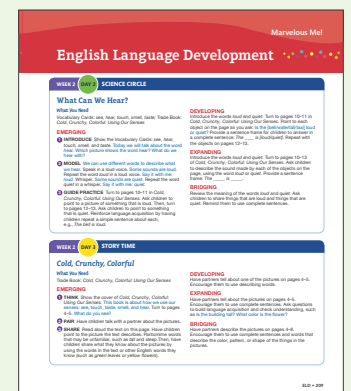
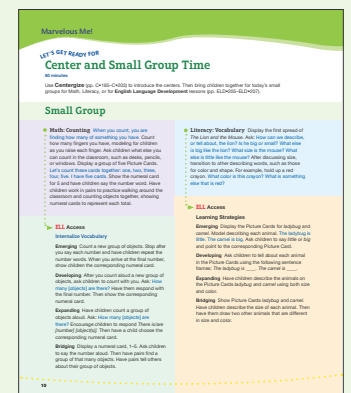
10 minutes per group

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

Animals All Around

Launch the Theme

How are animals the same and different?

Introduce children to the theme's Guiding Question. We're going to read, learn, and play to try to answer this question: *How are animals the same and different?* We'll learn all about animals, their characteristics, and life cycles. We will also learn about their habits. We're going to start by playing an animal game called "Snail, Snail, Ostrich."

Game

Snail, Snail, Ostrich

Set Up

This game is similar to Duck, Duck, Goose.

Introduce the Game

Use Javi the Helicopter to help you explain the game.

- This is Javi. Javi will help you play this game. You will all sit in a circle. One player, who is a snail, will walk around the outside of the circle holding Javi. The snail will tap some people on the head gently with Javi and say "snail."
- Then he will tap one person, say "ostrich," and drop Javi. The ostrich will pick up Javi, chase the snail, and try to tag the snail before he gets all the way around the circle.
- If the snail gets all around the circle without being tagged, the ostrich is it. If not, the snail tries again.

Practice the Game

Choose the snail. Have the rest sit in a circle. Model how to gently tap another child on the head with Javi. Then play the game.



Close the Theme

Let's Celebrate!

Let's Go to the Zoo!

The culminating, rich experience to wrap up Theme 8 will be enjoyed by your children and their families.

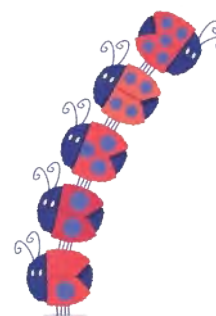
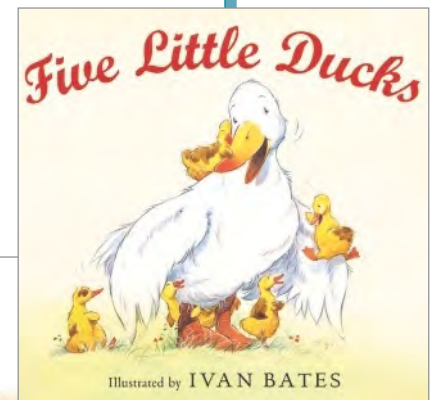
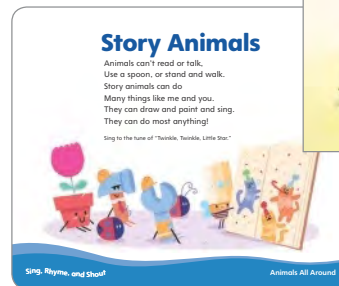
Prepare

Guide children as they practice speaking to an audience. Collect tickets and children's animal artwork 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!

- Welcome families at your door with a ticket to the zoo.
- Line up together, walk to the zoo, and collect tickets at the zoo.
- Guests tour the zoo exhibits as children describe them.
- Children and guests participate in a dramatic reading of *Five Little Ducks*.
- Children teach their guests to sing "Story Animals."
- Everyone reflects on the time shared.



Meet the Three Cheers Pals

Javi and His Friends

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



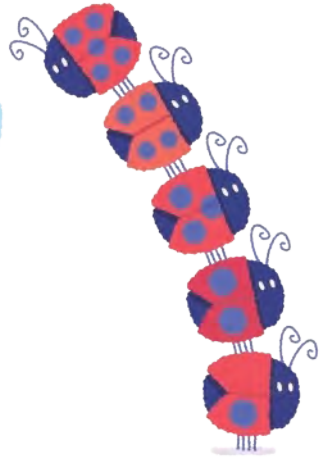
Tool Team



Queen Bee



Cloudy



The Ladies



Box and Purr



Javi



Hank



Dante



Bella



Flora



Tyler



Timber

Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child follows classroom rules and routines with occasional reminders from teacher. Pages 7, 15, 23, 31, 39 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. Pages 12, 14, 20, 28, 44, 46; C•188–C•189, C•192–C•193
Language and Communication	<ul style="list-style-type: none"> Child shows understanding by following two-step oral directions and usually follows three-step directions. Page 20
Emergent Literacy Reading	<ul style="list-style-type: none"> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Pages 32, 40 Child asks and responds to questions relevant to the text read aloud. Pages 16, 24
Emergent Literacy Writing	<ul style="list-style-type: none"> Child discusses and contributes ideas for drafts composed in whole/small group writing activities. Pages 8, 11, 16, 19, 24, 27 Child shares and celebrates class-made and individual written products. Pages 40; C•196–C•197
Mathematics	<ul style="list-style-type: none"> Child uses words to rote count from 1 to 30. Pages 11, 19, 27, 35, 43 Child informally recognizes and compares weights of objects or people. Pages C•194–C•195
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses the characteristics of organisms. Pages 36, 44; C•200–C•201 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"> The child engages in voting as a method for group decision-making. Pages 12, 20, 28
Fine Arts	<ul style="list-style-type: none"> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 7, 15, 23, 31, 39
Physical Development	<ul style="list-style-type: none"> Child shows increasing control of tasks that require eye-hand coordination. Pages C•190–C•191, C•198–C•199
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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

Ready for Kindergarten!

Listening Comprehension

Pre-Kindergarten Outcomes

- Child shows understanding by following two-step oral directions and usually follows three-step directions. **Page 20**

Kindergarten Literacy Goals

- Confirm understanding of information presented orally.

Writing

Pre-Kindergarten Outcomes

- Child discusses and contributes ideas for drafts composed in whole/small group writing activities. **Pages 8, 11, 16, 19, 24, 27**
- Child shares and celebrates class-made and individual written products. **Pages 40; C•196–C•197**

Kindergarten Literacy Goals

- Participate in shared research and writing projects.

Reading Readiness

Pre-Kindergarten Outcomes

- Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. **Pages 32, 40**
- Child asks and responds to questions relevant to the text read aloud. **Pages 16, 24**

Kindergarten Literacy Goals

- Identify the main topic and retell key details of a text.
- Ask and answer questions about key details in a text.

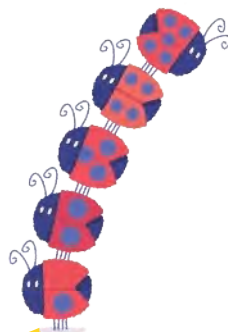
Mathematics

Pre-Kindergarten Outcomes

- Child uses words to rote count from 1 to 30. **Pages 11, 19, 27, 35, 43**
- Child informally recognizes and compares weights of objects or people. **Pages C•194–C•195**

Kindergarten Mathematics Goals

- Count to 100 by ones and by tens.
- Describe and compare measurable attributes of objects, such as weight.



THEME 8 WEEK 1

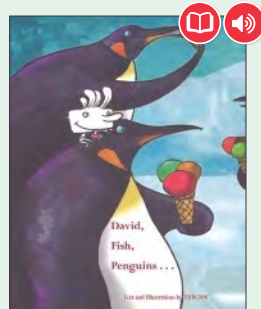
Animals All Around

How are animals the same and different?

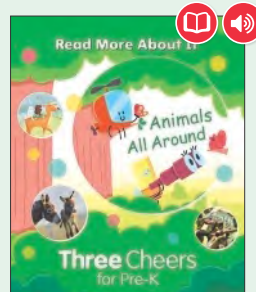
Weekly Question:

What can we learn about animals from stories?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "Animal Tales"



5x5



Theme and Concept Vocabulary



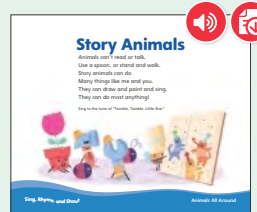
Theme Manipulative



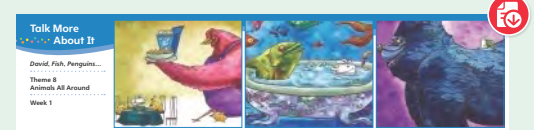
Big Book and Little Books



Wordless Experience Book: *Animals All Around*

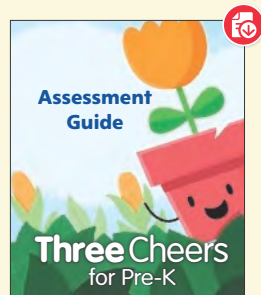


Sing, Rhyme, and Shout: "Story Animals"



Talk More About It: *David, Fish, Penguins . . .*

From the Teacher Toolkit Print and Digital



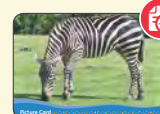
Assessment Guide



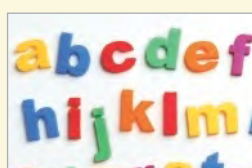
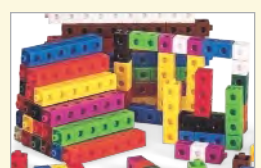
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



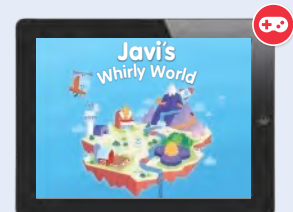
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



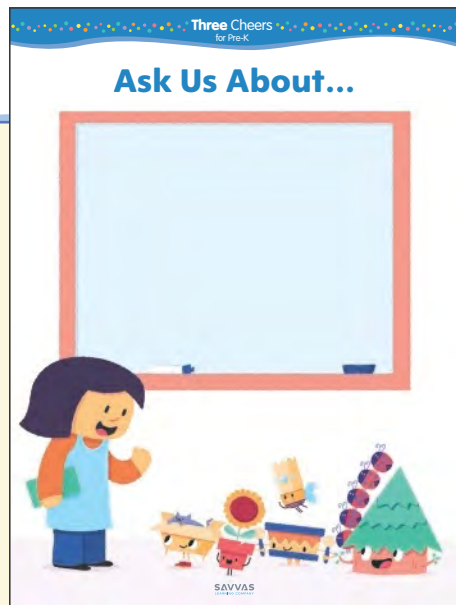
Digital Bookshelf

Plan Your Week

Suggested Daily Times

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

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



Ask Us About . . .

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

- What is your favorite thing to do at school?
- What did you learn about animals from the book *David, Fish, Penguins...*?
- What word starts with the same sound you hear at the beginning of the word zoo?

Day 1 pp. 7–14

Welcome to Today

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

Story Time

- How are animals the same and different?
- 1st Read Big Book *Five Little Ducks*

Literacy Circle

- Concept Vocabulary Introduce
- Alphabet Knowledge Introduce Zz /z/
- Writing as a Process Generating Ideas

Center Time and Small Groups

- Small Group Options
 - Math: Counting
 - Literacy: Writing as a Process
- Centers **Centergize**, pp. C•185–C•203

Math Circle

- Counting
- Snack Time** Counting

Social Studies Circle

- Animal Sounds
- Citizenship
- Outdoor Play** Animal Tag

Learn and Play and Centers

- Let’s Move!
 - Hot Potato
 - Duck, Duck, Goose
- Let’s Talk Communicate and Plan
- Let’s Read Children’s Vote, Counting
- Rest Time** Picnic Time

Reflect

- 5x5 Animal Families
- Social and Emotional Learning Friends
- Let’s Talk About It

Day 2 pp. 15–22

Welcome to Today

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

Story Time

- What can we learn about animals from stories?
- 1st Read Trade Book *David, Fish, Penguins . . .*

Literacy Circle

- Concept Vocabulary Develop
- Alphabet Knowledge Review Zz /z/
- Writing as a Process Generating Ideas

Center Time and Small Groups

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

Math Circle

- Counting
- Snack Time** Counting

Social Studies Circle

- Friends
- Citizenship
- Outdoor Play** Name That Animal

Learn and Play and Centers

- Let’s Move!
 - Simon Says
 - Number Hop
- Let’s Talk Friends
- Let’s Read Tell Me About It, Take a Guess
- Rest Time** Curl Up for a Nap

Reflect

- 5x5 What Am I?
- Social and Emotional Learning My Friends
- Let’s Talk About It

Day 3 pp. 23–30

Welcome to Today

Meet and Greet
Sing, Rhyme, and Shout “Story Animals”
Morning Meeting

Story Time

What can we learn about animals from stories?
2nd Read Trade Book *David, Fish, Penguins . . .*

Literacy Circle

Concept Vocabulary Practice
Alphabet Knowledge Review Zz /z/
Writing as a Process Writing a Draft

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Writing a Draft

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

Math Circle

Counting
Snack Time Counting

Social Studies Circle

At the Zoo
Citizenship
Outdoor Play Beanbag Toss

Learn and Play and Centers

Let's Move!

- Number Circle
- Monkey Moves

Let's Talk Friends
Let's Read Children's Choice, Tell Me About It
Rest Time Safari

Reflect

5x5 Compare Weights
Social and Emotional Learning My Friends
Let's Talk About It

Day 4 pp. 31–38

Welcome to Today

Meet and Greet
Sing, Rhyme, and Shout “Story Animals”
Morning Meeting

Story Time

What can we learn about animals from stories?
Read More About It “Animal Tales”

Literacy Circle

Concept Vocabulary Review
Phonological Awareness Segment Syllables
Alphabet Knowledge Review Zz /z/
Writing as a Process Revising and Editing

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Revising and Editing

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

Math Circle

Counting
Snack Time Counting

Science Circle

Animals Can Do Anything
Living Things
Outdoor Play Fur, Feathers, Scales Hopscotch

Learn and Play and Centers

Let's Move!

- Move Like an Animal
- How Many Dots?

Let's Talk Friends
Let's Read Read More About It, Your Turn to Read
Rest Time Let's Go Camping

Reflect

5x5 Location Words
Social and Emotional Learning My Friends
Let's Talk About It

Day 5 pp. 39–46

Welcome to Today

Meet and Greet
Sing, Rhyme, and Shout “Story Animals”
Morning Meeting

Story Time

What can we learn about animals from stories?
Compare *David, Fish, Penguins . . .* and “Animal Tales”

Literacy Circle

Concept Vocabulary Check for Understanding
Language and Communication Perceive Differences
Alphabet Knowledge Review Zz /z/
Writing as a Process

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Alphabet Knowledge

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

Math Circle

Counting
Snack Time Counting

Science Circle

Three Fish
Living Things
Outdoor Play Animal Coverings Art

Learn and Play and Centers

Let's Move!

- Air, Land, Sea
- Hide and Seek

Let's Talk Share
Let's Read Tell Me About It, Children's Choice
Rest Time Bear Nap

Reflect

5x5 Science
Social and Emotional Learning Communicate and Plan
Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Animals All Around

animals cycle
features habitat

Concept Vocabulary

Conceptually related words to teach this week

chameleon octopus
ostrich rooster
snail

Academic Vocabulary

Terms used in this week's instruction

Literacy

beginning
beginning sounds
break apart
describe
different
end
imagination
pretend
retell

same

sentence

Mathematics

circle
count
counting
eleven
fifteen
fourteen
next
square

thirteen

triangle

twelve

Science

different
feathers
fur
same
scales
sort

Social Studies

vote

Social and Emotional Learning

decision
friends
friendship
plan
share

Story Words

Words from the literature to explain and use this week

Trade Book

alert fantastic
chirpy imagination

Big Book

waddling

Read More About It

coyotes sneaky
crow stubborn

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

buckets and sand toys
bulletin board or wall mural
cardstock
clothespins
computers or other digital devices

finger paint
green chenille sticks
photographs showing the four stages of a butterfly
plastic animals
pictures of animals
rocker balance or seesaw
scale
rocks, pine cones, leaves, blocks, and other building materials

tape
trays of sand or colored rice
white modeling dough

Circle Times

ball for each group
ballot box
beanbags
blue and yellow counters
clock

markers to stand on
masking tape
music
pictures of other animals
plastic animals
sidewalk chalk
slips of paper

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

Act It Out Listen to and recreate the stories from the theme.

ABC Fun

I Can Write Practice writing the letters in your name.

Pretend and Learn

What Animal Am I? Ask questions and use clues to figure out the animal you have become for the day.

Math Fun

Which Weighs More? Compare the weights of common objects.

Writer's Club

My Favorite Animal Talk, draw, and write about your favorite animal.

Creativity Station

Life Cycles Use art to show the life cycle of a butterfly.

STEM

Animal Habitats Create a wall mural that shows the different environments animals live.

Sand, Water, and More

At the Zoo Make models of different animal shelters.

Monitor Progress



Assessment Guide

Observe

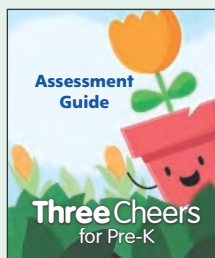
Observational Checklists

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. The End-of-Year Assessment should be administered at the end of the year.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Puzzle Place** transcription of children describing features of animals in the puzzle
- **Reading and Listening** video of children listening to and recreating the stories from the theme
- **Creativity Station** life cycle art



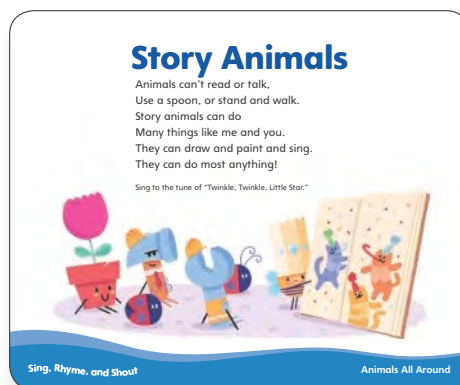
Meet and Greet

- As children walk into the classroom, shake their hands. **How are you today?**
- Remind children to place their pictures on the Mood Meter in the space that matches their mood.

Sing, Rhyme, and Shout

Animals All Around Use the song and illustration on the card to introduce the theme, *Animals All Around*.

- Display the card. **What are the characters reading? Do you like reading books about *animals*? We will learn that sometimes *animals* in books are different than *animals* in real life. *Animals* in books do things that *animals* in real life can't do. Now we're going to sing a song about the differences between *animals* in books and *animals* in real life.**
- Say each line of the song and have children repeat after you, chiming in on the repeated phrases.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "Story Animals"
- attendance chart, helper chart
- Alphabet Cards

Theme Vocabulary

animals

Morning Meeting

- 1 Attendance** Hold up an Alphabet Card. Have children identify the letter. Then have children whose first name starts with that letter put their name on the chart. Continue this process until attendance is taken.
- 2 Helper Chart** Assign helper jobs to children for the new week.
- 3 Weather** **Is it sunny, cloudy, or rainy? Is it warm or cold?**
- 4 Today's Events** Tell children that they are going to begin drafting a story.



DIFFERENTIATED SUPPORT

ELL

Morning Meeting To help children expand their oral language and participate in Morning Meeting, model using complete sentences to describe the weather. If the child responds *rainy* or *cold*, say: **It is rainy and cold today.**
AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

What You Need

- Picture Cards: *cat*, *monkey*
- Big Book: *Five Little Ducks*
- Vocabulary Cards: *animals*, *chameleon*, *snail*, *octopus*, *ostrich*, *rooster*
- Alphabet Card: Zz

Wheel of Motion

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

Animals All Around

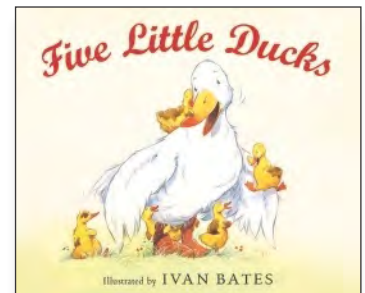
? How are *animals* the same and different? Ask children the guiding question: *How are animals the same and different?* Display Vocabulary Card *animals*. **There are animals in this photo. What kind of animals do you see?** Then display Picture Cards *cat* and *monkey*. **How are these animals alike? How are they different?**



Five Little Ducks

Tell children that you are going to read *Five Little Ducks*.

1 Introduce Display the front cover of the Big Book. Say: **In this story, five little ducks go out to play. Have you ever seen a duck?**



Show children the pictures in the book. Point to the illustrations on pp. 22–23. **Which is the mother duck? Which are the little ducks?** Ask children to describe the ducks.

2 Read Together As you read the book aloud, have children chime in on repetitive text. When you read “Five little ducks went out one day,” hold up five fingers. Put down one finger when only “four little ducks came waddling back.” **How many ducks are left?** Continue putting down fingers as you read the story.

3 Connect After reading, model telling children about the ducks in the Big Book. **The ducks went out to play, but not all of them came back. Where do you think they went? Why didn't they all come back?** Ask volunteers to share their opinions.

DIFFERENTIATED SUPPORT

Engage and Extend

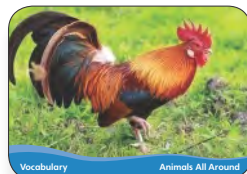
Five Little Ducks Draw or copy five duck shapes onto yellow construction paper and cut them out. Have children glue each duck to a craft stick. Tell them to hold up five ducks as you begin rereading the story. After reading, “But only four little ducks came waddling back,” ask children to show you four ducks. Continue reading the story and having children act it out using the puppets. **TACTILE**

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *What can we learn about animals from stories?* Display Vocabulary Card *rooster*. A rooster is a type of chicken. Show a picture of the ducks in *Five Little Ducks*. How are roosters like ducks? How are they different? Explain that roosters and ducks are both birds with feathers. Chickens live on the land, but ducks like water. Display each Vocabulary Card (*chameleon*, *snail*, *octopus*, *ostrich*) and briefly explain how each relates to the guiding question, *How are animals the same and different?*



Alphabet Knowledge

Introduce Zz /z/ Tell children that today they are going to learn about the letters Zz.



- Letter Name** Display Alphabet Card Zz. Point to uppercase Z. *This is uppercase Z.* Point to the lowercase z. *This is lowercase z.* Say the letter name with me: z. Point to the lowercase letter. *What is the name of this letter?* Point to the uppercase letter. *What is the name of this letter?*
- Letter Sound** The sound that letter Z spells is /zzzzz/. Say it with me: /zzzzz/. Point to the lowercase letter. *What sound does this letter spell?* Point to the uppercase letter. *What sound does this letter spell?*
- Letter Formation** Trace uppercase Z 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 z.

Writing as a Process

Generating Ideas Tell children that they are going to add to the story *Five Little Ducks* and tell what might have happened when all the ducks returned home.

- Quickly review the story for children.
- Then, ask them what might have happened when the ducks returned home. *What do you think Mommy Duck did when the ducks got home? What do you think the ducks did?* Record children's ideas on chart paper. Keep the chart on display.

Transition

Chant and Fingerplay

Invite children to stand up and flap their wings like ducks.

One, two, three (count with fingers)
Count with me.
Four, five, six (count with fingers)
Seven, eight, (count with fingers)
nine, ten.
Let's do it again.

Theme Vocabulary

animals

Concept Vocabulary

chameleon rooster
octopus ostrich
snail

Academic Vocabulary

describe same
different



CHECK FOR UNDERSTANDING

IF . . . children have difficulty pronouncing the sound /z/,

THEN . . . have them sit in a circle. Hold up the Alphabet Card Z and say the letter name. *The sound that the letter Z spells is /z/. The word zigzag begins with the /z/. Pass the card to the first child and have them say the letter name and the /z/. Continue passing the card until all children have said the letter name and 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 (pp. ELD•205).

Small Group

- **Math: Counting** Review counting to ten with children. Hold up ten fingers. Say the numbers aloud and move each finger as you count. Invite children to chorally count with you. Repeat, asking different children to lead the count.

▶ **ELL Access**

Academic Vocabulary

Emerging Have children count their fingers from 1 to 10 in their home language. Then have them echo you as you count ten fingers in English.

Developing Model counting to ten using your fingers. Then have children copy you, saying the number name as they raise each finger.

Expanding Ask children to count to ten with you using their fingers. Repeat several times, stopping occasionally to have them fill in the next number in sequence.

Bridging Have children use their fingers to count to ten, saying each number aloud as they count.

- **Literacy: Writing as a Process** Display the chart paper with the children's ideas for writing created in Literacy Circle. Reread each idea and guide children to discuss why one idea might be better than another. Choose two or three ideas from the list and have children vote to decide which one they will write about. Ask children to raise their hands to choose the idea they would like to write about.

▶ **ELL Access**

Discuss Ideas

Emerging Before the class votes, have children who understand the ideas act them out for children who may not understand them.

Developing Have children express their thoughts about each idea using a sentence frame: *I like the idea about _____.*

Expanding Have children express their thoughts about the idea they like using sentence frames: *I like that idea because _____. I think this is the best idea for our writing because _____.*

Bridging Have children express their thoughts by answering these questions: *Do you think this would be a good idea for writing? Why do you think this is better than the others?*

Math Circle

15 minutes

Counting

Tell children that they are going to learn how to count from 1 to 12 today.

1 Engage Review rote counting from 1 to 10 with children. *You have had lots of practice counting to 10. Now let's count higher!* Introduce the number eleven. Have children repeat *eleven* after you multiple times and in different volumes. Then rote count from 1 to 11.

Repeat this sequence to introduce the number twelve.

2 Develop *Twelve is a number we see every day. Look at the clock! Let's count to 12 like we are clocks.* Extend your arm up and out, as though pointing to 1 o'clock on a clock face. *One.* Move your arm to two o'clock. *Two.* Continue through all the numbers around the circle. Then have children stand and count with you, acting out moving their arms like clock arms.

3 Practice Pair children to count together. One child counts while the other turns their body in a circle. Each time their partner says a number they do a small turn of their body. By the time they get to 12, they complete a full turn. Switch roles and repeat.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

What You Need

- clock

Academic Vocabulary

counting

eleven

twelve

Snack Time

20 minutes

Counting Have children close their eyes. *How many pieces would you like?* Have students count from 1 to the number of pieces they would like for snack (up to 12). Then place that number (up to 12) snack pieces on their napkins. Have them open their eyes and eat their snack.

DIFFERENTIATED SUPPORT

ELL

Counting Display number cards 11 to 12. Name the numbers in the child's home language. Then say the name of the number in English. Have children repeat the numbers. AUDITORY

Social Studies Circle

15 minutes

Learning Outcomes

The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common plan.
- engages in voting as a method for group decision-making.
- demonstrates coordination in isolation (may not yet coordinate consistently with a partner).

What You Need

- chart paper
- ballot box
- slips of paper, crayons
- ball or beanbag
- Big Book: *Five Little Ducks*

Outdoor Play

20 minutes

Animal Tag Choose a child to be the zookeeper (tagger). Designate an area that will be the “zoo.” Then say the name of an *animal*. Tell all the runners to move like the *animal* and to try not to be tagged. The children who are tagged go to the area designated as the zoo.

Animal Sounds

Ask children to listen to the following chant. Have children repeat the chant.

“Cluck, cluck, cluck,” said the chicken.

“Moo, moo, moo,” said the cow.

“Oink, oink, oink,” said the pig.

“Baa, baa, baa,” said the sheep.

What do you say?

Citizenship

- 1 Engage** Let’s make a list of all the different *animals* we know. Write down the names of different *animals* on chart paper. *Today we will be voting for our favorite animal.*
- 2 Develop** Have children explain what they have learned about voting as a method for group decision-making. *What are some ways we can vote for, or choose, for our favorite animal?*
- 3 Practice** Choose two *animals* from the list to vote for. Create a ballot box in advance to collect ballots. Before voting, have children discuss what they like and don’t like about each *animal*. Hand out slips of paper and crayons for children to mark their ballot slips. *If you want to vote for [name of animal], write the letter ‘A’ on your ballot. If you want to vote for [name of animal], write the letter ‘B’ on your ballot. Remember, you can only vote for one of the animals. Put your ballot in the box when you are finished.* Count the ballots with children, and record the result on chart paper.

Learn and Play

90 minutes

Let's Move

Hot Potato Arrange children in a circle. Give them a ball or beanbag to pass to each other while music plays. The player who is holding the “hot potato” when the music stops is out. Continue the game until one player is left. Notice that children have sufficient coordination to pass the ball or beanbag.

Duck, Duck, Goose Have children sit in a circle on the floor. Choose one child to be the “farmer.” The “farmer” walks around the outside of the circle pointing to each child and saying “duck” until randomly choosing a child to be the “goose.” The “farmer” runs around the circle to get to the empty spot before the “goose” tags him. The “goose” now becomes the “farmer.”

Let's Talk

Communicate and Plan Circulate among the play areas and model positive interactions for children.

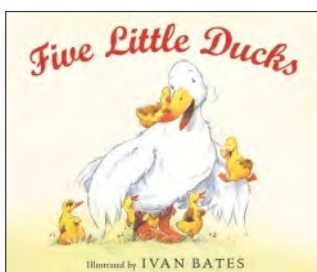
- Engage children in conversations about their imaginative play. Find children who are playing together and notice if they are communicating and engaging in play scenarios that share a common plan. For example, *Emma and Sophia, I see that you are both playing with the groceries. Are you shopping together? Maybe one of you can work at the register while the other pays for her groceries.*



Let's Read

Children's Vote Display *Five Little Ducks* and two other books the children have previously read and enjoyed. Have the class vote to choose the book to read together today.

Counting Point to the ducks in the illustrations in *Five Little Ducks* and have children count them with you.



Theme Vocabulary

animals

Academic Vocabulary

vote

decision

share

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

Picnic Time Tell children to close their eyes and imagine they are at a picnic. The day is nice, and the sky is clear. *Look up and see the birds flying overhead. How many birds do you see?*

DIFFERENTIATED SUPPORT

Extra Support

Let's Talk If problems arise between children, guide them to problem solve and resolve their conflicts. First, help the children identify the problem.

[Child's name] won't share the crayons with you. Then help the children think of solutions. *You could ask [child's name] to share the crayons, or you could go play with the blocks.* AUDITORY

Reflect

10 minutes

5x5

Learning Outcomes

The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common plan.
- interacts with a variety of playmates.
- may have preferred friends.

What You Need

- 5x5 Card: Elephants
- SEL Card: *friends*
- Javi

Academic Vocabulary

friends

CHECK FOR UNDERSTANDING

IF . . . a child is unsure of what they can share with their friends,

THEN . . . remind them of something they used today, such as blocks or play dough. Say: *Sometimes we invite our friends to play with us. Could you share the blocks? Look around the room. What else could you share with a friend?*

Animal Families Show children the photo on the card. Ask children if they know what *animal* is in the photos. Explain that the photos show an elephant family. **Adult elephants care for and protect the baby elephants. A baby elephant is called a calf.** Ask students why they think the adults care for the babies.



Have children form small groups. Invite them to play like they are an elephant family. Model elephant movements, such as waving your arm like a trunk.



Social and Emotional Learning

Friends Show children the picture on the card. Explain that the children on the card are friends. **Friends are other people we get to know well. They are people we like spending time with.** Point out that the friends on the card are sharing crayons. **We like playing with our friends. We are nice to them and share crayons, just like the children in the picture. What else can we share with our friends?** During Center Time, notice that children interact with a variety of playmates and have preferred friends.



Let's Talk About It

Tell children to think about their play during Centergize. Pass Javi around and have each child name something they did during Center Time. Ask follow-up questions such as **Did you play with a friend? How did you share?** Suggest that children invite other children to play with them tomorrow.



Welcome to Today

15 minutes

Meet and Greet

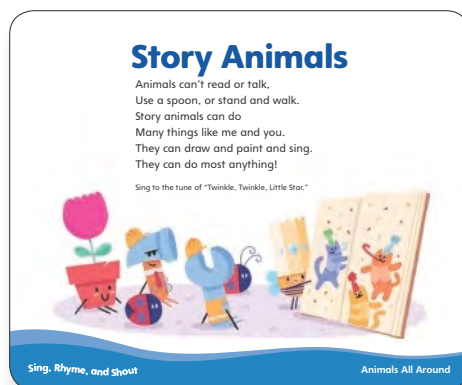
- As children enter the classroom, greet them with a high-five. *I'm glad to see you today.*
- *How are you this morning?* Remind children to follow the classroom routine and to place their picture on the Mood Meter.



Sing, Rhyme, and Shout

Animals All Around Use the illustration and the song on the card to continue exploring the theme, *Animals All Around*.

- Display the card. Point to the *animals* on the pages of the book the characters are reading. Explain that these *animals* aren't real. *That is why the animals can do things that people can do. Cats don't really have parties.*
- Play the recording and ask the children to sing along.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "Story Animals"
- attendance chart, helper chart

Theme Vocabulary

animals

Morning Meeting

- 1 Attendance** Ask children to place their name cards on the chart. Rote count the children who are present, asking children to join in.
- 2 Helper Chart** Review the helper jobs for this week. Ask children if they have any questions about their jobs.
- 3 Question of the Day** *Would you rather play with a puppy or a kitten?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** *Today we are going to read a different book about a boy who pretends to play with different animals. What is your favorite animal?*

Story Time

15 minutes

Learning Outcomes

The child

- responds to questions relevant to the text read aloud.
- discusses ideas for drafts composed in whole/small group writing activities.

What You Need

- Trade Book: *David, Fish, Penguins. . .*
- Vocabulary Cards: *animals, features, chameleon, snail, octopus, ostrich, rooster*
- Alphabet Card: Zz

Animals All Around

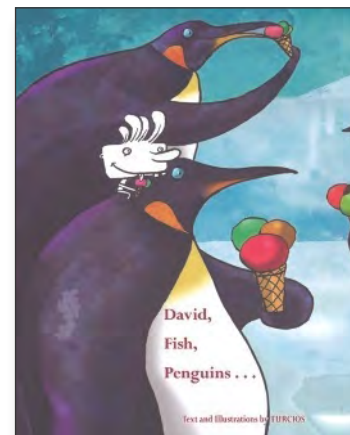
? **What can we learn about *animals* from stories?** Remind children of this week's question. Display Vocabulary Card *animals*. Tell children that *animals* are living things that aren't plants or people. Then display Vocabulary Card *features*. *All animals have special features. A feature is something interesting, like the feathers on a duck. We will learn more about the features of some animals.*



David, Fish, Penguins. . .

Tell children you will read a story called *David, Fish, Penguins. . .* today.

- 1 Introduce** Show children the cover of the book. *This is David. What is David eating? Who is David eating ice cream with? Do you think he is really eating with the penguins?*
- 2 Read Together** As you read, have children respond to questions regarding information in the story. Point to the illustrations that show David and the *chameleon*. *David is having an adventure with a chameleon. A chameleon can change the colors of its skin. Why do you think David hunts rainbows with the chameleon?*
- 3 Connect** Have children connect the information they read in the story to their own lives. *In the story, we read about David and his imagination and how he pretends to learn and play with animals. Your imagination is when you think about and pretend things in your mind. What do you like to pretend to do? How do you use your imagination?*



DIFFERENTIATED SUPPORT

ELL

Read Together Conduct a picture walk through *David, Fish, Penguins. . .* to help children understand that David is using his imagination and pretending to spend time with the different *animals*. Point to pp. 2–3. *David is waking up and singing songs with his friend the rooster. Do you think he is really singing with a rooster? Do you think he is pretending?* Flip through the illustrations, and guide children to understand that David is using his imagination in the story. Ask them to consider if an *animal* would really do the activity they see, or if David is pretending the *animal* is doing it. VISUAL

Literacy Circle

15 minutes

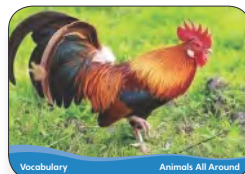
Concept Vocabulary

Develop Remind children of the weekly question:

What can we learn about animals from stories?

Display Vocabulary Card *chameleon*. This is a *chameleon*. Say the word *chameleon* with me: *chameleon*. What do we know about *chameleons*?

Display each Vocabulary Card (*snail, octopus, ostrich, rooster*) and ask children questions about each one that ties the word to the theme.



Alphabet Knowledge

Review Zz /z/ Tell children that today they are going to review what they learned about the letter Z.



- Display the Alphabet Card Zz. This is uppercase Z. Let's write uppercase Z in the air. Help children as needed. This is the lowercase z. Let's write lowercase z in the air. Help children as needed.
- **Where is the letter Z in the alphabet?** Have children point to the letter and recognize that it is the last letter of the alphabet.

Writing as a Process

Generating Ideas Tell children that they will write about another *animal* that David might play with. Have children discuss ideas for drafts of a story the class will write.

- Quickly review the story and remind children that David uses his imagination to think about what he would do if he had *animal* friends. *Which animal would you like to play with?*
- Have them turn and talk to a partner about their ideas. Then have them share their ideas with the class. Record children's ideas on chart paper, and have the class vote on the *animal* they will write about. Then tell children the class will start writing tomorrow.

Transitions

Fingerplay

Invite children to chant with you.

Five frogs are sitting on a log. (hold up five fingers)

One frog jumped into the pond. (hop)

How many are left? Four!

Continue with the fingerplay through zero frogs.

Theme Vocabulary

animals features

Concept Vocabulary

chameleon rooster

octopus ostrich

snail

Academic Vocabulary

pretend friends

share



CHECK FOR UNDERSTANDING

IF . . . children have difficulty forming letters Zz,

THEN . . . guide their hands to write the letters on paper so they can see what happens when the letters are written.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Flip through several pages of the book *David, Fish, Penguins* . . . Ask a child to choose an *animal* pictured in the book. Then have all children stand and walk as if they are the chosen *animal*. Have children count from 1 to 12 as they walk, saying one number for each step.

▶ **ELL Access**

Academic Vocabulary

Emerging Choose an *animal* from the book and model counting to 12 in that *animal's* "voice." Then count again, pausing after every three numbers for children to echo in the *animal's* voice: 1, 2, 3 [echo]... 4, 5, 6 [echo]... Counting in a funny way will help children who have difficulty pronouncing *thr* and *v* feel less self-conscious.

Developing With children, decide on the "voice" of an *animal* from the book. Then rote count to 12 with children, alternating numbers. Take turns starting with 1.

Expanding Seat children in a circle. Model counting to 12, using the "voice" of an *animal* from the book. Then have children count around the circle in the same voice, starting with a child you point to. Repeat with a different starter.

Bridging Model counting to 12, using the "voice" of an *animal* from the book. Then have children count in the same voice as you point to a different child to say each number.

- **Literacy: Generating Ideas** Explain to children that this week's they are going to draft another page to add to the story *David, Fish, Penguins* . . . They will write about another *animal* that David might play with and describe what they do together. Display the chart paper with the children's ideas for writing created in Literacy Circle. Reread each and have each pair of children select the *animal* they will write about.

▶ **ELL Access**

Share Ideas

Emerging Help children understand the ideas on the chart paper by making simple sketches or showing them images of the *animals*. Then ask: *Which animal do you want to write about?* Have children point or say the *animal* name they will write about.

Developing Ask children which *animal* they will write about. Then ask them to draw a picture of what David will do with the *animal*.

Expanding Say the following sentence frame for children: *The animal I will write about is ____.* Have them repeat the sentence frame and complete it with the *animal* they have chosen.

Bridging Have children say which *animal* they will write about. Then give them a sentence frame to describe what David might do with that *animal*. *David will ____ with the animal.*

Math Circle

15 minutes

Counting

Tell children that today they are going to count from 1 to 14.

- 1 Engage** Yesterday, we learned how to count to 12. Today we will count even higher! Introduce the number 13. Have children repeat *thirteen* after you multiple times and in different volumes. Then rote count from 1 to 13.

Repeat this sequence to introduce the number 14.

- 2 Develop** Model rote counting from 1 to 14. Have children count aloud with you. Now we will count like monsters. How would a monster count? Let's try! Count aloud as a class from 1 to 14. Then ask a child to choose another voice to use when the class counts. Repeat several times, rote counting in a variety of voices.
- 3 Practice** Have children vote on two movements, such as waving hands or wiggling feet. Then have them do one movement as they count from 1 to 14. Ask several children to count and move for the class.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- discusses ideas for drafts composed in whole/small group writing activities.

Academic Vocabulary

count	next
eleven	twelve
thirteen	fourteen

Snack Time 15 minutes

Counting Give children 14 snack pieces and have them count them out loud. Each time the children eat a snack piece, have them count the snack pieces they have left.

CHECK FOR UNDERSTANDING

IF . . . children have trouble rote counting from one to fourteen,

THEN . . . place 14 counters on a flat surface. Touch each one as you count aloud, move each to another spot, and have children repeat the counting with you.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common goal.
- may have preferred friends.
- shows understanding by following two-step oral directions.
- engages in voting as a method for group decision-making.

What You Need

- chart paper, markers
- markers to stand on
- paper, tape
- Trade Book: *David, Fish, Penguins. . .*

Outdoor Play

20 minutes

Name That Animal Have children think of different *animals*. Toss a ball to a child, and have him or her share the name of an *animal*. Then have the child toss the ball to another child who says the name of another *animal*. Continue the game until all children have had a chance to say the name of an *animal*.

Friends

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

Will you be my friend?

I like you, yes I do!

Friends are for caring.

Friends are for sharing.

Will you be my friend?

Citizenship

- 1 Engage** Have children name two to three toy *animals* in the classroom they like to play with. Draw a picture of the toy and write its name on chart paper. **Today we are going to vote for the class's favorite toy.**
- 2 Develop** Remind children that voting is a way for a large group of people to make a decision about something. Have volunteers find the three stuffed toys and place them in front of the class. **You are going to vote for your favorite of the stuffed *animals*.**
- 3 Practice** Have children give a brief description of each stuffed *animal*. Have children vote for the *animals* by raising their hands. Count and tally the votes on the chart paper. Have children help you count the votes and declare which stuffed toy is the class favorite.

Learn and Play

90 minutes

Let's Move

Simon Says Place markers on the ground and have children stand on them. Tell them that they are going to play “Simon Says.” Explain that they should follow the two-step directions you give them when they hear the words *Simon Says* before the directions. Use the following commands:

- Kneel on the ground and “moo” like a cow.
- Bend your arms and hop in one place like a kangaroo.
- Leap like a frog and say “ribbet.”

Number Hop Write the numbers 1 to 15 on separate pieces of paper. Tape the pieces of paper on the floor in random order. Create a starting line on the floor. Have children jump, skip, or hop from the starting line to the side of each number and say the number words as they land next to each piece of paper.

Let's Talk

Friends Circulate among play areas and observe children who are playing nicely with their friends.

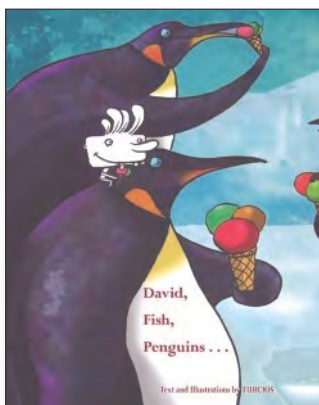
- Engage children in one-on-one conversations about friendship. For example, *I see that you enjoy playing together. Did you ask to play with your friends?*



Let's Read

Tell Me About It Display a page from *David, Fish, Penguins . . .* What did we read about on these pages? Ask children to tell something they remember from the page. Then reread the page to them.

Take a Guess Review the pictures in *David, Fish, Penguins...* Then play a guessing game. Describe an *animal* in the book. Ask children to point to it. For example, *I see an animal that is black and white and has a beak. What do I see?*



Theme Vocabulary

animals

Concept Vocabulary

chameleon

Academic Vocabulary

vote	decision
describe	friends
friendship	pretend

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

Curl Up for a Nap Tell children that it's naptime. *Have you ever seen a puppy or kitten curl up to take a nap? Pretend you are a puppy or a kitten, and it is time for a nap. Take your blanket and make yourself comfortable.*

DIFFERENTIATED SUPPORT

Extra Support

Let's Talk Talk with children about friendship. As you read *David, Fish, Penguins . . .*, point out how David and the *animals* are friends and enjoy spending time together. For example, *David likes to go on adventures with the chameleon. What do they like to do together? Do you think they enjoy spending time together?* AUDITORY

Reflect

10 minutes

5x5

What Am I? Point to an elephant in the picture and describe it for children. **The elephant is big and gray.** Point to the ears. **It has big, floppy ears.** Point to the elephant's trunk. **It has a long trunk.** **Can you describe another animal for me?** Have volunteers describe *animals* while the other children guess which *animal* they are describing.



Learning Outcomes

The child

- may have preferred friends.

What You Need

- 5x5 Card: Elephants
- SEL Card: *friends*
- Trade Book: *David, Fish, Penguins...*

Concept Vocabulary

ostrich

Academic Vocabulary

friends



Social and Emotional Learning

My Friends Show children the picture on the SEL Card *friends*. **What do you see children doing in this picture? Do they look like they are happy?** Explain that the children on the card are friends. Two of the friends are inviting another friend to color with them. **Friends are people we like and get to know well. They are people we prefer to spend time with. How do you like spending time with your friends? What do you like to play together?** During Center Time, notice if children have preferred friends and encourage children to try to make new friends and play with different people in their class.



Let's Talk About It

Ask children to think about the book they read in class today. **What friends does David have in the book? How are they good friends to David?** Point to page 24. **What does David like to do with the ostrich? Do you like to play hide and seek with your friends?**

CHECK FOR UNDERSTANDING

IF . . . children have trouble making new friends,

THEN . . . model for them how to ask other children to play. Ask the child to play with you. Then, invite other children to join you. [Child's name], **would you like to bake a cake with us?**

DIFFERENTIATED SUPPORT

Extra Support

Social and Emotional Learning

Help children who have not yet made friends or who don't have many friends. Discuss with them what their interests are and what they like to play. During Center Time, play with the children and invite other children with the same interests to join in. **KINESTHETIC**



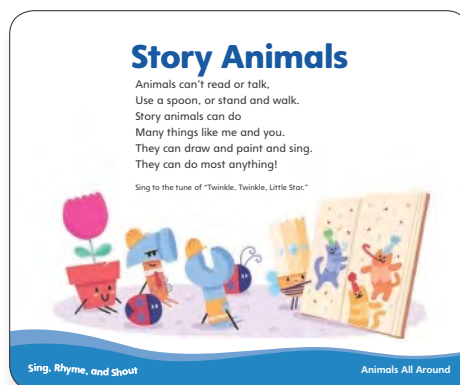
Meet and Greet

- As children arrive, greet them with a smile. Encourage children to greet other children with a smile.
- Ask children how they are feeling this morning. Have children show how they feel today by placing their pictures on the Mood Meter.

Sing, Rhyme, and Shout

Animals All Around Sing the song with children to remind them of the theme, *Animals All Around*.

- **Point to the card.** We learned that sometimes *animals* do things in books that they couldn't do in real life.
- Play a game with children. Ask them to put their thumbs up if a statement you say is true. Have them put their thumbs down if the statement isn't true. For example, *A dog rides a bicycle to school. A frog jumps on a log.*
- Then have children listen to the song and sing along.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: “Story Animals”
- attendance chart, helper chart

Theme Vocabulary

animals

Morning Meeting

- 1 Attendance** Have children place their names on the attendance chart.
- 2 Helper Chart** Remind the helpers of their duties this week. Thank them for their good work.
- 3 Weather** Ask a volunteer to describe the weather.
- 4 Today's Events** Tell children that they are going to write their drafts describing David's adventures with another *animal*.

DIFFERENTIATED SUPPORT

Engage and Extend

Sing, Rhyme, and Shout Provide materials for children to make their own musical instruments, such as empty boxes, sticks, rubber bands, and cans. Encourage children to use their instruments to accompany the Sing, Rhyme, and Shout song. TACTILE

Story Time

15 minutes

Learning Outcomes

The child

- responds to questions relevant to the text read aloud.
- contributes ideas for drafts composed in whole/small group writing activities.
- moves from scribbles to some letter-sound correspondence using ending sounds when writing.

What You Need

- Trade Book: *David, Fish, Penguins. . .*
- Talk More About It Card: *David, Fish, Penguins. . .*
- Vocabulary Cards: *features, chameleon, snail, octopus, ostrich, rooster*
- Picture Card: *zebra*

Animals All Around

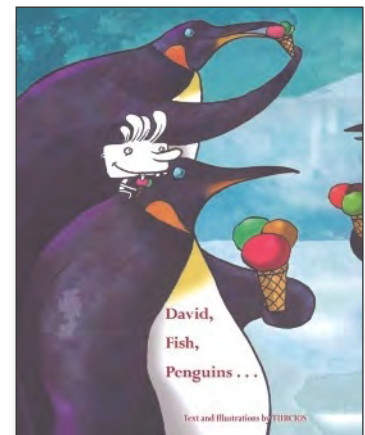
? **What can we learn about animals from stories?** Remind children of this week's question. Discuss with children what they have learned this week about *animals* and their *features*. Use Vocabulary Card *features* and remind children that *features* are interesting things, like the stripes on a tiger.



David, Fish, Penguins. . .

Tell children that you will reread *David, Fish, Penguins. . .* today.

- 1 Remember** Display the front cover of *David, Fish, Penguins. . .* Have children turn to a neighbor and talk about any of the *animals* from the book.
- 2 Reread** As you read, have children respond to questions about the text. For example, point to pp. 18–19. **Why does David like it when Mr. Octopus serves his meals?** Point to pp. 20–21. **What does David like to do with the penguins?**
- 3 Retell** Use the Talk More About It Card to help children retell the story. Prompt children with questions to help them, such as **What does David do with the tiger?** **Why does David search for his penguin friends on a hot day?** **How is David like a cat?**



DIFFERENTIATED SUPPORT

Engage and Extend

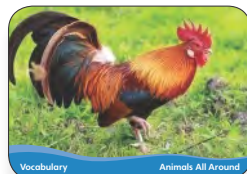
Writing a Draft Have children write their own drafts of a new story about David and his imagination. VISUAL

Literacy Circle

15 minutes

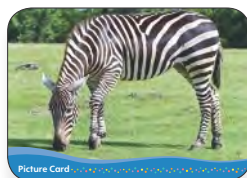
Concept Vocabulary

Practice Display Vocabulary Cards *chameleon*, *octopus*, *ostrich*, *rooster*, *snail*. Have children identify each one. These words are all names of *animals*. Which of them are birds? Is a *chameleon* a bird? No. Is an *ostrich* a bird? Which other animal is a bird? (*rooster*)



Alphabet Knowledge

Review Zz /z/ Tell children that today they are going to review the letter Z. Show children Picture Card *zebra*. This is a picture of a zebra. Say the word slowly. What sound do you hear at the beginning of the word *zebra*? The /z/ is at the beginning of *zebra*. Have children repeat the sound /z/. Can you think of other words that start with the /z/?



Writing as a Process

Writing a Draft Children will write a draft together about another *animal* that David might play with.

- Review the idea children chose to write about. Now it is time for us to begin writing.
- Guide children by asking questions, such as *How should we begin our writing? What should we write about next?* Write their draft on chart paper and save for the next day. To help children move from writing scribbles to some letter-sound correspondence using ending sounds when writing, have them write words that they know on their papers as you write on the draft on chart paper. As you write the draft, leave out end punctuation and capital letters at the beginning of sentences so children can revise and edit in the next lesson.

Transitions

Chant

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

Zoey Zebra lives at the zoo.

Her friends Zane and Zeke live there too.

Zoey, Zane, and Zeke like to zip around the zoo.

Would you like to zip around the zoo too?

Theme Vocabulary

animals features

Concept Vocabulary

chameleon rooster
octopus ostrich
snail

Academic Vocabulary

friends beginning
retell



CHECK FOR UNDERSTANDING

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

THEN . . . provide them with additional support, such as the following: Display Vocabulary Card *ostrich*. This is an *ostrich*. An *ostrich* is a large bird. It has feathers like small birds. 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 (pp. ELD•206).

Small Group

- **Math: Counting** Review rote counting from 1 to 14 with children. Tell children that they are going to count the number of times you clap. Clap your hands, and say the number word one. Have children repeat. Continue until you clap and count to 14. Allow a volunteer to lead the clap as the other children count.

▶ **ELL Access**

Academic Vocabulary

Emerging Counting to 14 involves many numbers that are difficult for some students to pronounce. Focus on helping children know the next number, rather than on speed or pronunciation. Model counting to 14. Then repeat, pausing after every two numbers for children to echo. For example: 1, 2 [echo] 3, 4 [echo]... 13, 14. When children gain confidence, have them start the count.

Developing Rote count to 14 with children, alternating numbers. Take turns starting with 1.

Expanding Seat children in a circle. Model counting to 14. Then have children count around the circle, starting with a child you point to. Repeat with a different starter.

Bridging Seat children in a circle. Choose a child to start the count with 1. Then have that child point to another child to say 2. Children continue the count to 14.

- **Literacy: Writing a Draft** Remind children that they will be writing another page to add to the story *David, Fish, Penguins*. . . with a partner. Tell them that today they will begin writing their drafts. Have children talk about ideas for their drafts with their partners. Have groups dictate their drafts to you and contribute drawings and any words or sounds from words they know to their drafts.

▶ **ELL Access**

Share Information

Emerging Have children draw pictures for their drafts. Have them describe their drawing to you. Write their descriptions in simple sentences. Read what you wrote and point out the words that represent the *animal* and the activity the *animal* and David do. Have children repeat the words.

Developing Have children draw pictures for their drafts. Then ask them to dictate words for the picture as you write them. Help them identify key words in the writing. Then reread the words you wrote, pointing to words as children follow along. Have children read their drafts to you and assist them in expressing their ideas.

Expanding Provide children with sentence frames to help them write their drafts. For example, *David likes to play with ____.* *They like to ____.*

Bridging Have children read their drafts to you and assist them in writing any difficult words.

Math Circle

15 minutes

Counting

Tell children that they are going to learn how to count from 1 to 15.

- 1 **Engage** Yesterday, we learned how to count to 14. Today we will learn the next number! Introduce the number fifteen. Have children repeat *fifteen* after you multiple times and in different volumes. Then rote count from 1 to 15.
- 2 **Develop** Sit as a class in a circle. Hold a ball and count: **One**. Pass the ball to the child next to you. They count: **Two**. Continue passing the ball and counting to 15. When you get to 15, have children stand up and begin the count again. Alternate sitting and standing as you count to 15 multiple times.
- 3 **Practice** Have children work in pairs. Give each group a ball. **Count from 1 to 15. Each time you say a number, pass the ball to your partner.** Have children count and pass at three speeds: normal, slow, and fast!

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- contributes ideas for drafts composed in whole/small group writing activities.

What You Need

- balls

Academic Vocabulary

count next
fifteen

Snack Time

15 minutes

Counting Give each child 15 snack pieces. Ask them to count the number of pieces that they have. After the children have eaten a few pieces, ask them to count the number of snacks they have now.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common plan.
- engages in voting as a method for group decision-making.

What You Need

- music
- blue and yellow counters, ballot box, chart paper, markers
- Big Book: *Five Little Ducks*
- Trade Book: *David, Fish, Penguins. . .*
- sidewalk chalk, beanbags

Outdoor Play

20 minutes

Beanbag Toss Using red, blue, and yellow sidewalk chalk or tape, draw outlines of three different shapes on the ground: circle, square, and triangle. Have children toss a beanbag into the shape that is their favorite. Repeat using the colors of the shapes.

At the Zoo

Have children stand up. Say the following chant to them and ask them to join in.

There's a giraffe as tall as can be.

She stretches her neck to eat
leaves from the tree. (stretch arms overhead)

There's a big, stomping elephant who is gray

Having a mud bath on this
very nice day. (scrub your arms)

There's a colorful parrot flapping its wings.

I can't understand the song
that he sings. (flap your arms)

What else do you think we will see at the zoo?

Citizenship

- 1 Engage** Play recordings of familiar songs for children. Encourage them to sing along. Tell children that they are going to vote for their favorite song.
- 2 Develop** *Why do we vote to help us make decisions?* Remind children that voting is a way for a large group of people to make a decision about something. Choose two songs the children enjoyed listening to. Give children the name of each song. Then play both songs for children.
- 3 Practice** Tell them that they will now vote for their favorite song using a blue or yellow counter. Play the first song for children. *If this song is your favorite, place a blue counter in the ballot box.* Then play the second song. *If this song is your favorite, put a yellow counter in the ballot box. Remember, you can only vote for one song.* Empty the box of yellow and blue counters, and have children help count and record the votes on chart paper. Have children determine which song is the class favorite.

Learn and Play

90 minutes

Let's Move

Number Circle Write the numbers 1 to 15 on pieces of paper and tape them in a circle on the floor.

- Tell children that you are going to clap your hands. They are to walk slowly around the circle.
- When you stop clapping, they are to stand still. Call out a number, and tell the child standing next to the number to raise their hand.

Monkey Moves Explain to children that they are going to move like *animals*. Give children a command, such as **Stomp like an elephant**. Then play the song that the children voted for in Social Studies Circle. When you stop playing the song, they should freeze and listen for the next direction.

- Fly like a bird.
- Slither like a snake.
- Wag your tail like a dog.

Let's Talk

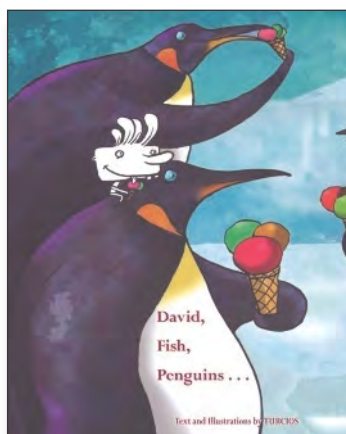
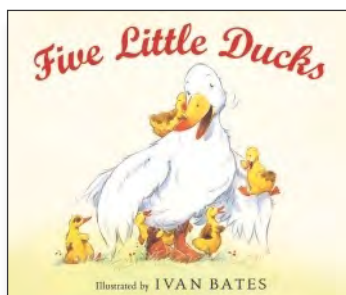
Friends During Center Time move around the room talking to children who adapt to the play of others. **I can see that you joined your friends to play in the kitchen. The cookies you are making look delicious.**



Let's Read

Children's Choice Display the Big Book *Five Little Ducks* and two other books the children have read and enjoyed. Have them vote to decide which book to reread.

Tell Me About It Show children the first page of *David, Fish, Penguins . . .* Have children describe what happens on these pages. Reread the page to children. Turn the page and ask children what happens in this part of the story. Then read these pages to children.



Theme Vocabulary

animals

Academic Vocabulary

circle

friends

square

decision

triangle

describe

vote

Center Time

30 minutes

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

Rest Time

35-40 minutes

Safari Invite children to sit down. Have children imagine they are on a safari in the jungle. **What animals do you see? Can you see a zebra? A giraffe? Or a monkey hanging from a tree?**

DIFFERENTIATED SUPPORT

Engage and Extend

Monkey Moves To make the game more challenging, give children a chance to create commands for their classmates. **KINESTHETIC**

Reflect

10 minutes

5x5

Learning Outcomes

The child

- interacts with a variety of playmates.
- may have preferred friends.

What You Need

- 5x5 Card: Elephants
- SEL Card: *friends*

Academic Vocabulary

share friends

CHECK FOR UNDERSTANDING

IF . . . children have difficulty sharing how they feel when friends treat them kindly,

THEN . . . recall a time during class when a child was kind. For example, *how did you feel when the snack helper got our snacks ready for us?*

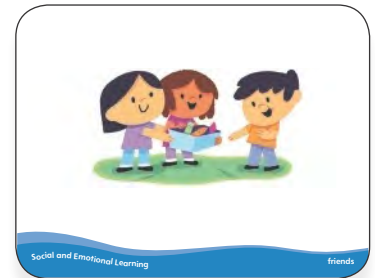
Compare Weights Review with children that an object's weight is how heavy or light it is. Point to an adult elephant and a baby elephant in the picture on the card. *Is the adult elephant heavier or lighter than the baby elephant? Why do you think the baby elephant is lighter than the adult elephant? Then hold up two objects in the classroom, such as a pencil and a book. Which of these things do you think is lighter? How do you know?*



Social and Emotional Learning

My Friends Point to the picture of the two girls on the card. *Do you think these two children like to play together? They are smiling, so I think they like spending time together.*

Remind children that friends are people we like and enjoy spending time with. *Sometimes we like spending time with one friend more than our other friends. That's okay. But we have to be kind to all our friends and everyone in class. How do the two friends on the card treat their other friend? They want the friend to share their crayons with them. During Center Time, notice if children have preferred friends and if they are interacting with a variety of playmates.*



Let's Talk About It

Let's think about what we did in class today. We learned a lot about friends. I learned that it is important to be nice to our friends and to everyone we meet. How do you feel when your friends treat you kindly?



Meet and Greet

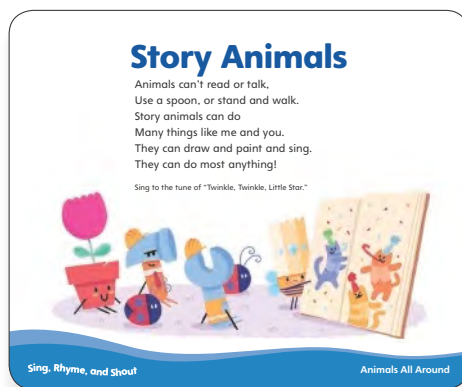
- As the children enter the classroom, greet them with a smile. **Hello!**
How are you today?
- Have children place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Animals All Around Sing the song with children to remind them of the theme, *Animals All Around*.

- Point to the illustration on the card. Have children discuss how *animals* in stories are different than *animals* in real life. **Do cats really have parties?**
- Have children listen to the song and participate by singing along. Then sing the song again creating new lyrics. For example, *Animals can't go to school, Read a storybook or write.*



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "Story Animals"
- attendance chart, helper chart

Theme Vocabulary

animals

Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart.
- 2 Helper Chart** Review each helper's job responsibilities. Ask them if they have any questions about their jobs.
- 3 Question of the Day** *Would you rather be an ostrich or an octopus?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer, or ask them to write their name. Have volunteers tell their choice.
- 4 Today's Events** Tell children that they will read a story about the differences between *animals* in real life and *animals* in stories today.

Story Time

15 minutes

Learning Outcomes

The child

- segments a syllable from a word.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- interacts to edit (conventions) class-made drafts.
- provides suggestions to revise (add [to]) class-made drafts.
- begins to experiment with punctuation when writing.

What You Need

- Read More About It Book: “Animal Tales”
- Vocabulary Cards: *chameleon*, *snail*, *octopus*, *ostrich*, *rooster*
- Picture Card: *zebra*

Animals All Around

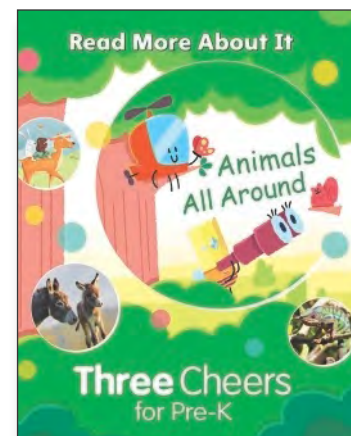
? **What can we learn about animals from stories?** Remind children of this week’s question: *What can we learn about animals from stories?* Explain that today they will hear about the differences between *animals* in real life and *animals* in stories.



“Animal Tales”

Tell children that you will read a story about the differences between *animals* in real life and *animals* in stories.

- 1 Introduce** Before reading, have children discuss some of the *animals* they have learned about.
- 2 Read Together** Read the selection, pausing to ask children questions that prompt them to describe and compare the *animals* in the stories and those in real life. *How are animals in stories like animals in real life? What do some animals do in stories that they couldn’t do in real life?*
- 3 Connect** After reading, ask children about their pets at home or any other *animals* they have seen elsewhere. Ask them to tell the different ways the pets or *animals* act.



DIFFERENTIATED SUPPORT

3-Year-Olds

Introduce Meet with 3-year olds to preview “Animal Tales.” Point to each picture and model asking and answering questions, such as *What animal is this? It is a ____.* *How do roosters act in stories? In stories, roosters act like ____.* AUDITORY/VISUAL

Literacy Circle

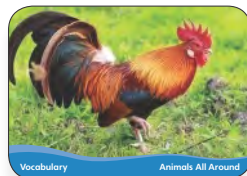
15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *What can we learn about animals from stories?*

Display Vocabulary Cards *snail* and *octopus*. **This animal has eight arms and lives in the ocean.**

Which animal am I? Hold up two cards and give children clues for one of them (*chameleon, rooster, octopus, ostrich, snail*). Have children identify the word. Repeat until each word has been used at least once.



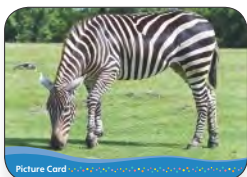
Phonological Awareness

Segment Syllables Children will segment syllables in words.

- Say *kitten* and have children repeat the word. Then say the word again, segmenting the word into syllables: kit-ten.
- Say the word *zigzag*. Have children repeat the word and guide them to break the word into syllables: zig-zag. Repeat with additional words, such as *starfish, tiptoe, and popcorn*.

Alphabet Knowledge

Review Zz /z/ Tell children that today they are going to review what they know about the letter Z. Show children the Picture Cards *zebra, snake, and seal*. Say each word, emphasizing the beginning sound. Ask children to identify the word that begins with the sound that the letter Z spells, /z/.



Writing as a Process

Revising and Editing Reread children's draft and have them provide suggestions to revise and edit the draft. Guide them to edit for initial capital letters in sentences. **This is the first word in a sentence. What kind of letter does this word need to begin with?** Have children begin to experiment with punctuation. Guide them to add end punctuation. Reread a sentence, and say: **What mark do I need to put at the end of the sentence?**

Transition

Ask children to stretch out their arms and legs and stomp their feet. Then have them listen to the chant and chime in.

I saw a seal at the zoo,
and six tiger cubs too.
I saw a parrot who could talk
and two penguins going for a walk.
I saw a kangaroo hopping here and there
and two grizzly bears with lots of hair.

Theme Vocabulary

animals features

Concept Vocabulary

chameleon rooster
octopus ostrich
snail

Academic Vocabulary

sentence beginning sounds
end break apart



CHECK FOR UNDERSTANDING

IF . . . children have difficulty segmenting words into syllables,

THEN . . . display Picture Card *butterfly*. **What is this? It is a butterfly.** Guide children to break the word into syllables: but-ter-fly.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** We are going to review counting from 1 to 15. Have children spread out a safe distance apart. *Every time we count a number, we will jump in the air.* Children should jump in place, not forward or sideways. Model a safe vertical jump. *Let's jump and count! One...Two...*

▶ **ELL Access**

Academic Vocabulary

Emerging Use a puppet to lead rote counting to 15 with children. First have the puppet count alone. Then have the puppet pause after every three numbers for children to echo: 1, 2, 3 [echo] 4, 5, 6 [echo]... 13, 14, 15.

Developing Use a puppet to model rote counting to 15. Then have the puppet alternate counting with children. The puppet and the children should take turns starting with 1.

Expanding With children seated in a circle, use a puppet to model rote counting to 15. Then have the puppet point to a child to start with 1 and direct the count around the circle. Repeat starting with a different number.

Bridging After a puppet models rote counting to 15, have the puppet lead the children in counting by pointing to a different child to say each number.

- **Literacy: Revising and Editing** Remind children that a sentence begins with an uppercase letter and ends with punctuation. Reread the children's drafts with them. As you reread, guide children to share where uppercase letters and end punctuation should be added. Provide guidance as needed. *What do we need to put at the end of this sentence?*

▶ **ELL Access**

Share Information

Emerging Write a sentence on the board from one of the drafts. Point to the uppercase letter. *This is an uppercase letter. Sentences begin with an uppercase letter.* Point to the period. *Sentences end with punctuation.* Ask children to point to the capital letter. Then have them point to the end punctuation.

Developing Write a sentence on the board from one of the drafts. Ask children to point to the capital letter. Then have them point to the end punctuation. Then write a sentence from a draft that is missing either an uppercase letter or end punctuation. *What does this sentence need?*

Expanding Write a sentence on the board from one of the drafts, only do not include an uppercase letter at the beginning or end punctuation. Point to the first word. *This is the beginning of a sentence. What should it begin with?* Then have children tell how to fix the end of the sentence.

Bridging Write several sentences on the board from one of the drafts, only do not include an uppercase letter at the beginning or end punctuation. Guide children to say where capital letters and end punctuation should be added.

Math Circle

15 minutes

Counting

Tell children that today you are going to review counting from 1 to 15 starting with numbers other than 1.

- 1 **Engage** Have 15 children form a line. Use stuffed *animals* to complete the 15 places if there aren't enough children. Walk down the line and give each student a number (1 to 15). You will have to "talk" for any stuffed *animals*. Walk the line a couple of times asking children: **What is your number?** Begin the count from 1 to 15 with each child saying their number. Repeat several times.
- 2 **Develop** Remind students that they each have a number. Switch students as needed to give everyone a turn. **Now we will count again. This time I will point to the person who will start the count. Let's try!** Point to child 2: **Two**. Then continue counting until reaching 15. Repeat this activity multiple times, each time pointing to a starting number between 2 and 9. Complete the count to 15 sometimes. Other times, have the last few students squat down to stop the count at those standing.
- 3 **Practice** Place children in groups of three. **Now you will count with your group. Take turns counting.** [Child 1's name] says a number. [Child 2's name] says the next number. [Child 3's name] says the next number. **Count from 1 to 15.** Then give each group a number cube. Have them roll it to find the number where they will start counting in the next round. **What number did you roll? Start counting at that number. Count to 15.** Allow groups to roll multiple times and practice counting from a number other than 1.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- interacts to edit (conventions) class-made drafts.

What You Need

- Number Cubes

Academic Vocabulary

count	counting
eleven	twelve
thirteen	fourteen
fifteen	next

SEL Snack Time

15 minutes

Counting Give children five snack pieces. Have them count how many pieces they have. Give them three more pieces. **You had five pieces. Now how many pieces do you have?** Guide them to continue counting the new pieces with the number six.

Science Circle

15 minutes

Learning Outcomes

The child

- interacts with a variety of playmates.
- sorts objects that are different into groups.
- observes the characteristics of organisms.
- describes the characteristics of organisms.

What You Need

- sidewalk chalk or tape, counters or beanbags
- Picture Cards: *goldfish, dog, bird, fox, snake, ostrich*
- Patterns: Dot Cards
- Read More About It Book: "Animal Tales"

Outdoor Play

20 minutes

Fur, Feathers, Scales

Hopscotch Draw several hopscotch patterns on the ground. In place of numbers, draw a picture of fur, feather, or scales in each box. Have children toss a counter or beanbag to a square. After hopping to the square, they must move like an *animal* that has the specific covering shown in the box.

Animals Can Do Anything

Say the following chant to children. Have them respond to the questions in the chant.

In books, *animals* can do anything!

Do penguins eat popsicles?

Do *octopuses* cook?

Can crocodiles bake cookies?

In books, *animals* can do anything!

Living Things

- 1 Engage** Display the Picture Cards of *animals* with different coverings, such as *goldfish, dog, and bird*. Have children say the name of the *animals*. Place the pictures on the board. *Today we are going to look at the coverings of different animals.*
- 2 Develop** Point to the picture of the dog. *What kind of covering does the dog have on its body? Yes, dogs have fur.* Point to the goldfish. *What kind of covering does a fish have? A fish has scales.* Then point to the picture of the bird. *What kind of covering does a bird have? Birds have feathers.*
- 3 Practice** Hold up Picture Card *fox*. *What kind of covering does the fox have? How are the dog and the fox alike? They both have fur.* Place the picture of the fox under the dog. Show children additional Pictures Cards, such as *snake and ostrich*. Have children sort the pictures into groups on the board. *What do we look for when sorting animals into groups? We look for ways in which the animals are the same and ways they are different.*

Learn and Play

90 minutes

Let's Move

Move Like an Animal Tell children that they are going to move like *animals*. Explain that you will clap your hands and tell them what animal movement to do. Give the children the following commands:

- Flap your arms like the wings of a bird.
- Slither your arms like snakes.
- Hop like a frog.
- Waddle like a duck.
- Jump like a kangaroo.

How Many Dots? Tell children that you are going to show them a dot cube and then give them a command, such as hop on one foot, pat your head, or do jumping jacks. They should do the action the number of times they see on the dot cube.

Let's Talk

Friends Walk around the classroom and observe children who are working together and helping each other.

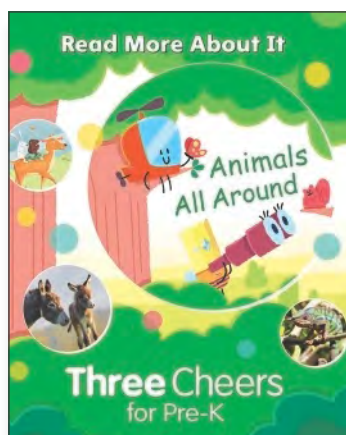
- Engage children in conversations about interacting nicely with others. *I see that you are working together to draw a picture of a horse. Do you enjoy helping each other? It's nice to help others on a project.*



Let's Read

Read More About It Display "Animal Tales." Reread the story and ask children what they would like to learn more about.

Your Turn to Read Have children take turns looking at each picture and retelling what they remember about the story.



Theme Vocabulary

animals

Academic Vocabulary

fur	sort
feathers	different
scales	same

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

Let's Go Camping Ask children to imagine they are outside camping. Have them cuddle up in their sleeping bags. *What animals can you see at night?* Tell them to close their eyes. *What animals can you hear?*

DIFFERENTIATED SUPPORT

Engage and Extend

Read More About It Based on what children want to learn more about, provide additional books for them to explore. If children would like to learn more about ducks, read fiction and realistic stories about ducks with them.

AUDITORY

Reflect

10 minutes

5x5

Location Words Point to an elephant on the card. Ask children questions to practice using the location words they have learned. *What is under the elephant? What is next to the baby elephant? What is over the elephant?*



SEL Social and Emotional Learning

My Friends Point to the picture on the SEL Card *friends*. Have children describe what the two children are doing. *Do you think the two children coloring are friends? Why are they pointing at the crayons?* Remind children that being friends means that you like being with someone. Sometimes they may have preferred friends. *Sometimes we have friends we like to be with more than other friends. The two friends on the card are sharing their crayons with another friend. Notice if children in class have preferred friends.*



SEL Let's Talk About It

Ask children to think about what they learned in class today. *We read a new text called "Animal Tales." We learned that in stories, donkeys act silly and stubborn, but donkeys in real life are smart and helpful. What other things did we learn about animals in stories from "Animal Tales"?*

Learning Outcomes

The child

- may have preferred friends.

What You Need

- 5x5 Card: Elephants
- SEL Card: *friends*

Transition

Have children listen to the chant and perform the gestures.

If you want to be my friend,

Clap your hands.

If you want to be my friend,

Clap your hands.

If you're my friend and want to show it,

If you're my friend and really know it,

Clap your hands.

Theme Vocabulary

animals

Academic Vocabulary

share

friends

✓ CHECK FOR UNDERSTANDING

IF . . . a child has difficulty understanding the idea of having preferred friends,

THEN . . . have them describe each of their friends and why they like playing with each of them.



Welcome to Today

15 minutes

WEEK 1 DAY 5

Meet and Greet

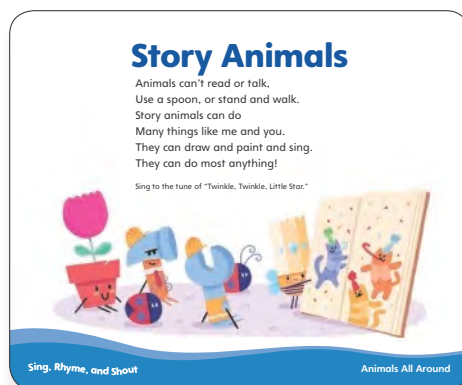
- Greet children as they enter the classroom with a high five for finishing their first week learning all about *animals*.
- Ask children how they are feeling. Tell them to place their pictures on the Mood Meter so you can gauge their mood.



Sing, Rhyme, and Shout

Animals All Around Display the card.

- This week we learned a lot about *real animals* and the features that help them move. We also learned about *animals* in stories and how they can do things that *real animals* can't do.
- Have children listen to the song and sing along. Ask children to move like their favorite *animal* as they sing the song.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "Story Animals"
- attendance chart, helper chart

Theme Vocabulary

animals

Academic Vocabulary

describe

Morning Meeting

- 1 **Attendance** Have children place their name cards on the attendance chart. Then point to each name card and say, [Child's name] is here today!
- 2 **Helper Chart** Thank the helpers for doing their jobs this week. Remind children that next week new jobs will be assigned.
- 3 **Weather** Ask children to describe the weather. *How has the weather changed this week?*
- 4 **Today's Events** Tell children that today they will be reading their drafts.

DIFFERENTIATED SUPPORT

ELL

Mood Meter Show children the SEL Card *feelings*. Point to the picture. *How does the girl feel? How do you know? What does her mouth show? What do her eyes show?* Help children understand that our face can show how we feel inside. VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- 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.
- shares class-made written products.

What You Need

- Trade Book: *David, Fish, Penguins. . .*
- Read More About It Book: "Animal Tales"
- Vocabulary Cards: *chameleon, snail, octopus, ostrich, rooster*
- Picture Cards: *boat, goat, bug, mug, cat, hat, nail, pail*
- Alphabet Card: Zz

Animals All Around

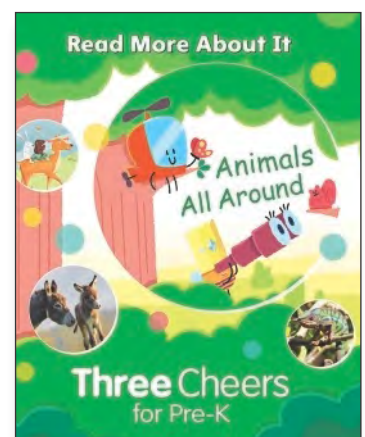
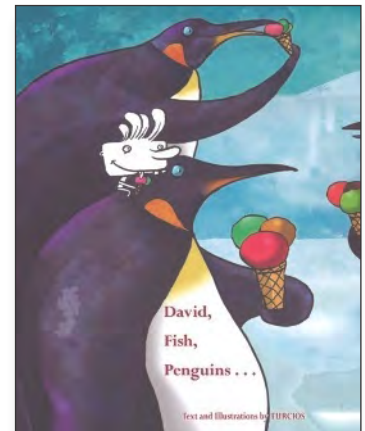
? What can we learn about animals from stories? Remind children of this week's question: *What can we learn about animals from stories? What have we learned about animals from what we've read this week? How are animals in stories sometimes different from animals in real life? What are some animal features that we've read about?*



David, Fish, Penguins. . . and "Animal Tales"

Have children sit in front of you. Tell them that you are going to review *David, Fish, Penguins. . .* and "Animal Tales."

- 1 Remember** Have volunteers share what they learned about *animals* in *David, Fish, Penguins. . .* and in "Animal Tales." How does David use his imagination in the story? How are real *animals* different from the *animals* in *David, Fish, Penguins. . .*?
- 2 Reread** Reread parts of *David, Fish, Penguins. . .* and "Animal Tales" to children, pointing out words and pictures that describe the *animals*.
- 3 Compare** Have children compare and contrast information in *David, Fish, Penguins. . .* and "Animal Tales." We read a lot about *animals* in these two stories. Hold up *David, Fish, Penguins. . .* How do the *animals* act in *David, Fish, Penguins. . .*? Do they act like *animals* in real life? Then hold up "Animal Tales." We learned that *animals* in books don't always act like *animals* in real life. This explains why some of the *animals* in *David, Fish, Penguins. . .* do things that they couldn't do in real life.



DIFFERENTIATED SUPPORT

Engage and Extend

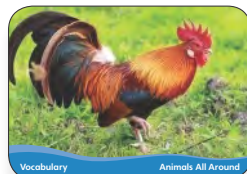
Compare Have children draw illustrations for *David, Fish, Penguins. . .* and write a story that goes with them.
VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

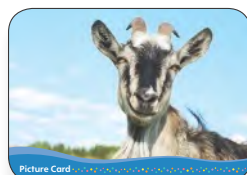
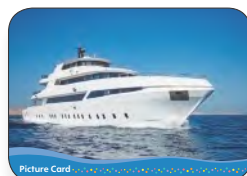
Check for Understanding To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *Which animal has a shell that it uses for protection? Which animal changes colors? How are a rooster and an ostrich alike? Which animal lives in the ocean?*



Language and Communication

Perceive Differences Children will perceive differences in similar-sounding words.

- Display Picture Cards *boat* and *goat*. One of these is a goat, and the other is a boat. Which one is the boat?
- Continue the activity with the Picture Cards *bug* and *mug*, *cat* and *hat*, and *nail* and *pail*.



Alphabet Knowledge

Review Zz /z/ Show children Alphabet Card Zz. The word *zigzag* begins with the sound /z/. The sound /z/ is spelled with the letter z. Can you think of any other words that start with the sound /z/? Prompt children with clues for these words: *zoo*, *zipper*, *zebra*, *zero*.



Writing as a Process

Have children create an illustration to go with one of the drafts they wrote in small groups. Then have children share their drafts with the class.

Transitions

Chant

Have children echo you as you say the chant.

Friends stick together
in any kind of weather.
Friends show they care
when they help and share.

Theme Vocabulary

animals features

Concept Vocabulary

chameleon rooster
octopus ostrich
snail

Academic Vocabulary

imagination

✓ CHECK FOR UNDERSTANDING

IF . . . children have difficulty perceiving differences in similar-sounding words,

THEN . . . use the following word pairs, and say each one emphasizing the sounds that are different: *m-ā-ā-ā-/k/*, *M-ī-ī-ī-/k/*; *bbbb-all*, *ffff-all*; *sn-ā-ā-ā-ā-/l*, *sn-ī-ī-ī-p*.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** We are going to review counting to 15. Place children in pairs. Give them a set of numeral cards from 1 to 9 and place them facedown. **Now we will play a counting game. Turn over a card. What number do you see?** Have one child count from 1 to the number shown. Their partner will count on from that number to 15. Switch roles and count to and from a new number. Continue to switch roles and play until all numeral cards are faceup.

▶ **ELL Access**

Academic Vocabulary

Emerging Model counting to 15. Then count again, pausing after every two numbers for children to echo: **1, 2, 3** [echo] **4, 5, 6** [echo]...**13, 14, 15** [echo]. Repeat, pausing after every three, four, and five numbers.

Developing Have children stand in a circle. Model counting to 15. Then ask a child to name a number from 1 to 15. Tell children they will count in unison, but when they say the chosen number, they will hop (or other action) and then keep counting. Repeat, with children suggesting actions.

Expanding Model counting to 15. Then ask a child to name a number from 1 to 15. Have half of the group start counting from 1. When they reach the chosen number, counting to 15 switches to the other half of the group. Repeat with other "switch" numbers.

Bridging Place number cards 1–9 face down and out of order. Turn one card over, and have children count starting with that number and ending with 15.

- **Literacy: Alphabet Knowledge** Review the letter Z with children. Show children the Alphabet Card Zz. Have children make the letter Z with their fingers. Now ask children to say the sound that the letter spells.

▶ **ELL Access**

Relate Letter Sounds

Emerging Hold up Alphabet Card Zz. **This is the letter Z. The sound that the letter Z spells is /z/.** Have children repeat the /z/. Show children the Picture Card *zipper* and have children repeat the word, holding their hand over their open lips to feel the vibrations.

Developing Show children the Picture Cards *zipper* and *scissors*. **Listen and repeat as I say each word.** Emphasize both initial sounds and encourage children to do so as well. Then ask: **Which word starts with /z/?**

Expanding Show children the Picture Cards *zipper* and *scissors*. Say the words and then point to the pictures. Ask: **Is this a sipper? Are these zissors?** Have students tell you the correct name for each picture.

Bridging Show children the Picture Cards *zipper* and *scissors*. Have children name the pictures and tell you which word starts with the /z/.

Math Circle

15 minutes

Counting

Tell children that today you are going to show them how to count to 15, when the number begins after 10.

- 1 **Engage** Choose ten children and ask them to sit in a circle. *Let's hear the children count.* Tap each child on the shoulder and have children rote count to 10 with you. Invite five more children over to the circle. These children should stand behind those sitting. *Let's hear the standing children count.* Tap each standing child on the shoulder and have children rote count 11, 12, 13, 14, 15 with you.
- 2 **Develop** Next ask a standing child to join the circle. *There is a different starting number now: 11. Let's count on from 11.* Continue the activity by changing the number of children seated in the circle and standing around them.
- 3 **Practice** Place children in pairs. *Now you can use counting to make a beat. Let's clap and count.* Have one child clap 10 times, counting from 1 to 10 with each clap. Their partner will clap too, counting on from 11 to 15. *Switch roles and count from 11 to 15. This time, stomp and count.* Continue to switch roles and make beats with different noises (e.g., knee taps, belly pats).

Learning Outcomes

The child

- uses words to rote count from 1 to 30.

Academic Vocabulary

count	counting
next	eleven
twelve	thirteen
fourteen	fifteen



Snack Time

15 minutes

Counting 1, 2, 3, 4, 5. 5 is our number. Give children five snack pieces. Allow children to request more snack pieces by counting from 5 to the number they would like.



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.

Science Circle

15 minutes

Learning Outcomes

The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common goal.
- retells or re-enacts a story after it is read aloud.
- observes the characteristics of organisms.
- describes the characteristics of organisms.

What You Need

- Picture Cards: *cat, bird, goldfish*
- pictures of other animals
- masking tape
- plastic animals or Picture Cards
- sidewalk chalk
- Big Book: *Five Little Ducks*
- Trade Book: *David, Fish, Penguins. . .*

Outdoor Play

20 minutes

Animal Coverings Art Have children think about *animals* they have seen that have feathers, scales, or fur. Ask children to draw a picture of an *animal* they have seen with fur, feathers, or scales using chalk.

Three Fish

Have children stand up and listen to the following chant.

Three fish were swimming in the sea.

One ran away; you can't catch me. (hold up three fingers)

Two fish were swimming in the sea.

One ran away; you can't catch me. (hold up two fingers)

One fish was swimming in the sea.

One ran away; you can't catch me. (hold up one finger)

Living Things

- 1 Engage** What are the different ways we can use to describe different coverings of *animals*? (fur, scales, and feathers) Tell them that there are different types of *animals* each with its own *features*.
- 2 Develop** We can observe, or look, at different types of *animal* coverings. Show children Picture Card *cat*. *Cats have fur*. Show the Picture Card *bird*. *Birds have feathers*. Then show children Picture Card *goldfish*. *Fish have scales*. Place the picture cards on the board.
- 3 Practice** Hold up a picture of another *animal*, such as a giraffe. What kind of covering does the giraffe have? How are the cat and the fox alike? They both have fur. Place the picture of the giraffe under the Picture Card *cat*. Show children additional pictures of *animals*, such as an *iguana* and a *duck*. Have children sort the pictures into groups on the board. Remind them that when they sort *animals*, they look for ways in which the *animals* are the same and ways they are different.

Learn and Play

90 minutes

Let's Move

Air, Land, Sea Create three squares on the floor with masking tape. Tell children that the square on the left is the air. The square in the middle is the land, and the square on the right is the sea. Have children line up. Say the name of an *animal* to the first child, and have him or her run to the square where the *animal* would live.

Hide and Seek Hide plastic *animals* or picture cards of *animals* with fur, scales, or feathers around the room. Give children clues to find the *animals*. *This animal has feathers and is white with an orange beak.* As children search for the objects, give “closer-farther” hints.

Let's Talk

Share Circulate among the play areas and take note of children who are sharing with others.

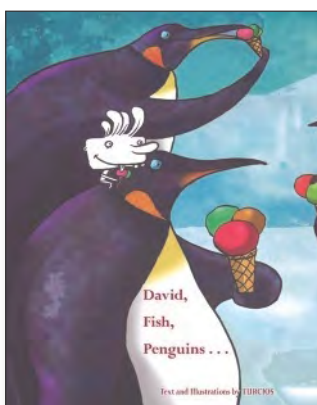
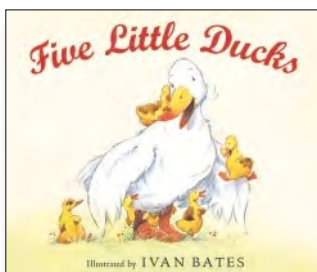
- Engage children in one-on-one conversations about their behavior. For example, *I see that you shared your blocks with [child's name]. Good friends share things with each other.*



Let's Read

Tell Me About It Display *David, Fish, Penguins*. . . . Have a child find a page they would like to retell. *Which part did you like best? Tell us more about it.*

Children's Choice Display *Five Little Ducks* and *David, Fish, Penguins*. . . . Have children vote to decide which book to reread.



Theme Vocabulary

animals features

Academic Vocabulary

sort same
different friends
share retell
vote pretend

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

Bear Nap Ask children to close their eyes and pretend they are a bear taking an afternoon nap. *What dreams do you think a bear might have?*

DIFFERENTIATED SUPPORT

Engage and Extend

Hide and Seek Give children turns at hiding *animals* or picture cards of *animals* in the classroom. Then have each child give clues for their classmates to find the *animals*.

AUDITORY

Reflect

10 minutes

5x5

Learning Outcomes

The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common goal.

What You Need

- 5x5 Card: Elephants
- SEL Card: *plan*
- Javi

Theme Vocabulary

animals

Academic Vocabulary

help plan
friends

CHECK FOR UNDERSTANDING

IF . . . a child has trouble communicating with their friends when playing,

THEN . . . enter into the playgroup and prompt children with questions, such as *What groceries did you buy? What are you going to cook with the food?*

Science Show children the picture on the card. Remind children that *animals* need to eat just like people do. **Elephants eat the leaves of trees. They use their long trunks to reach up and grab the leaves.** Have children gather near a wall or other tall object. Tell them to pretend to be elephants grabbing leaves off the trees with their trunks. Model how to use your arm as a trunk.



Social and Emotional Learning

Communicate and Plan Display the SEL Card *plan*. **What are the friends in the picture doing? What do you think is their plan? I think it is to make a meal.**

Put children in groups of three and have them act out the scene on the card.

Explain that someone is shopping, someone is putting away the groceries, and someone is cooking. Tell them to talk to one another about what they are doing and decide what meal to cook.



Let's Talk About It

Tell children that it's time for them to think about what they learned about today. Hold Javi. **We learned about *animals* in books and *animals* in real life. How do David's friends help him in *David, Fish, Penguins*. . . ?** Pass Javi around the room and allow each child a moment to talk.



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 increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. Pages 60, 66, 68, 74, 76, 82, 90, 92; C•188–C•189, C•192–C•193 Child interacts with a variety of playmates and may have preferred friends. Pages 58, 68, 76, 84, 90
Language and Communication	<ul style="list-style-type: none"> Child shows understanding by following two-step oral directions and usually follows three-step directions. Page 85 Child perceives differences between similar-sounding words. Pages 62, 70
Emergent Literacy Reading	<ul style="list-style-type: none"> Child recognizes at least 20 distinct letter sounds in the language of instruction. Pages 62, 70, 78, 86 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Pages 70, 86
Emergent Literacy Writing	<ul style="list-style-type: none"> Child shares and celebrates class-made and individual written products. Pages C•196–C•197 Child begins to experiment with punctuation when writing. Pages C•196–C•197
Mathematics	<ul style="list-style-type: none"> Child informally recognizes and compares weights of objects or people. Pages 65, 73, 81, 89; C•194–C•195
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses the characteristics of organisms. Pages 58, 66, 74; C•200–C•201
Fine Arts	<ul style="list-style-type: none"> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 53, 61, 69, 77, 85
Physical Development	<ul style="list-style-type: none"> Child shows increasing control of tasks that require eye-hand coordination. Pages C•190–C•191, C•198–C•199
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages 82; C•188–C•189

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

Ready for Kindergarten!

Listening Comprehension

Pre-Kindergarten Outcomes

- Child shows understanding by following two-step oral directions and usually follows three-step directions. **Page 85**

Kindergarten Literacy Goals

- Confirm understanding of information presented orally.

Speaking

Pre-Kindergarten Outcomes

- Child perceives differences between similar-sounding words. **Pages 62, 70**

Kindergarten Literacy Goals

- Recognize and produce rhyming words.

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child recognizes at least 20 distinct letter sounds in the language of instruction. **Pages 62, 70, 78, 86**

Kindergarten Literacy Goals

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

Reading Readiness

Pre-Kindergarten Outcomes

- Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. **Pages 70, 86**

Kindergarten Literacy Goals

- Identify the main topic and retell key details of a text.

Writing

Pre-Kindergarten Outcomes

- Child shares and celebrates class-made and individual written products. **Pages C•196–C•197**
- Child begins to experiment with punctuation when writing. **Pages C•196–C•197**

Kindergarten Literacy Goals

- Share writing in various ways, such as a class-made book, class blog, or oral presentation.
- Demonstrate command of the conventions of standard English capitalization and punctuation when writing.

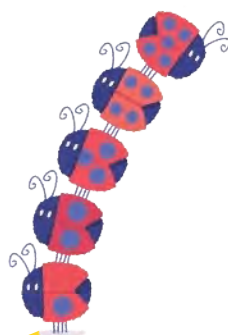
Mathematics

Pre-Kindergarten Outcomes

- Child informally recognizes and compares weights of objects or people. **Pages 65, 73, 81, 89; C•194–C•195**

Kindergarten Mathematics Goals

- Describe and compare measurable attributes of objects, such as weight.



THEME 8 WEEK 2

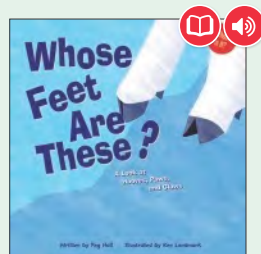
Animals All Around

How are animals the same and different?

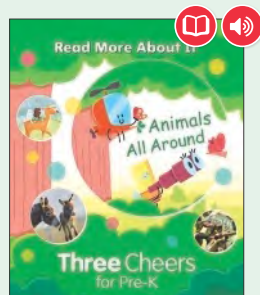
Weekly Question:

How do the feet of animals help them?

From the Theme Kit Print and Digital



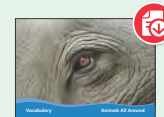
Trade Book



Read More About It: "The Party"



5x5



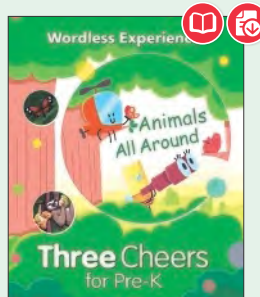
Theme and Concept Vocabulary



Theme Manipulative



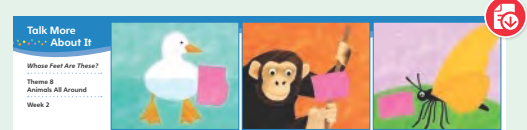
Big Book and Little Books



Wordless Experience Book: *Animals All Around*

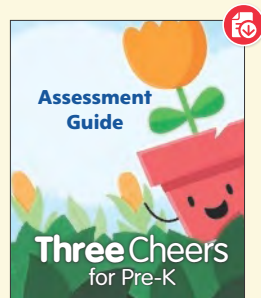


Sing, Rhyme, and Shout: "All Kind of Feet"



Talk More About It: *Whose Feet Are These?*

From the Teacher Toolkit Print and Digital



Assessment Guide



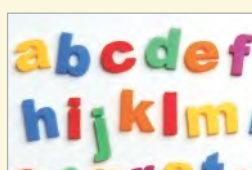
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



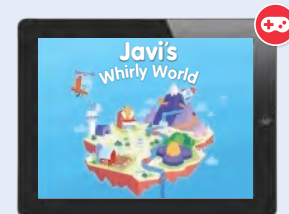
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



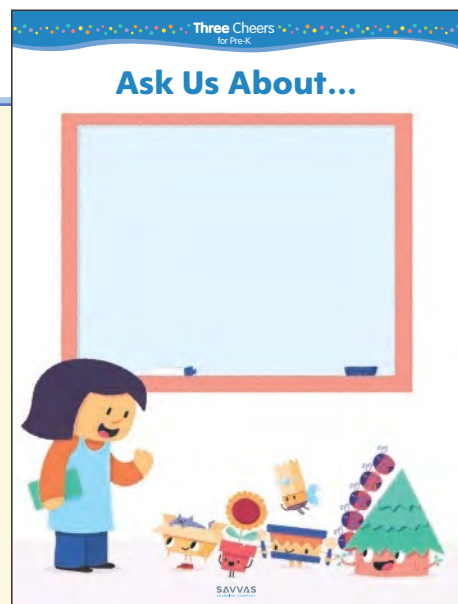
Digital Bookshelf

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.

- If you and your friends want to play together, what plan could you make?
- What kind of feet does a duck have? How do these feet help a duck?
- What do you think would weigh more: a _____ or a _____? Why?

Day 1 pp. 53–60

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “All Kinds of Feet”
- Morning Meeting

Story Time

- How are animals the same and different?
- Reread Big Book *Five Little Ducks*

Literacy Circle

- Concept Vocabulary Introduce
- Alphabet Knowledge Introduce *Hh /h/*
- Writing as a Process Generating Ideas

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Writing a Draft

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

Math Circle

- Measurement
- Snack Time Caring

Science Circle

- Hop Around
- Living Things
- Outdoor Play Move Like Animals

Learn and Play and Centers

- Let’s Move!
 - Do As I Say
 - Letter *H* Walk
- Let’s Talk Communicate and Plan
- Let’s Read Children’s Vote, How Do the Animals Move?
- Rest Time Fly Like a Bird

Reflect

- 5x5 One or More Than One?
- Social and Emotional Learning Plan
- Let’s Talk About It

Day 2 pp. 61–68

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “All Kinds of Feet”
- Morning Meeting

Story Time

- How do the feet of animals help them?
- 1st Read Trade Book *Whose Feet Are These?*

Literacy Circle

- Concept Vocabulary Develop
- Language and Communication Perceive Differences
- Alphabet Knowledge Review *Hh /h/*

Center Time and Small Groups

Small Group Options

- Math: Measurement
- Literacy: Perceive Differences

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

Math Circle

- Measurement
- Snack Time New Friends

Science Circle

- Slither, Crawl, Swim, Walk
- Living Things
- Outdoor Play Name That Animal

Learn and Play and Centers

- Let’s Move!
 - Musical Chairs
 - Red Lizard, Green Lizard
- Let’s Talk Plan
- Let’s Read Tell Me About It, Which Animal?
- Rest Time Listen to the Music

Reflect

- 5x5 Counting on Fingers
- Social and Emotional Learning Communicate and Plan
- Let’s Talk About It

Let's Celebrate!
Celebrate animals by turning the
classroom into an animal zoo.

Day 3 pp. 69–76**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** “All Kinds of Feet”**Morning Meeting****Story Time****How do the feet of animals help them?****2nd Read Trade Book** *Whose Feet Are These?***Literacy Circle****Concept Vocabulary** Practice**Language and Communication** Perceive Differences**Alphabet Knowledge** Review Letter Sounds**Center Time and Small Groups****Small Group Options**

- Math: Measurement
- Literacy: Letter Sounds

Centers **Centergize**, pp. C•185–C•203**Math Circle****Measurement****Snack Time** Friends**Science Circle****All Kinds of Animals****Living Things****Outdoor Play** What Animal Am I?**Learn and Play and Centers****Let's Move!**

- Animal Movements
- Create an Animal Mural

Let's Talk Friends**Let's Read** Children's Choice, *Whose Feet Are These?***Rest Time** What Do You See?**Reflect****5x5** Move Like a Duck**Social and Emotional Learning** Communicate and Plan**Let's Talk About It****Day 4** pp. 77–84**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** “All Kinds of Feet”**Morning Meeting****Story Time****How do the feet of animals help them?****Read More About It** “The Party”**Literacy Circle****Concept Vocabulary** Review**Language and Communication** Sounds and Intonation of Language**Alphabet Knowledge** Review Letter Sounds**Center Time and Small Groups****Small Group Options**

- Math: Measurement
- Literacy: Concept Vocabulary

Centers **Centergize**, pp. C•185–C•203**Math Circle****Measurement****Snack Time** Friends**Technology Circle****One, Two, Three****Access Information****Outdoor Play** Follow the Leader**Learn and Play and Centers****Let's Move!**

- Obstacle Course
- How Many?

Let's Talk Friends**Let's Read** Read More About It, Retell It**Rest Time** Listen to a Book**Reflect****5x5** Act Out a Story**Social and Emotional Learning** Communicate and Plan**Let's Talk About It****Day 5** pp. 85–92**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** “All Kinds of Feet”**Morning Meeting****Story Time****How do the feet of animals help them?****Compare** *Whose Feet Are These?* and “The Party”**Literacy Circle****Concept Vocabulary** Check for Understanding**Language and Communication** Sounds and Intonation of Language**Alphabet Knowledge** Review Letter Sounds**Center Time and Small Groups****Small Group Options**

- Math: Measurement
- Literacy: Sounds and Intonation of Language

Centers **Centergize**, pp. C•185–C•203**Math Circle****Classification and Patterns****Snack Time** Friendship**Social Studies Circle****Animals, Animals****Citizenship****Outdoor Play** Animal Freeze Tag**Learn and Play and Centers****Let's Move!**

- Make a Pattern
- What's the Weight?

Let's Talk Plan**Let's Read** Children's Choice, *Animal Feet***Rest Time** Camping**Reflect****5x5** Word Problem**Social and Emotional Learning** Communicate and Plan**Let's Talk About It**



Vocabulary

Theme Vocabulary

Words to develop the theme, Animals All Around

animals cycle
features habitat

Concept Vocabulary

Conceptually related words to teach this week

claws hooves
paws prey
webbed

Academic Vocabulary

Terms used in this week's instruction

Literacy

compare
different
information
letter
lowercase
questions
same
uppercase

Mathematics

balance scale
compare
different
heavier
heavy
less than
light
lighter
measures
more than

same
shorter
sort
taller
weigh
weight

Science

discuss
investigate
needs
survive

Social and Emotional Learning

clean up
cooperate
friends
goal

Technology

information
online
technology

Story Words

Words from the literature to explain and use this week

Trade Book

butterfly hollow sharp suckers
chimpanzee mole slippery tunnel
cougar paddling slope
digging scoop starfish

Big Book

waddling

Read More About It

aboard swiftly
stream tunnel

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

buckets and sand toys
bulletin board or wall mural
cardstock
clothespins
computers or other digital devices

finger paint
green chenille sticks
photographs showing the four stages of a butterfly
plastic animals
pictures of animals
rocker balance or seesaw scale
rocks, pine cones, leaves, blocks, and other building materials
tape

trays of sand or colored rice
white modeling dough

Small Groups

pencils with different lengths
small items with different weights

Circle Times

balance scale
book
chalk

chairs
drawing supplies
finger paints
groups of small objects to compare
large piece of paper
markers to stand on
music
paper clip
pom-poms
tablet or computer

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

Act It Out Listen to and recreate the stories from the theme.

ABC Fun

I Can Write Practice writing the letters in your name.

Pretend and Learn

What Animal Am I? Ask questions and use clues to figure out the animal you have become for the day.

Math Fun

Which Weighs More? Compare the weights of common objects.

Writer's Club

My Favorite Animal Talk, draw, and write about your favorite animal.

Creativity Station

Life Cycles Use art to show the life cycle of a butterfly.

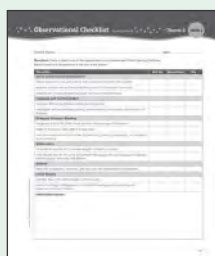
STEM

Animal Habitats Create a wall mural that shows the different environments animals live.

Sand, Water, and More

At the Zoo Make models of different animal shelters.

Monitor Progress



Assessment Guide

Observe

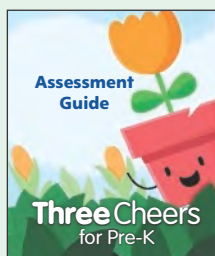
Observational Checklists

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. The End-of-Year Assessment should be administered at the end of the year.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **STEM** murals that show the different environments in which animals live.
- **Build and Play** photographs of children building a home for a favorite stuffed animal
- **Dramatic Play** video of and anecdotal notes about children mimicking the way animals move

Animals All Around



Welcome to Today

15 minutes

Meet and Greet

- Greet each child with a wave. **How are you today?** Remind them of their morning routine, if needed.
- Have children place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Animals All Around Use the song and illustration on the card to help children remember the theme, *Animals All Around*.

- We are going to learn about different kinds of *animals* that live on land, in water, and in the air. We are going to explore how *animals* are alike and how they are different. Now we're going to sing a song about different kinds of *animals'* feet.
- Point to the illustrations of *animal* feet on the card. Ask volunteers to describe the kinds of feet they see in the picture and how the *animals* use them to walk, run, skip, jump, and climb.
- Play the recording and ask children to listen to the words. Encourage them to sing along.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "All Kinds of Feet"
- attendance chart, helper chart

Academic Vocabulary

different

Morning Meeting

- 1 Attendance** Ask children to place their name cards on the attendance chart to show that they are in class today.
- 2 Helper Chart** Assign jobs to children, and ask them to place their names on the helper chart. Model role-playing the duties of each job, if needed.
- 3 Weather** **How was the weather over the weekend? Do you remember?** Ask children to describe the weather from the weekend.
- 4 Today's Events** Tell children that they are going to begin drafting another story.



DIFFERENTIATED SUPPORT

Extra Support

Sing, Rhyme, and Shout If children struggle with the lyrics to the song, have them move their bodies to the rhythm or act like their favorite *animal*.
KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- retells or re-enacts a story after it is read aloud.
- discusses ideas for drafts composed in whole/small group writing activities.

What You Need

- Big Book: *Five Little Ducks*
- Vocabulary Cards: *features, webbed, hooves, claws, paws, prey*
- Alphabet Card: *Hh*
- chart paper, marker

Animals All Around

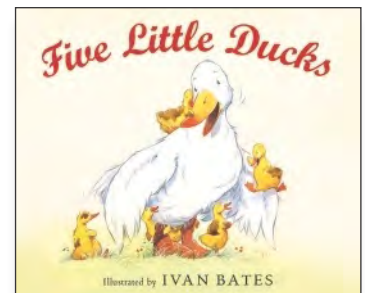
? **How are animals the same and different?** Ask children the guiding question: *How are animals the same and different?* Point to the duck's feet in *Five Little Ducks*. Display Vocabulary Card *features*. *Webbed feet are a feature that ducks have. It makes their feet special. How do webbed feet help ducks?*



Five Little Ducks

Tell children that you are going to reread *Five Little Ducks*.

- 1 Remember** Display the front cover of *Five Little Ducks*. Discuss with children what they remember about the book.
- 2 Reread** Reread the book to children. Before you turn each page, ask children if they remember what comes next. On this page, the five little ducks go out. What happens after Mother duck says, "Quack, quack, quack"?
- 3 Retell** After reading, guide children to retell the main events from the book. The main events are the most important things that happen in the story. What happens first? What happens next? What happens at the end of the story?



DIFFERENTIATED SUPPORT

Extra Support

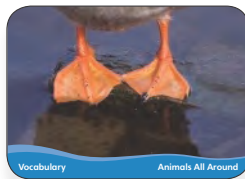
Retell Remind children that when retell a story, they tell about the important things that happen. Show children p. 3 in the book. It says that the ducks "went over the hills and far away." This is the first important thing that happens. Five ducks go out to play far away.

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: How do the feet of animals help them? Display Vocabulary Card *webbed*. Point to the duck's feet. *There is skin on a duck's feet. It means that the feet are webbed. Their webbed feet help them swim.* Display each Vocabulary Card (*hooves, claws, paws, prey*) and briefly explain how each relates to the question *How do the feet of animals help them?*



Alphabet Knowledge

Introduce Hh /h/ Tell children that today they are going to learn about the letter *H*.

- Letter Name** Display Alphabet Card *Hh*. Point to uppercase *H*. *This is uppercase H.* Point to lowercase *h*. *This is lowercase h. Say the letter name with me.* Point to the lowercase letter. *What is the name of this letter?* Point to the uppercase letter. *What is the name of this letter?*
- Letter Sound** This is a hippopotamus. The first letter in the word *hippopotamus* is *h*. The sound the letter *H* spells is */h/*. Say it with me: */h/*. Point to the lowercase letter. *What sound does this letter spell?* Point to the uppercase letter. *What sound does this letter spell?*
- Letter Formation** Trace uppercase *H* 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 *h*.



Transitions

Chant

Invite children to waddle like ducks. Then have them stand still and listen to the chant.

Harry honked his horn
at Hazel Hen
who was hiking down the highway.

Harry honked his horn
at Hank Hippo
who was hanging out with his friends.

Who will Harry honk at next?

Theme Vocabulary

features

Concept Vocabulary

claws	hooves
paws	prey
webbed	

Writing as a Process

Generating Ideas Discuss ideas for drafts with children. Tell children that they are going to write about what happens next in *Five Little Ducks*.

- Have children think about what might have happened after the ducks returned home. *Do you think they had a party? Maybe they went on an adventure together.*
- Have children work together to create a new ending to the story. Record their whole-group story on chart paper. Read it aloud when it is finished.

DIFFERENTIATED SUPPORT

ELL

Letter Sound In some languages, the letter *h* is not pronounced. Show children Alphabet Card *Hh*. Model the sound */h/* in *hippopotamus* and have children repeat the sound and the word.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Review rote counting to 15 with children. Assign a number other than 1 to a child, telling them they have the start number. Explain that 15 is the stop number. *We are going to count from Keri's number to 15.* Have the child you assigned say the start number, and have everyone continue the rote count to 15. Repeat, assigning other children different start numbers.

▶ **ELL Access**

Academic Vocabulary

Emerging Model rote counting to 15. Begin counting from 1 with one half of the group. Midway, point to the other half of the group to take over and complete the count, with you, to 15. Repeat, switching the count at different numbers.

Developing Model rote counting to 15. Then have one half of the group begin the count at 1. Midway, point to the other half of the group to take over and complete the count to 15. Repeat, switching the count at different numbers.

Expanding Model rote counting to 15. Then begin counting from 1, but stop at a number of your choosing and have the group continue to 15. Repeat, switching the count at different numbers.

Bridging Have children carry out the activity as described above in **Counting**.

- **Literacy: Writing a Draft** Share the whole-group draft and read it aloud. Help children write a new draft in small group using another idea about what might happen after the ducks return home. Ask questions such as *What happens first? What should we add next? Then what happens? How does it end?* Write their draft on chart paper.

▶ **ELL Access**

Share Ideas

Emerging Ask children to draw a picture showing what happens after the ducks return home. Encourage children to identify things in your picture and label them with English words.

Developing Ask children to draw a picture showing what happens after the ducks return home. Have children try to use English to describe parts of the picture they point to. Allow them to use their home language, too. Write a sentence for each picture and help children recognize key words they said.

Expanding Ask children to draw a picture showing what happens after the ducks return home. Then ask them to write some words to tell about the things or actions in their pictures.

Bridging Give children sentence frames to help them contribute their ideas to the draft. For example, *First, the ducks _____. Then they _____.*

Math Circle

15 minutes

Measurement

Tell children that they are going to review comparing the height of objects.

- 1 **Engage** Explain to children that they are going to compare the height of objects by determining which objects are taller or shorter than others. Model *taller* for children by spreading your hands wide. Model *shorter* by moving hands closer together.
- 2 **Develop** Display two cube towers, one of five cubes and one of three cubes. Point to the shorter tower. Remind children what they know about comparing heights. *When an object is shorter, it measures a smaller amount from end to end. When an object is taller, it measures a greater amount from end to end.* Put the towers together to find which is taller. *How many cubes high is the taller tower?* Count together the number of cubes in the taller tower. Repeat for the shorter tower. Then summarize using the amounts. *The tower with five cubes is taller than the tower with three cubes.*
- 3 **Practice** Give pairs of children five or seven cubes. Tell them to make two towers: a taller tower and a shorter tower. Ask children to describe which tower is taller with the sentence frame: *The tower with ___ cubes is taller than the tower with ___ cubes.*

Learning Outcomes

The child

- counts up to 10 items.
- compares heights or lengths of people or objects.
- discusses ideas for drafts composed in whole/small group writing activities.

What You Need

- Snap Cubes

Academic Vocabulary

taller

shorter

measures

SEL Snack Time

20 minutes

Caring Remind children that there are many ways to show their friends that they care about them. At snack time, they should be polite and say “please” and “thank you.” *Being respectful is a way of showing your friends that you care about them.*

DIFFERENTIATED SUPPORT

ELL

Measurement Model describing the towers you created using sentence frames: *This tower is ___ than the other.* Have children use the sentence frames to describe the towers they build out of blocks. AUDITORY

Science Circle

15 minutes

Learning Outcomes

The child

- interacts with a variety of playmates.
- investigates the characteristics of organisms.
- discusses the characteristics of organisms

What You Need

- Big Book: *Five Little Ducks*
- Picture Cards: *goldfish, bird, otter, butterfly*
- markers for children to stand on
- Alphabet Card: *Hh*
- Trade Book: *David, Fish, Penguins . . .*

Academic Vocabulary

discuss

investigate

Outdoor Play

20 minutes

Move Like Animals Sing “Old MacDonald” to children. As you sing the song, have children act out the animals that you sing about. For example, they can waddle like a duck, gallop like a horse, or flap their arms like the wings of a chicken.

Hop Around

Have children stand up to listen to the following chant and do the movements.

Then repeat the chant with the children.

Baby bunny hops, hops, hops.	(hop around)
He hops low.	(hop low)
And he hops high.	(hop high)
He hops away.	(hop around)
Say goodbye.	(wave)

Living Things

- 1 Engage** Display the book *Five Little Ducks* and remind children that they have read about a family of ducks. **Show me how a duck moves.** Then repeat by having children raise their hand if they have ever seen a frog. **How does a frog move? Today we are going to investigate, or learn, how different animals move.**
- 2 Develop** Show children the Picture Cards *goldfish* and *bird*. Point to the picture of the goldfish. **Fish use their fins to help them move through the water.** Point to the picture of the bird. **What body part helps a bird to fly? A bird’s wings help it fly in the air.**
- 3 Practice** **Let’s discuss, or talk about, how some other animals move.** Show children the Picture Cards *otter* and *butterfly*. **How can an otter move like a fish? How can a butterfly move like a bird? An otter can swim like a fish, and a butterfly uses its wings to fly.** Have children discuss other animals that can swim and fly.

Learn and Play

90 minutes

Let's Move

Do As I Say Place markers on the ground and have children stand on them. Tell children that they are going to play a game like “Simon Says.” Explain that you will call out a movement. They should only do the movement if the movement has a word that begins with the sound /h/. Read each sentence, and emphasize the words that begin with the sound /h/.

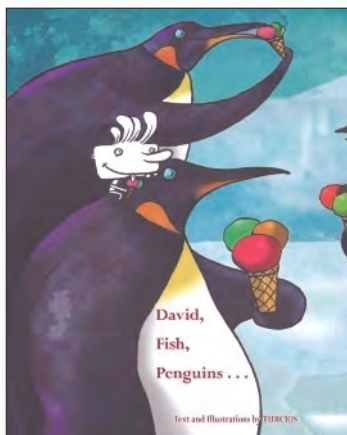
- [Hop](#) like a bunny.
- [Hurry](#) to the rug.
- Trot like a [horse](#).
- [Hug](#) yourself.

Letter H Walk Show children Alphabet Card *Hh*. Have children trace the letter in the air. Then take children on a letter walk through the school building looking for the letter H. Pass slowly by posters and art on the wall that might have letters displayed. Also point out name plates by doors. Model for them by saying: *I see the word happy on this sign. Happy begins with the sound /h/.*

Let's Talk

Communicate and Plan Circulate among the classroom and talk to children about their play. Notice that children are interacting with a variety of playmates.

- Engage children in conversations about how they communicate and work with each other. For example, *I see that you are cleaning up the kitchen together. Working together helps get jobs done quicker.*



SEL Let's Read

Children's Vote Display *David, Fish, Penguins . . .* and two books the children have previously read and enjoyed. Have the class vote to choose the book to read together today.

How Do the Animals Move? Display the first spread of *David, Fish, Penguins . . .* Point to the rooster and ask children: *How does a rooster move?* Explain that roosters can walk on their feet and fly short distances. Continue pointing to animals in the book and asking children how the animal moves.

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

Fly Like a Bird Play calming music for children and ask them to settle down and rest. Have them close their eyes and imagine they are a bird gliding through the air.



CHECK FOR UNDERSTANDING

IF . . . children have difficulty expressing different animal movements,

THEN . . . pair English learners with English native speakers. Give each pair Picture Cards *goldfish* and *bird*. Have them discuss how the animals move using wings and fins. *What other animals have wings? What other animals swim in the water?* Then show them Picture Cards *otter* and *butterfly*. Point out that otters swim using their flippers. Butterflies fly using their wings.



Wheel of Motion

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

Reflect

10 minutes

5x5

One or More Than One? With children, count the number of ducks in the picture. Say: *One duck, two ducks, three ducks, four ducks, five ducks.* What happens to the word *duck* when there is more than one duck? Explain that the word *duck* is different depending on whether there is one duck or more than one duck. The sound /s/ is added to the word *duck* to make it mean more than one. *One duck, two ducks.* Point to one or more ducks in the picture and have children practice saying either *duck* or *ducks*.



Learning Outcomes

The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common plan.
- interacts with peers to initiate pretend play scenarios that share a common plan.

What You Need

- 5x5 Card: Ducks
- SEL Card: *plan*

Transition

Say the following chant and perform the gestures. Then have children say it with you.

One duck, two ducks (count with fingers)

Said “quack, quack, quack.”

Three ducks, four ducks (count with fingers)

Said “quack, quack, quack.”

What do five ducks say? (hold up five fingers)

“Quack, quack, quack.” (prompt children to respond)

Social and Emotional Learning

Plan Show children the SEL Card *plan*. The children in the picture are going to cook a meal together. In order to get ready to cook the meal, it looks like one child is getting a pan and spatula, one child is shopping for groceries, and the other child is putting food in the refrigerator. They have a plan and know what they are doing. Explain that when you plan something, you think ahead about what you are going to do. *These friends planned to cook something together in the kitchen.* How do you plan when you play with your friends? During Center Time, notice that children are communicating with peers to play together with a common plan.



Let's Talk About It

Talk to children about what they learned in class today. Have children talk about things they like to play. Discuss with them why sometimes they need to plan for their play. *Sometimes you may need to get things that are needed to play.* You may also want to ask your friends to join you when you play.



✓ CHECK FOR UNDERSTANDING

IF . . . children do not understand what it means to have a plan,

THEN . . . explain to them that planning means to have an idea of what you are going to do before you do it. Point to the class's daily schedule. Explain that the daily schedule is a plan for their day. It tells them what they are going to do before they do it.

Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them with a handshake. Tell them you're glad to have them in class today.
- Remind children to follow the classroom routine and to place their picture on the Mood Meter.



Sing, Rhyme, and Shout

Animals All Around Use the illustration and the song on the card to remind children of the theme, Animals All Around.

- Point to the card. **We learned that cats have feet with *claws*.** Which other animal in the picture has feet with *claws*? Point to the mole. A mole also has feet with *claws*. They use their *claws* to climb and dig.
- Sing the song with children. Then sing the song again, creating new lyrics. For example, *Who has feet with claws? A mole can use its claws to dig.*



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: “All Kinds of Feet”
- attendance chart, helper chart

Morning Meeting

- 1 Attendance** Ask children to place their name cards on the chart. Rote count the children who are present, asking children to count with you.
- 2 Helper Chart** Remind the helpers of their jobs for this week.
- 3 Question of the Day** **Do you like going to the zoo?** Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** Today we are going to read a different book titled *Whose Feet Are These?* The book describes the different kinds of feet that animals have.

DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout To help children recognize the animals and their feet, show pictures of each animal as you sing about it. Use Picture Card *cat* to show children a picture of a cat. Show children *Whose Feet Are These?* to show a picture of a mole. VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- perceives differences between similar-sounding words.
- investigates the sounds of language.
- demonstrates growing understanding of the sounds of language.
- 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: *Whose Feet Are These?*
- Vocabulary Cards: *webbed, hooves, claws, paws, prey*
- Alphabet Card: *Hh*

Animals All Around

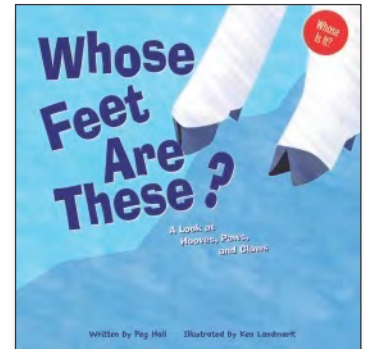
? **How do the feet of animals help them?** Remind children of this week's question. Explain to children that different animals have different kinds of feet.



Whose Feet Are These?

Tell children that you will read a text called *Whose Feet Are These?*

1 Introduce Show children the cover of the book. Today we are going to read a book about different types of feet on different animals. We read about ducks in *David, Fish, Penguins* . . . What kind of feet do ducks have?



2 Read Together As you read, have children respond to questions regarding information in the story. For example, point to the text and illustrations on p. 5. Which animal has *webbed* feet? How do *webbed* feet help ducks?

3 Connect Have children connect the information they read in the story to their own lives. How do your feet help you? How do a dog's feet help it move? Do you have any pets at home? What kind of feet do your pets have?

DIFFERENTIATED SUPPORT

ELL

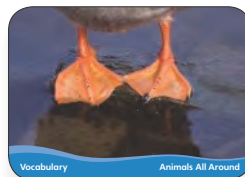
Vocabulary Help children learn some of the story vocabulary as you read. Point out the word *paddling* on p. 5 of the book. Explain that *paddling* means “to swim by moving the feet.” Demonstrate for children by moving your hands as if paddling. AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *How do the feet of animals help them?* Display Vocabulary Card *hooves*. *These are hooves. Say the word with me: hooves. What animals have hooves?* Display each Vocabulary Card (*webbed, claws, paws, prey*) and ask children questions about each one that ties the word to the theme or weekly question.



Language and Communication

Perceive Differences Children will investigate and demonstrate growing understanding of the sounds of language and perceive differences between similar-sounding words.

- I will give you a clue about a word, and then say two words. I want you to tell me which word goes with the clue. Let's try one: Many people have this animal as a pet. Is it a *log* or a *dog*? Here's another one: You would wear this outside when it is cold. Is it a *coat* or a *goat*?
- Give clues for these word pairs and have children identify the correct word: *duck, tuck; tear, dear; bat, pat; cold, gold*.

Alphabet Knowledge

Review Hh /h/ Children will recognize at least 20 distinct letter sounds in the language of instruction.



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

Transition

Chant and Rhyme

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

Pink fish, pink fish, what do you see?
(point to a child)

I see ____ looking at me!

Green turtle, green turtle, what do you see?
(point to a child)

I see ____ looking at me!

Blue bird, blue bird, what do you see?
(point to a child)

I see ____ looking at me!

Theme Vocabulary

features

Concept Vocabulary

claws	hooves
paws	prey
webbed	

Academic Vocabulary

uppercase	lowercase
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CHECK FOR UNDERSTANDING

IF . . . a child has difficulty forming the letters *H* or *h*,

THEN . . . bring them to the sand table and show them the movements in the sand. Then hold the child's hand and guide them to write the letter in the sand.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Measurement** When you compare the height of two objects, you tell which object is taller and which is shorter. Have a child stand next to you. Model *taller* for children by pointing to yourself. Model *shorter* by pointing to a child. Hold two pencils of clearly different lengths vertically, with one end of each aligned. Which pencil is taller? This pencil is taller. Which is shorter? This pencil is shorter.

► ELL Access

Academic Vocabulary

Emerging Point to the taller pencil and say *taller*. Have children repeat after you. Point to the shorter pencil and say *shorter*. Have children repeat after you. Repeat with various pairs of objects, sometimes beginning with the shorter object first.

Developing Point to each pencil and identify them as *shorter* and *taller*. Have children repeat after you. Then ask: Which pencil is shorter? Which pencil is taller? Have children respond by pointing or by pointing and saying the word. Repeat with other objects.

Expanding Point to each pencil and say: This pencil is taller/shorter. Then say: Now you compare the pencils. Provide a sentence frame that children can use for any object: *This ___ is ___.*

Bridging Model comparing the pencils using *than*. Say: This pencil is taller than that pencil. This pencil is shorter than that pencil. Have children repeat and then compare other objects using *than*.

- **Literacy: Perceive Differences** Show children Picture Cards *fox* and *box*. Which picture shows a fox? Have children point the appropriate picture. Repeat with Picture Cards *pan, fan; cat, hat; cake, rake*.

► ELL Access

Listen to Others

Emerging Show children Picture Cards *fox* and *box*. Point to each card and name the picture. Have children repeat the words.

Developing Show children Picture Cards *fox* and *box*. Point to the cards and name the pictures. Have children repeat the words. Then point to pictures and ask: Does this picture show a fox? Does this picture show a box? Have children give yes/no responses

Expanding Show children Picture Cards *fox* and *box*. This is a fox. What sound do you hear at the beginning? This is a box. What sound do you hear at the beginning? Have children make the sound they hear at the beginning of each word.

Bridging Show children Picture Cards *fox* and *box*. Say the words and have children repeat them. Then have a volunteer ask the other children in the group: Which is a fox? Which is a box?

Math Circle

15 minutes

Measurement

- 1 **Engage** Hold up two objects, one clearly heavier than the other, such as a crayon and a stapler. Ask children if they know what the objects are. *Yesterday, we compared the heights of objects. Today, we are going to think about objects in another way. We are going to think about weight.* Ask children what they know about weight. Children have been introduced to weight earlier in Science Circle, so they may talk about examples from that, or from their everyday experiences. *We can compare weights of objects. We can do this just by holding them!*
- 2 **Develop** Pick up the crayon in one hand and the stapler in the other hand. *The crayon feels very light. It is easy for me to hold. I think the stapler is heavier than the crayon because it feels harder for me to hold in my hand compared to the crayon. I can feel it pulling down more on my hand. We can say the stapler is heavier than the crayon.*
- 3 **Practice** Hold up two different objects. *I'm going to pass these around and you are going to hold them to feel how much they weigh.* Pass around the objects and let children hold them and informally recognize the weights of the objects. *Which object do you think is heavier? Which object is lighter?* Have children tell, or point to, the heavier/lighter object. Repeat with other objects as time allows.

Learning Outcomes

The child

- informally recognizes weights of objects or people.
- informally compares weights of objects or people.

What You Need

- crayon
- stapler
- other classroom objects to compare

Academic Vocabulary

heavy	light
heavier	lighter
weight	weigh
compare	



Snack Time

15 minutes

New Friends Encourage children to interact with new friends at snack time. Sit children next to other children they usually play or interact with less. Model for children how to introduce themselves to new people. *Hi, I'm [name]. What's your name?* Have children practice talking to their new friends.

Science Circle

15 minutes

Learning Outcomes

The child

- communicates with peers to initiate pretend play scenarios that share a common goal.
- investigates the characteristics of organisms.
- discusses the characteristics of organisms.

What You Need

- Picture Cards: *iguana*, *alligator*
- chairs, music
- Trade Book: *Whose Feet Are These?*

Theme Vocabulary

features

Academic Vocabulary

discuss

investigate

Outdoor Play

20 minutes

Name That Animal Have children think of an animal. Toss a ball to a child, and have him or her move like the animal. Other children try to guess the animal. The child who correctly guesses the animal gets the ball next and the activity is repeated. Then have the child toss the ball to another child who says the name of another animal. Continue the game until all children have had a chance to say the name of an animal.

Slither, Crawl, Swim, Walk

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

Slither, slither like a snake.	(make slithering motion)
Crawl, crawl like a spider.	(move fingers in crawling motion)
Swim, swim like a fish.	(move arms in swimming motion)
Walk, walk like me.	(march in place)

Living Things

- 1 Engage** Sing “The Itsy Bitsy Spider” and do the hand motions. Have children sing along. Ask: **How does the spider move? It uses its eight legs to crawl up the waterspout.** Remind children that they learned about the *features* that help some animals move. **A feature that helps the spider move is its eight legs. Today we will investigate and discuss different ways animals move.**
- 2 Develop** Let’s investigate how an iguana moves. Show children the Picture Card: *iguana*. **What feature does an iguana have to help it move? An iguana has short legs and uses them to crawl.**
- 3 Practice** Let’s investigate how an alligator moves. **What features do you see that help the alligator move?** Show children Picture Card *alligator*. **An alligator uses its short legs to crawl slowly on land. What other animals can you think of that can crawl?**

Learn and Play

90 minutes

Let's Move

Musical Chairs Arrange chairs in a circle for the number of children minus one.

- Play music and have children walk slowly around the chairs. When the music stops, each child must sit down in a chair. The child left standing should say the name of an animal.
- The children sitting in the chairs will make the sound the animal makes and move like the animal. Remove one chair from the circle and continue play until one child is left.

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

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

Let's Talk

Plan Circulate among play areas and observe children who are talking to their friends and planning their play to reach a common goal.

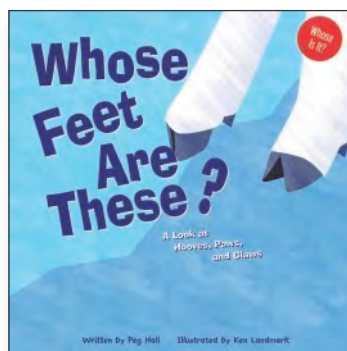
- Engage children in one-on-one conversations about the goal of their play. For example, *What are you building with the blocks? Who came up with the idea? How are you helping build the castle?*



Let's Read

Tell Me About It Show a page from *Whose Feet Are These?* *What did we read about on this page?* Ask children to tell something they remember from the page. Then reread the page to them.

Which Animal? Review the pictures in *Whose Feet Are These?* Then play a guessing game. Describe the feet of an animal in the book. Ask children to say the animal's name. For example, *I see an animal that uses its feet to dig a tunnel. Which animal do I see?*



Center Time

30 minutes

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

Rest Time

35–40 minutes

Listen to the Music As children rest, play quiet, calming music. Tell children to listen to the music as they breathe in and out deeply. Gradually lower the volume of the music as the children settle down.

DIFFERENTIATED SUPPORT

Extra Support

Plan Guide children who have difficulty initiating or joining in the play of others. Ask them what they would like to play. Start playing with the child. Then ask other children to join in.
TACTILE

Reflect

10 minutes

5x5

Learning Outcomes

The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common goal.
- interacts with a variety of playmates.

What You Need

- 5x5 Card: Ducks
- SEL Card: *plan*

Academic Vocabulary

cooperate clean up
goal

CHECK FOR UNDERSTANDING

IF . . . a child does not understand what it means to have a goal,

THEN . . . explain to them that a goal is something they want to do. *If you want to draw a picture for someone, then your goal is to draw a picture.*

DIFFERENTIATED SUPPORT

Engage and Extend

Communicate and Plan Have children act out a play scenario in front of the class. Display Javi and explain that it's time for his bedtime. How will the children work together to put Javi to sleep? Allow volunteers to call out ideas. Prompt children as needed by assigning jobs, such as the tooth brusher, the book reader, and the song singer. TACTILE/AUDITORY

Counting on Fingers Point to the ducks in the picture. Put your finger on each of the ducks and count out loud. Have children hold up their fingers as they count the ducks with you. *How many fingers are you holding up? We are holding up five fingers. There are five ducks in the picture.*



Social and Emotional Learning

Communicate and Plan Show children the picture on the SEL Card *plan*. *What are the children doing? It looks like one child is finding the pan and kitchen tools, one child is shopping, and the other child is putting food in the refrigerator. We need to do all of those things before we cook a meal! I think they are going to cook a meal together now.* Explain that sometimes we work together to get a job done faster. *These friends planned to cook something together in the kitchen. How do you plan when you play with your friends? Do you ever build something together or make something together?* During Center Time, notice that children are playing with a common goal in mind. Also note that they are playing with a variety of playmates.



Let's Talk About It

Invite children to think about what they learned in class today. *We learned that working together, or cooperating, to complete goals is easier than doing things by yourself. Isn't it easier to clean up the toys after Center Time together? What other goals do we work together to complete in class?*



Meet and Greet

- As children arrive, say **Good morning [child's name]**. Encourage children to turn to another child and say "Good morning, [child's name]."
- Have children show how they feel today by placing their pictures on the Mood Meter.

Sing, Rhyme, and Shout

Animals All Around Sing the song with children to remind them of the theme, Animals All Around.

- Display Picture Card *monkey*. **What do the monkey's hands and feet look like? Monkeys have hands and feet that look like our hands and feet. They use their hands and feet to climb trees and pick up things.**
- Have children listen to the song and sing along. Then sing the song again creating new lyrics. For example: *Who has feet like hands? A monkey's feet can hold a stick.*



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "All Kinds of Feet"
- Picture Card: *monkey*
- attendance chart, helper chart

Morning Meeting

- 1 Attendance** Have children place their names on the attendance chart. Wish the absent children well.
- 2 Helper Chart** Remind the helpers of their duties for this week.
- 3 Weather** **What is the weather today?** Have children describe the weather.
- 4 Today's Events** Tell children that they are going to reread *Whose Feet Are These?* and learn more about different animals' feet.

DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout Review with children the new lyrics created for the song to make sure children understand the words. Sing the song line by line. Have children give a thumbs up if they understand a word or a thumbs down if they do not understand a word. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- perceives differences between similar-sounding words.
- investigates the sounds of language.
- demonstrates growing understanding of the sounds of the English language.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- retells or re-enacts a story after it is read aloud.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *Whose Feet Are These?*
- Talk More About It Card: *Whose Feet Are These?*
- Vocabulary Cards: *webbed, hooves, claws, paws, prey*
- Patterns: Letter Cards: S, s, P, p, F, f, G, g, H, h, T, t

Animals All Around

? **How do the feet of animals help them?** Remind children of this week's question. Discuss what they have learned about the feet of animals so far this week.



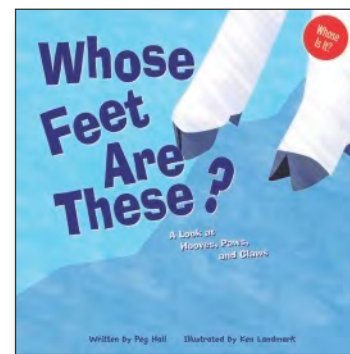
Whose Feet Are These?

Have children sit in a semicircle in front of you. Tell them that you will reread *Whose Feet Are These?* today.

1 Remember Display the front cover of *Whose Feet Are These?* Have children turn to a neighbor and talk about the information they learned about the animals in the book.

2 Reread As you reread the story, clarify unfamiliar words for children. For example, point to the starfish and tell children that a starfish is a sea animal with five or more arms.

3 Retell Use the Talk More About It Card to help children retell the story. Prompt children with questions to help them, such as **How do a duck's webbed feet help it move? Which animal has hooves? What does a mole use to dig tunnels?**



DIFFERENTIATED SUPPORT

Extra Support

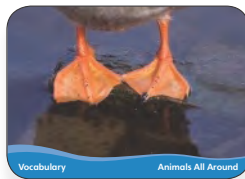
Retell If children have difficulty retelling the text, provide sentence frames to help them, such as *A duck has _____ feet. A duck's webbed feet help it _____.* *A mole's feet are _____.* *They help the mole _____.* AUDITORY

Literacy Circle

15 minutes

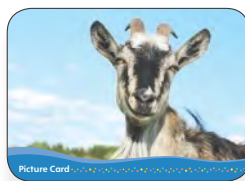
Concept Vocabulary

Practice Display Vocabulary Cards *webbed*, *hooves*, *claws*, *paws*, and *prey*. Have children identify each one. *Is prey a kind of animal foot? No. What about hooves? Yes. What other words are a type of animal feet?*

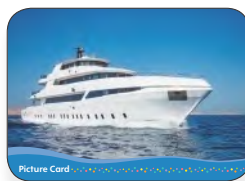


Language and Communication

Perceive Differences Children will investigate and demonstrate growing understanding of the sounds of language. Show children Picture Cards *goat* and *boat*. Say each word slowly, emphasizing the beginning sounds in each word. *Which picture shows a goat?* Have children point to the picture that matches the word spoken.



Show children additional Picture Cards of similar sounding words, such as *hat* and *bat* or *fig* and *wig*. Say a word and have children identify the picture that matches the word spoken.



Alphabet Knowledge

Review Letter Sounds Children will recognize at least 20 distinct letter sounds in the language of instruction. Use the printable Letter Cards (*S, s, P, p, F, f, G, g, H, h, T, t*). Hold up one letter at a time and tell children the name of the letter. Then have children say the sound the letter spells.

Transition

Chant

Have children stand up and move around.

Ask them to stand still and listen to the chant. Repeat the chant and have them echo you.

Friends are caring.

Friend like sharing.

That's what friends do.

Just like me and you.

We are friends too!

Concept Vocabulary

claws	hooves
paws	prey
webbed	

Academic Vocabulary

questions	letter
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CHECK FOR UNDERSTANDING

IF . . . children have difficulty perceiving differences in similar-sounding words,

THEN . . . give them pairs of words that aren't as similar, such as *goat* and *dog*. Give them a clue about one word, and have children identify the word.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Measurement** Remind children they can describe objects as heavier and lighter. Hold up two objects, such as a pom-pom and a pair of scissors. Give children turns picking up the pom-pom in one hand and the pair of scissors in the other hand. Have children compare the weights of the objects. **Which object is heavier? The pair of scissors is heavier than the pom-pom because it feels harder for me to hold in my hand. The scissors weigh more than the pom-pom.** Have children compare and describe the weights of other objects in a similar way.

► **ELL Access**

Academic Vocabulary

Emerging Point to the pom-pom and say: **Lighter.** Point to the scissors and say: **Heavier.** Have children repeat after you. Repeat with different pairs of objects, sometimes starting with the heavier object.

Developing Point to the objects and identify them as *lighter* and *heavier*. Have children repeat. Then ask: **Which is heavier? Which is lighter?** Have children respond by pointing and saying the word. Repeat with other objects.

Expanding Point to each object and say: **The pom-pom is lighter. The scissors are heavier.** Have students repeat. Then provide a sentence frame that can be used for any object: *The ___ is ___.*

Bridging Model how to compare the weights of the objects using the word *than*. Have children repeat. Then provide a sentence frame to help children compare the weights of other objects. *The ___ are/ is ___ than the ___.*

- **Literacy: Letter Sounds** Use the printable Letter Cards for *S, s, P, p, F, f, H, h*. Hold up one letter at a time. Help children name the letter. Then ask: **Does the letter S spell the sound /f/ or /s/?** Repeat with other letters and sounds.

► **ELL Access**

Alphabet Knowledge

Emerging Use the printable Letter Cards for *S, s, P, p, F, f, H, h*. Hold up one letter at a time. Help children name the letter. Then ask: **Does the letter S spell the sound /f/ or /s/?** Repeat with other letters and sounds.

Developing Use the printable Letter Cards for *S, s, P, p, F, f, H, h*. Hold up Letter Cards *S* and *F*. Help children name each letter. Then ask: **Which letter spells the sound /f/?** Repeat with other letters and sounds.

Expanding Use the printable Letter Cards for *S, s, P, p, F, f, H, h*. Hold up one letter at a time. Have children point to each Letter Card and name the letter. Then ask: **What letter spells the sound /f/? /s/? /p/? /h/?**

Bridging Use the printable Letter Cards for other letters and sounds that children are reviewing. Have them point to each Letter Card and name the letter, and then say the sound that each letter spells.

Math Circle

15 minutes

Measurement

Today, children will informally recognize and compare the weight of two objects using a balance scale. Children have been introduced to a balance scale previously in Science Circle. Ensure all children get the opportunity to place an object in the scale as they compare.

- 1 **Engage** Show children the balance scale. Remind them that they can weigh objects using the balance scale. *Can any of you remember how we can use the balance scale? We can use the balance scale to compare the weights of objects.*
- 2 **Develop** Hold up two objects with a clear difference in weight, such as a paper clip and a book. Ask children to compare the objects and tell which object they think is heavier. Have children state their opinion in a sentence, such as *The book is heavier!* Place the objects on the balance scale to informally compare the weights of the objects. Use guiding questions to review with children how to read the scale. *What has happened to the balance scale? Which object is lower? What does this mean? Which object is higher? What does this mean? The book is lower, which means that it is heavier.*
- 3 **Practice** Hold up two more objects and have children compare the weight of the objects. Then have pairs come up and place the objects on the balance. Ask children to tell you what the results show, using the following sentences: *The ___ is heavier. The ___ is lighter.* Repeat with other objects.

Learning Outcomes

The child

- informally recognizes weights of objects or people.
- informally compares weights of objects or people.

What You Need

- Bucket Balance
- paper clip
- book
- other classroom objects to compare

Academic Vocabulary

compare	lighter
balance scale	heavier
weight	

SEL Snack Time

15 minutes

Friends Show children the SEL Card: *friends*. Have children look at the picture on the card and discuss what it means to be a friend.

DIFFERENTIATED SUPPORT

Extra Support

Measurement Give children additional opportunities to compare and weigh objects. Make the connection of how the heavier/lighter objects feel when held and how they are shown in the balance scale. *I can feel the heavier object pulling down more in my hand. The heavier object pulls the balance scale down more, too.* TACTILE

Science Circle

15 minutes

Learning Outcomes

The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common plan.
- discusses the characteristics of organisms.
- shows control of tasks that require small-muscle control.

What You Need

- music
- large piece of paper
- finger paints, markers, drawing supplies
- Trade Books: *Whose Feet Are These?*, *David*, *Fish*, *Penguins*. . .



CHECK FOR UNDERSTANDING

IF . . . children have difficulty understanding what the word *survive* means,

THEN . . . explain to them that the word *survive* means “to stay alive.” **Humans and animals need food, water, and shelter to live and stay alive.**

Outdoor Play

20 minutes

What Animal Am I? Have children take turns being an animal by making sounds the animal makes and moving like that animal. Have the other children try to guess the animal the child is imitating.

All Kinds of Animals

Have children stretch out their arms and stomp their feet.

Then say the following chant to them and ask them to join in.

Animals have needs. Yes they do. (shake head)
Animals have needs like me and you. (point to children)
Tigers, elephants, lizards, rabbits,
Snakes, turtles, and parrots.
All of them need food and a place to sleep.
Animals have needs. Don't forget. (shake finger)

Living Things

- 1 Engage** Display pictures of different domesticated and wild animals. **We have learned that living things have needs. What do living things need to live and survive? Living things need food, water, and place to live and survive. Animals are living things. Today we are going to discuss, or talk about, what animals need to live and survive.**
- 2 Develop** **We learned a lot about animals that live on farms and in the wild.** Explain to children that animals need food, water and shelter to survive or stay alive. **Pets get their food and water from the people they live with. Animals in the wild have to find their own food, water, and a place to live.**
- 3 Practice** Have children discuss the needs of animals. Look at the pictures of the different animals. **Let's discuss, or talk about, what each of these animals need to survive.**

Learn and Play

90 minutes

Let's Move

Animal Movements Play some lively music. Choose one child to be the leader.

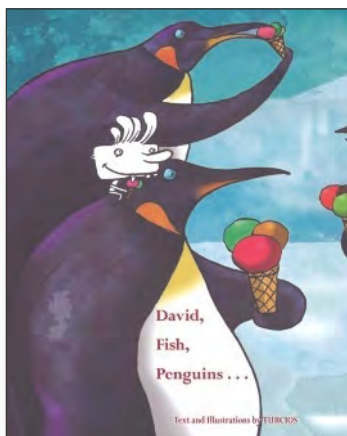
- Tell the leader to choose an animal and pretend to be the animal. Have the other children copy the leader's movements.
- Stop the music and choose another leader. Continue the activity until all the children have had a chance to be the leader.

Create an Animal Mural Have children show a control of tasks that require small-muscle control by creating a class mural. Place a large piece of paper on a table. Give children finger paints, markers, and other drawing supplies and have them draw some of the animals that they have learned about this week.

Let's Talk

Friends During Center Time, move around the room talking to children about the friends they are playing with and the plans they have.

- Engage children in one-on-one conversations about friendship. For example: *I see that you are building a town with the blocks. Who are you playing with? Playing with other friends is fun. Maybe one of you can build the road, and one of you can build the houses. That would be a good plan.*



Let's Read

Children's Choice Display *Whose Feet are These?* and *David, Fish, Penguins...* Have children choose the book to reread together today.

Whose Feet Are These? Point to pictures in the book, and have children tell the name of the animal. For example, point to the mole's feet on p. 9. *Which animal does this picture show? What kind of feet does a mole have? What do moles use the claws on their feet for?*



Concept Vocabulary

claws

Academic Vocabulary

discuss

needs

survive

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

What Do You See? Ask children to lie down and close their eyes. Tell them to keep their eyes closed as they pretend they're in a forest. *Look around. What animals do you see in the forest? Can you see a squirrel climbing a tree? Are there birds flying? Do you see any bugs?*

DIFFERENTIATED SUPPORT

Extra Support

Animal Movements Some children may have physical challenges that prevent them from performing some of the animal movements. Group these children with other children in a group. Tell the group to make animal sounds instead of movements. **AUDITORY**

Reflect

10 minutes

5x5

Move Like a Duck Point to the picture on the card. We know that ducks like to swim. They have *webbed* feet to help them swim. In what other ways can ducks move? I see the ducks walking near the water, and I see them flying in the air. Ducks can use their *webbed* feet to swim and walk and use their wings to fly. Let's pretend to waddle like a duck.

Model waddling for children and have them copy your actions.



Learning Outcomes

The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common plan.
- interacts with a variety of playmates.
- communicates with peers to initiate pretend play scenarios that share a common plan.

What You Need

- 5x5 Card: Ducks
- SEL Card: *plan*

Transition

Sing the following song to the tune of "Mary Had a Little Lamb."

Will you play with me today?
Me today, me today.
Will you play with me today?
We'll have some fun indeed.

Concept Vocabulary

webbed

Academic Vocabulary

friends



Social and Emotional Learning

Communicate and Plan Point to the picture on the card. How do you think the children decided to play in the kitchen? How did they decide who will be the cook? Ask children how they plan what they are going to play with their friends. Sometimes it's hard to decide what to play with our friends. I might want to play in the kitchen, but my friend might want to play with the dolls. What should we do if we want to do different things? We could take turns choosing what to play. My friend can play in the kitchen with me, and then I can play dolls with her. Or, we can decide to play something we both want to play. We can look around and decide on something else, like reading books! That is something we both like to do.



Let's Talk About It

Have children discuss how they interact in play scenarios. Let's think about what we did in class today. We learned how to talk to our friends when playing so we can tell them what we want. What did you decide to play with your friends today?



CHECK FOR UNDERSTANDING

IF . . . children have difficulty communicating and planning with their friends,

THEN . . . model for them how to communicate and plan by role playing. Choose a child and talk about how you will play together.

Welcome to Today

15 minutes

Meet and Greet

- As the children enter the classroom, greet them with a pinky shake.
- Ask them how they are feeling this morning. Remind them to place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Animals All Around Sing the song with children to remind them of the theme, Animals All Around.

- Display the card. **Goats have feet with hooves. Hooves are hard coverings that protect an animal's toes. What other animals can you think of that have hooves?**
- Have children listen to the song and sing along. Then sing the song again, creating new lyrics. For example: *Who has feet with hooves?; A goat can balance on a rock.*



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: “All Kinds of Feet”
- attendance chart, helper chart

Concept Vocabulary

hooves

Academic Vocabulary

compare

online

Morning Meeting

- 1 Attendance** Remind children of their morning routine. Have children place their name cards on the attendance chart.
- 2 Helper Chart** Review the helper jobs for this week. Ask the helpers if they have any questions about their jobs.
- 3 Question of the Day** **Which would you like most as a pet: a dog, a cat, or a turtle?** Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer, or ask them to write their name. Have volunteers tell their choice.
- 4 Today's Events** Today, we are going to read a story about animals who help each other get to a party.

DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout As you sing the new lyrics to the song, pair English learners with English native speakers to help them learn the new words.

AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates growing understanding of the sounds of language.
- demonstrates growing understanding of the sounds of the English language.
- demonstrates growing understanding of the intonation of the English language.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- responds to questions relevant to the text read aloud.

What You Need

- Read More About It Book: “The Party”
- Vocabulary Cards: *webbed*, *hooves*, *claws*, *paws*, *prey*
- Patterns: Letter Cards: *H, h, M, m, B, b, D, d, C, c, N, n*

Animals All Around

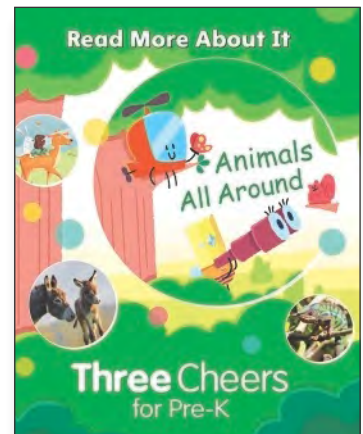
? **How do the feet of animals help them?** Remind children of this week’s question. Tell children that they are going to read a story about how animals use their unique *features* to help each other get to a party.



“The Party”

Tell children that you will read a story called “The Party.”

- 1 Introduce** Tell children this story is about animals who help each other get to a party. Before reading, have children discuss what they learned about animals doing things in books that they couldn’t do in real life.
- 2 Read Together** As you read, have children respond to questions relevant to the text. Focus questions on how the animals help each other with their different *features*. *Why can’t Rabbit cross the stream? How does Turtle help Rabbit get across the stream? How does Mole help Rabbit and Turtle get under the wall? How does Deer help Rabbit, Mole, and Turtle get to the party?*
- 3 Connect** After reading, ask children to think about ways they have helped someone or have been helped by someone one else. *The animals in this story helped each other. We can help each other in different ways, too.* Ask children to give examples of a time they helped someone or a time someone helped them.



DIFFERENTIATED SUPPORT

3-Year Olds

Introduce Meet with 3-year olds to take a picture walk through “The Party.” Point to the illustration on p. 6. *What is happening in this picture? Yes, the rabbit cannot cross the stream. Turtles can swim but rabbits cannot swim.* Continue pointing to pictures and having children describe them. VISUAL

Literacy Circle

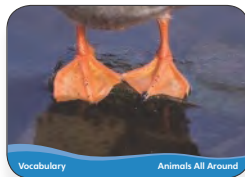
15 minutes

Concept Vocabulary

Review Remind children of the weekly question:

How do the feet of animals help them? Display Vocabulary Card *claws* and *hooves*. This word describes the sharp nails on an animal's paws.

What is my word? Hold up two cards and give children clues for one of the words (*webbed*, *hooves*, *claws*, *paws*, *prey*). Have children identify the word. Repeat until each word has been used at least once.



Language and Communication

Sounds and Intonation of Language Children will demonstrate a growing understanding of the sounds and intonation of language and investigate the sounds of the English language.

- We learned the sound the letter *h* spells this week: /h/, /h/, /h/. Let's sing "Twinkle, Twinkle, Little Star," but start every word with the sound /h/.
- Have English learners explore the sounds and intonation of language by singing the following words slowly and repeating them until children can sing the song with you: *Hinkle, hinkle hittle har, how high hunder hut hoo har. Hup hubove ha hurld hoe high. Hike ha hiamond hin ha high. Hinkle, hinkle hittle har, how high hunder hut hoo har.* Remind children to listen to the tone of their voices going higher and lower as they sing the song.

Alphabet Knowledge

Review Letter Sounds Children will recognize at least 20 distinct letter sounds in the language of instruction. Use the printable Letter Cards (*H, h, M, m, B, b, D, d, C, c, N, n*). Hold up one letter at a time and tell children the name of the letter. Then have children say the sound the letter spells.

Transition

Ask children to stretch out their arms and legs and stomp their feet. Then have them listen to the chant and chime in.

Pan, ran, man, can,
All rhyme with fan.
Zip, rip, tip, dip,
All rhyme with hip.

Theme Vocabulary

features

Content Vocabulary

claws	hooves
paws	prey
webbed	

Academic Vocabulary

same



CHECK FOR UNDERSTANDING

IF . . . a child cannot identify the sound that a particular letter spells,

THEN . . . use Picture Cards. Work with the child to name the picture on the card, and then work with the child to isolate the beginning sound. Then tell the child that letter ___ spells that sound.

DIFFERENTIATED SUPPORT

ELL

Intonation of Language To have children demonstrate their ability to hear letter sounds, show them Picture Card *cat*. Say the word *cat* and have children repeat it. Then ask: **What does it sound like if you start the word *cat* with the sound /h/?** Help students replace the /k/ sound with /h/. Then show children the Picture Card *hat*.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Measurement** Remind children they have used a balance scale to see which of two objects is heavier or lighter. Hold up two objects, one clearly heavier than the other, such as a block in one hand and a calculator in the other hand. Have children compare the weights of the objects. *Which object do you think is heavier? The calculator is heavier than the block. It is harder for me to hold the calculator in my hand.* Have children hold the two objects in their hands to feel the difference in weight. Then have them use the balance scale to compare the objects. Repeat with other objects.

▶ **ELL Access**

Academic Vocabulary

Emerging With the objects on the balance scale, point to the block and say *lighter*. Point to the calculator and say *heavier*. Have children point to each object and say the correct term.

Developing Point to the objects and identify them as *lighter* and *heavier*. Have children repeat. Then ask: *Which is heavier? Which is lighter?* Have children respond by pointing or by pointing and saying the word.

Expanding Point to each object and say: *The block is lighter. The calculator is heavier.* Have students repeat and practice. Then provide a sentence frame that can be used for any object: *The ___ is ___.*

Bridging Review how to compare the weights of the objects using the word *than*. Then have children use sentence frames to compare the weights of other objects. *The calculator is ___ than the block. The block is ___ than the calculator.*

- **Literacy: Concept Vocabulary** Display Vocabulary Card *claws*. *This shows the claws of an animal. You can find claws on what kind of animal feet?* Use Vocabulary Cards *webbed*, *hooves*, *paws*, and *prey* to reinforce the words and their meanings for children.

▶ **ELL Access**

Rhyming Words Expand Vocabulary

Emerging Review the Vocabulary Cards, saying the words clearly. Then point to animal feet in *Whose Feet Are These?* as you make simple statements for children to repeat. For example: *A mole has claws. A goat has hooves.*

Developing Review the Vocabulary Cards, saying the words clearly. Then point to the animal feet in *Whose Feet Are These?* and ask: *What are these?*

Expanding Point to animal feet in *Whose Feet Are These?* as you ask questions about them. For example: *Are these claws? Are these hooves?* Give children a sentence frame to help them respond. *Yes/No, those are ___.*

Bridging Point to animal feet in *Whose Feet Are These?* as you ask questions about them. For example: *What kind of feet does a mole have?* Give children a sentence frame to help them respond. *A ___ has ___.*

Math Circle

15 minutes

Measurement

Remind children that they practiced comparing the weight of two objects.

- 1 **Engage** Show children the balance scale. Ask them to describe how the scale works. Hold up two pieces of chalk and five pom-poms. Ask children to compare the objects. *Are there more pom-poms or more pieces of chalk?* Establish the amounts and that there are more pom-poms. *Which do you think weighs more, the pieces of chalk or the pom-poms?* Have children state their opinions in a sentence, such as *The chalk is heavier. The pom-poms weigh less than the chalk.*
- 2 **Develop** Place the groups of objects on the balance scale and compare them. *Which is lower? What does this mean? It means that the chalk weighs more than the pom-poms. The pom poms weigh less than the chalk.* Model the sentences children will use to describe the weights: *The chalk is heavier. The pom-poms are lighter.*
- 3 **Practice** Repeat with other groups of objects. Have children place them on the balance scale. Ask children to tell you what the results show, using the following sentences: *The _____ is heavier. The _____ is lighter.*

Learning Outcome

The child

- informally compares weights of objects or people.

What You Need

- Bucket Balance
- chalk
- pom-poms
- other groups of small objects to compare

Academic Vocabulary

weigh	less than
heavier	more than
lighter	

SEL Snack Time

15 minutes

Friends *What does it mean to be a good friend?* Remind children that being friends means that you enjoy being with someone. *We show our friends we care by helping and sharing with them.*

Technology Circle

15 minutes

Learning Outcomes

The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common plan.
- uses technology to access appropriate information.
- navigates through digital learning applications.

What You Need

- tablet or computer
- chalk
- Patterns: Dot Cards
- Trade Book: *Whose Feet Are These?*
- Read More About It Book: "The Party"

Outdoor Play

20 minutes

Follow the Leader Choose one child to be the "leader." Ask the child to choose an animal and move like that animal. For example, they can gallop like a horse or hop like a bunny. The rest of the class is to follow the leader. Then choose another leader to continue play.



Wheel of Motion

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

One, Two, Three

Tell children to waddle like a penguin. Then have them remain standing. Ask them to echo you as you say the following chant.

One, two, three.

What do you see?

I see a monkey

Hanging in a tree.

Five, six, seven, eight.

Don't be late.

The penguins are going to ice skate.

Nine, ten.

Look again.

The pigs are dancing in their pen.

Access Information

- 1 Engage** Explain to children that they will use technology to find information to learn more about an animal they have read about in *Whose Feet Are These?*
- 2 Develop** Flip through *Whose Feet Are These?* with children and point out the different animals discussed in the book. Tell children that they will use technology, such as a digital device, to find information online about one of the animals in the book. Model for children how to hold, open, and turn on the device. Show them the application they will use to find information on an animal. [Which animal should we find information for? I'm going to type the name of the animal here and click this button here.](#)
- 3 Practice** Allow children time to explore and navigate through the digital learning application or site you have chosen to find information about the animal they have chosen. Allow volunteers to share information they learned with the class.

Learn and Play

90 minutes

Let's Move

Obstacle Course Use chalk to create an obstacle course. For example:

- Draw lily pads with numbers in them. Have children hop like frogs on the lily pads in the correct order.
- Make an S-shaped line and have children walk along the line, slithering their bodies like snakes.
- Draw a pond and have children waddle like a duck across the pond.

How Many? Tell children that you are going to show them a dot card and then give them a command, such as hop like a kangaroo, stomp like an elephant, waddle like a penguin. They should do the action the number of times they see on the dot card.

Let's Talk

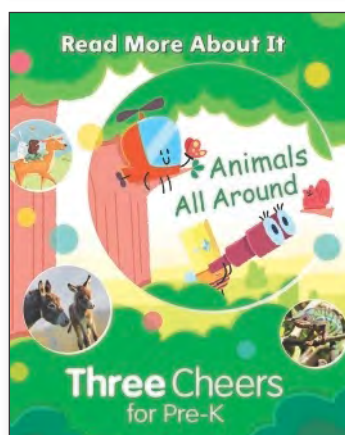
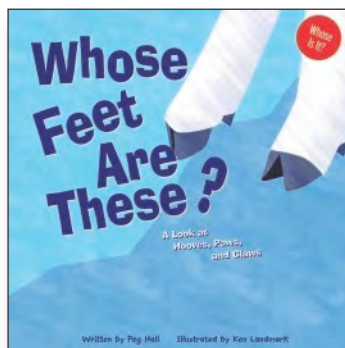
Friends Walk around the classroom and observe children who are communicating with their classmates to initiate play scenarios.

- Engage children in conversations about asking their friends to play. [Name of child], you asked your friend to play with you. Did you plan what you are going to play?

SEL Let's Read

Read More About It Display “The Party” and reread the story. Ask children to compare what they learned in this story to what they learned in *Whose Feet Are These?* How do the animals in the stories use their feet?

Retell It Show children the first page of “The Party.” Have children describe the illustrations and tell what happened on the page. Display the next page and have children continue retelling the story.



Academic Vocabulary

online information
technology

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

Listen to a Book Transition to nap time gradually by moving from high-energy to low-energy activities. Have children gather their sleeping mats and set them up. Read a quiet book for them while they settle down.



CHECK FOR UNDERSTANDING

IF . . . a child cannot identify the number of dots on the card,

THEN . . . hold up the dot card and rote count the dots with the child. **There are four dots on the card, so you will hop like a kangaroo four times.**

Reflect

10 minutes

5x5

Act Out a Story Show children the picture on the card. Point out that the ducks in the picture are swimming and flying. Now we're going to act out a story about ducks. As you tell each part of the story, model paddling, eating, and flapping wings. Have children join you in acting out the story. Say: Three ducks swim fast to get to the other side of a pond. On the way, they stop to eat some bugs. Then the ducks fly away.



Learning Outcome

The child

- may have preferred friends.

What You Need

- 5x5 Card: Ducks
- SEL Card: *plan*

CHECK FOR UNDERSTANDING

IF . . . a child is reluctant to ask other children to play,

THEN . . . encourage them to connect with other children. For example, *Sam and Jack are playing with the trucks. I know you like playing with the trucks too. Why don't you ask if you could play with them?*



Social and Emotional Learning

Communicate and Plan Point to the picture on SEL Card *plan*. Have children describe what the children are playing. What are some things you like to do with a friend? How do you ask someone to play? Model with another child how to ask someone to play. Say: *May I play with you in the kitchen?* Notice in Center Time if children invite others to play, and who they invite. You may notice that many children have preferred friends.



Let's Talk About It

Ask children to think about what they learned in class today. We read a new story called "The Party." Have children describe the story. Did the animals in the story act like animals in real life? What did the animals do that they couldn't do in real life? Have children share their ideas.



Welcome to Today

15 minutes

Meet and Greet

- Greet children as they enter the classroom with a high five. Remind them of their morning routine, if necessary.
- Ask children how they are feeling. Tell them to place their pictures on the Mood Meter so you can gauge their mood.



Sing, Rhyme, and Shout

Animals All Around Use the lyrics and the picture on the card to remind children about the theme, Animals All Around.

- We learned a lot about the *features* of animals that help them move this week. Which animals have *webbed* feet? Which animals have *hooves*? Which animals have *claws*?



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- shows understanding by following two-step oral directions.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “All Kinds of Feet”
- attendance chart, helper chart

Theme Vocabulary

features

Concept Vocabulary

webbed

claws

hooves



CHECK FOR UNDERSTANDING

IF . . . a child doesn't contribute during the Morning Meeting,

THEN . . . allow the child to whisper a response to you rather than speaking out loud.

Morning Meeting

- 1 Attendance** Observe whether children can follow two-step directions. Place your name cards on the attendance chart and then sit down on the rug.
- 2 Helper Chart** Thank the helpers for their good work this week. Remind children that next week new jobs will be assigned.
- 3 Weather** Is it warm or cold? Is it sunny or cloudy? Ask children to describe the weather.
- 4 Today's Events** Tell children that today they will be sorting animals into groups.

Story Time

15 minutes

Learning Outcomes

The child

- investigates the intonation of language.
- investigates the intonation of the English language.
- demonstrates growing understanding of the sounds of the English language.
- 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.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *Whose Feet Are These?*
- Read More About It Book: "The Party"
- Vocabulary Cards: *webbed, hooves, claws, paws, prey*
- Patterns: Letters Cards *H, h, A, a, K, k, J, j, L, l, G, g*

DIFFERENTIATED SUPPORT

Extra Support

Compare Explain that comparing is seeing how two things are alike. Contrasting is seeing how two things are different. Show children two red crayons. **These are both red crayons. They are the same.** Then pick up a marker and a pencil. **These things are not the same; they are different.** Look through the pictures in the stories and point out which animals have the same feet and which animals have different feet. KINESTHETIC

Animals All Around

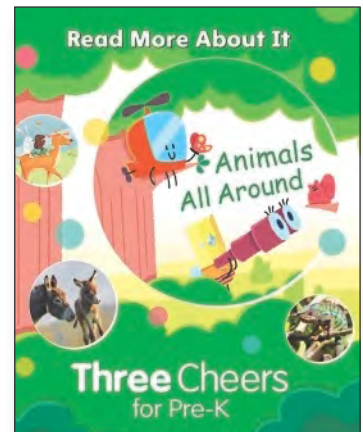
? **How do the feet of animals help them?** Remind children of this week's question. *How do the feet of animals help them?* Ask children to tell the different types of animals' feet they have learned about this week.



Whose Feet Are These? and "The Party"

Tell children that they will review *Whose Feet Are These?* and "The Party."

- 1 Remember** Have volunteers share what they learned about the different types of animal feet in *Whose Feet Are These?* and how the different animals' feet helped them in "The Party."
- 2 Reread** Reread part of *Whose Feet Are These?* and "The Party." As you read, point to the illustrations and have children describe the feet of the animals.
- 3 Compare** After reading, have children use information in the book to compare and contrast the feet of the animals. **Which animals have feet that are alike? How are the feet of a duck different from the feet of a mole?**

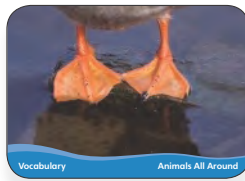


Literacy Circle

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 hard covering over an animal's toes called? Why do ducks have webbed feet? Why do some animals have claws? What kinds of animals have paws?*



Language and Communication

Sounds and Intonation of Language Children will demonstrate a growing understanding of the sounds and intonation of language.

- Remind children that they sang “Hinkle, Hinkle, Hittle Har” yesterday.
- *Let’s sing it again! Hinkle, hinkle, hittle har, how high hunder hut hoo har. Hup hubove ha hurld hoe high. Hike ha hiamond hin ha high. Hinkle, hinkle, hittle har, how high hunder hut hoo har.*

Alphabet Knowledge

Review Letter Sounds Use the printable Letter Cards (*H, h, M, m, B, b, D, d, C, c, N, n*). Hold up one letter at a time and tell children the name of the letter. Then have children say the sound the letter spells.

Transition

Chant

Have children hop in place. Then have them echo you as you say the chant.

Crawl, climb, swim, run

Animals move in all different ways.

Crawl, climb, swim, run

People move in all different ways too!

Concept Vocabulary

claws hooves

paws prey

webbed

Academic Vocabulary

same different

compare information



CHECK FOR UNDERSTANDING

IF . . . children have difficulty associating letter sounds with letter names,

THEN . . . provide them with additional practice using fewer letters and Alphabet Cards (*Hh, Kk, Ll, Gg*).

DIFFERENTIATED SUPPORT

ELL

Intonation of Language To help children develop a more natural intonation when they speak, ask them a question, emphasizing the intonation. *How are you?* Have children repeat the question, mirroring your intonation. Model additional questions and have them practice asking questions with a partner. **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 (pp. ELD•210).

Small Group

- **Math: Measurement** Remind children that they learned about objects that are heavier and lighter. Explain that when an object is lighter, we say that it *weighs less*. When an object is heavier, we say that it *weighs more*. Hold up a marker and a book. Ask children to compare the objects. **Which do you think weighs more, the marker or the book?** Have children state their predictions in a sentence, such as *The book weighs more. The marker weighs less than the book.* Have children use a balance scale to compare the objects to check their predictions.

▶ **ELL Access**

Academic Vocabulary

Emerging Point to each object and say: **This weighs more/less.** Have children repeat. Then ask: **Which weighs more? Which weighs less?** Have children respond by pointing.

Developing Point to each object and say: **This weighs more/less.** Have children repeat. Then have students compare other objects using this sentence frame: *This weighs ____.*

Expanding Point to the objects on the balance scale and say: **The marker weighs less. The book weighs more.** Have children repeat. Then provide a sentence frame that can be used for any object: *The ____ weighs ____.*

Bridging Model how to compare the weights of the objects using the phrase *weighs more/less than*. Then have children use a sentence frame to compare the weights of other objects. *The ____ weighs ____ than the ____.*

- **Literacy: Sounds and Intonation of Language** Work with children to sing “Harry Had Huh Hit-tle Ham.” Sing it slowly, line by line, and encourage children to join you. (Harry had huh hit-tle ham, hit-tle ham, hit-tle ham. Harry had huh hit-tle ham, hits heese huzz hite has hoe.)

▶ **ELL Access**

Listen to Sounds

Emerging Say: /mmmm/... **Mary.** Have children repeat. Then say: /hhhh/... **Harry.** Have children repeat. Do the same with lamb, substituting /h/ for /l/. When you sing the song, have children focus on singing just these two words.

Developing Have children practice substituting /h/ for /m/ in *Mary* and for /l/ in *little lamb*. When you sing the song, have children focus on singing just this word and phrase.

Expanding Have children practice substituting /h/ for the initials sounds in *Mary*, *little lamb*, and *fleece*. When you sing the song, have children focus on singing just these parts.

Bridging Have children practice substituting /h/ for the initials sounds in *Mary*, *little lamb*, *fleece*, and *white as snow*. When you sing the song, have children focus on singing just these parts.

Math Circle

15 minutes

Classification and Patterns

Tell children that today you are going to sort animals into groups based on their size and their feet.

- 1 **Engage** Show two distinct areas on the board that can fit Picture Cards, such as drawing two large circles. Tell children that they are going to sort animals into groups: *heavy* and *light*. Show children Picture Card *elephant*. *Is this elephant a heavy animal or a light animal?* Place the card in one area on the board. *We will put heavy animals here.* Show children the Picture Card *mouse*. *Is this mouse a heavy animal or a light animal?* Place the card in the other area on the board. *We will put light animals here.*
- 2 **Develop** Next show children Picture Card *bug*. *Is this bug a heavy or light animal?* Place the card with the mouse on the board. Continue having children sorting animals into groups using the Picture Cards *goldfish, horse, zebra, cheetah, and lion*. *We sorted the animals into heavy and light. Now let's sort them a new way. We are going to think about two things when we sort the animals. Let's sort the animals into a group that are heavy and have paws.*
- 3 **Practice** Have children sort the cards into those that match the new category: heavy and has *paws*. Look at each animal individually and ask if it is heavy and if it has *paws*. *The elephant is heavy; does it fit into the group?* Establish that the elephant only fits one of the attributes, so it is not sorted into the group: heavy and has *paws*. Then have children describe how the animals are the same and how they are different.

Learning Outcomes

The child

- informally compares weights of objects or people.
- sorts objects that are different into groups.
- uses language to describe how the groups are similar.
- uses language to describe how the groups are different.

What You Need

- Picture Cards: *elephant, mouse, bug, goldfish, horse, zebra, cheetah, lion*

Concept Vocabulary

paws

Academic Vocabulary

sort

same

different



Snack Time

15 minutes

Friendship Ask children what it means to be a friend. Use puppets to act out a scene where one friend falls down and skins a knee. *What should the child's friend do?* Show the other puppet going to get help from an adult.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common goal.
- interacts with a variety of playmates
- may have preferred friends.
- engages in voting as a method for group decision-making.
- coordinates sequence of movements to perform tasks

What You Need

- chart paper, marker
- Read More About It Book: “The Party”

Theme Vocabulary

features

Concept Vocabulary

webbed claws

hooves paws

Academic Vocabulary

lighter heavier

Outdoor Play

20 minutes

Animal Freeze Tag Choose one child to be “it.” The child who is “it” tries to tag the other children. When a child is tagged, they must freeze and pose like an animal until another player, who has not been tagged, unfreezes them.

Animals, Animals

Have children stand up and shake out their bodies. Ask them to remain standing while they listen to the following chant.

Animals, animals,
So many animals.

Big and small (show big and small with arms)
Short and tall. (show short and tall with arms)

Animals with *webbed* feet,
Hooves, and *paws* with *claws*.

Animals come in all different sizes.

Citizenship

- 1 Engage** Play two familiar songs about animals. *Today we will vote to decide which song about animals we should sing.*
- 2 Develop** *Why would voting be a good way for us to decide which song to sing?* Remind children that voting is a way for a large group of people to make a decision about something. Tell children that you want to sing a song about animals with them.
- 3 Practice** Give children two song choices, such as “Old McDonald” or “Mary Had a Little Lamb.” Write the names of the songs on chart paper. Tell children they are going to vote to choose which song to sing. Have children vote by writing the letter X next to the song they like on chart paper. *Remember, you can only vote for one song.* Count the votes for each song with children. Then sing the favorite song with children.

Learn and Play

90 minutes

Let's Move

Make a Pattern Choose an action, such as marching in place, and direct children to do that action for four counts. Have children march in place for four counts. Then march in place for four counts and do four hops. Have children do the same actions. Tell them they have created a pattern. Now call on children to add to the pattern.

What's the Weight? Have children stand with arms outstretched and palms turned up, like a balance scale.

- Tell children they are going to act like a balance scale. Model how a balance scale works by placing a piece of paper in one of your palms and a book in the other. Show children how the *heavier* item moves downward.
- Choose two objects in the classroom. Ask children to predict which object is *heavier* and which is lighter.
- Place the two items on children's hands. Ask children which object is heavier and have them move that arm down like a balance scale. *Which object is lighter?* Guide children to move that arm higher.

Let's Talk

Plan Circulate among the play areas and take note of children who are planning their play with a common goal in mind. Notice if children are playing with preferred friends, and encourage them to ask others to join.

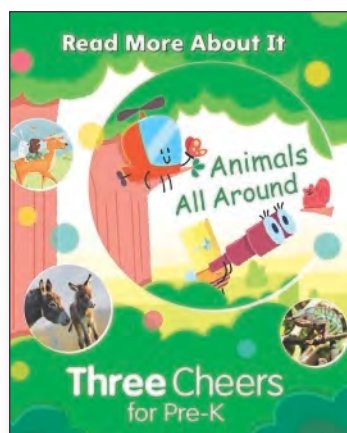
- Engage children in one-on-one conversations about their goals. For example, *I see that you and [child's name] are playing house. What are you trying to do? It looks like you are having a dinner party. Did you plan who would cook and who would clean up? Maybe you can invite another friend to come to dinner.*



Let's Read

Children's Choice Display several books that you and the children have enjoyed reading. Have children vote to decide which book to read.

Animal Feet Display p. 6 of "The Party." *How do Rabbit's feet help her move? Why can't Rabbit hop over the stream? How does Turtle help Rabbit get across the stream?* Continue asking children questions about each of the animal's *features*.



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

Camping As children settle down for rest time, ask them to think about being on a camping trip. Have them snuggle in their sleeping bags. Have them listen to a quiet story before they go to sleep.

DIFFERENTIATED SUPPORT

3-Year Olds

Plan Allow younger children the opportunity to show you how they like to play during Center Time. Ask guiding questions. *What if your friend doesn't want to play the same thing as you? What do you do?* KINESTHETIC

Reflect

10 minutes

5x5

Learning Outcomes

The child

- interacts with peers to initiate pretend play scenarios that share a common goal.
- increasingly communicates with peers to initiate pretend play scenarios that share a common goal.

What You Need

- 5x5 Card: Ducks
- SEL Card: *plan*
- Javi

Academic Vocabulary

different

CHECK FOR UNDERSTANDING

IF . . . children have difficulty understanding how to resolve disagreements,

THEN . . . model for children. [Child's name] wants to play house, but [child's name] want to play with the trucks. Since there aren't any children playing with the trucks, they decide to play with the trucks now. Later, they plan on playing house.

Word Problem Show children the picture on the card. Then gather five children to act out a word problem. As you describe what is happening in the story, they should act it out. **There are five ducks swimming in a pond. One duck flies away. How many ducks are left?** Show the class how you can count each duck left to solve the word problem.



Social and Emotional Learning

Communicate and Plan Show children the picture on the SEL Card *plan*. Have children describe what the friends are playing. Discuss some of the things that children might do with their friends. **What do you do if you have different ideas about what to play? What if you don't agree on what to do?** Ask them how they would solve a disagreement with friends. **You can plan to do what your friend wants to do today. Tomorrow you can do what you want to do.** During Center Time, notice if children communicate to decide on something to do together.



Let's Talk About It

Tell children that it's time for them to think about what they learned today. Hold Javi. **We talked about what we like to play with our friends. We also talked about what to do if we don't agree on what to play.** Pass Javi around the room and allow each child a moment to talk about what they learned in class.



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 increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. Pages 114, 119, 120, 130, 135; C•188–C•189, C•192–C•193
Language and Communication	<ul style="list-style-type: none"> Child shows understanding by following two-step oral directions and usually follows three-step directions. Pages 115, 123, 131 Child perceives differences between similar-sounding words. Pages 124, 127
Emergent Literacy Reading	<ul style="list-style-type: none"> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Pages 100, 116, 132 Child can identify some conventional features of print that communicate meaning including end punctuation and case. Pages 108, 116, 124, 132
Emergent Literacy Writing	<ul style="list-style-type: none"> Child independently writes to communicate his/her ideas for a variety of purposes. Pages 128; C•196–C•197 Child begins to experiment with punctuation when writing. Pages C•196–C•197
Mathematics	<ul style="list-style-type: none"> Child informally recognizes and compares weights of objects or people. Pages 103, 111, 119; C•194–C•195
Science	<ul style="list-style-type: none"> Child uses simple measuring devices to learn about objects. Pages C•194–C•195 Child describes life cycles of organisms. Pages 104, 112, 114, 120; C•198–C•199
Social Studies	<ul style="list-style-type: none"> Child connects [his] life to events, time, and routines. Page 128
Fine Arts	<ul style="list-style-type: none"> Child uses art as a form of creative self-expression and representation. Pages 136; C•198–C•199
Physical Development	<ul style="list-style-type: none"> Child coordinates sequence of movements to perform tasks. Pages 99, 114, 120
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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

Ready for Kindergarten!

Listening Comprehension

Pre-Kindergarten Outcomes

- Child shows understanding by following two-step oral directions and usually follows three-step directions. **Pages 115, 123, 131**

Kindergarten Literacy Goals

- Confirm understanding of information presented orally.

Reading Readiness

Pre-Kindergarten Outcomes

- Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. **Pages 100, 116, 132**

Kindergarten Literacy Goals

- Identify the main topic and retell key details of a text.

Speaking

Pre-Kindergarten Outcomes

- Child perceives differences between similar-sounding words. **Pages 124, 127**

Kindergarten Literacy Goals

- Recognize and produce rhyming words.

Writing

Pre-Kindergarten Outcomes

- Child independently writes to communicate his/her ideas for a variety of purposes. **Pages 128; C•196–C•197**
- Child begins to experiment with punctuation when writing. **Pages C•196–C•197**

Kindergarten Literacy Goals

- Write informative and narrative texts that include details.
- Demonstrate command of the conventions of standard English capitalization and punctuation when writing.

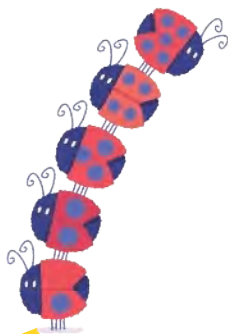
Mathematics

Pre-Kindergarten Outcomes

- Child informally recognizes and compares weights of objects or people. **Pages 103, 111, 119; C•194–C•195**

Kindergarten Mathematics Goals

- Describe and compare measurable attributes of objects, such as weight.



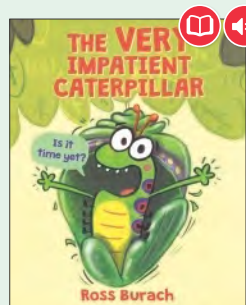
Animals All Around

How are animals the same and different?

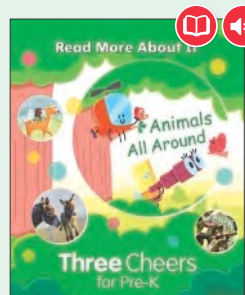
Weekly Question:

How does a caterpillar become a butterfly?

From the Theme Kit Print and Digital



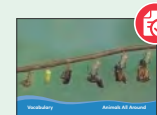
Trade Book



Read More About It: "From Egg to Butterfly"



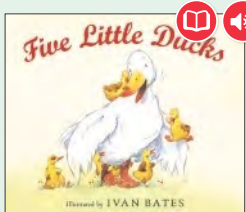
5x5



Theme and Concept Vocabulary



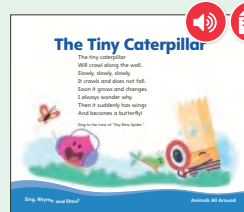
Theme Manipulative



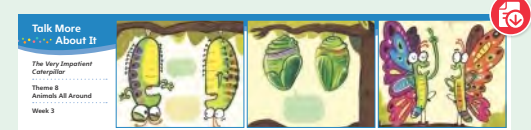
Big Book and Little Books



Wordless Experience Book: *Animals All Around*

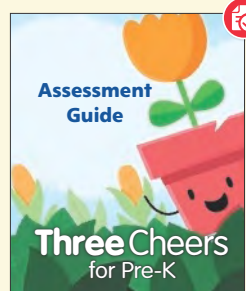


Sing, Rhyme, and Shout: "The Tiny Caterpillar"

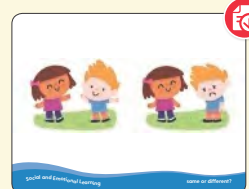


Talk More About It: *The Very Impatient Caterpillar*

From the Teacher Toolkit Print and Digital



Assessment Guide



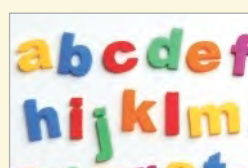
Social and Emotional Learning Cards



Alphabet Cards



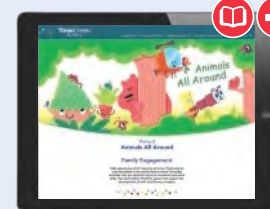
Picture Cards



Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



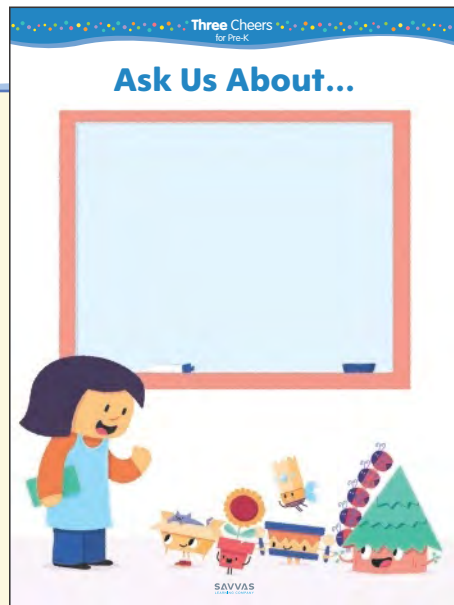
Digital Bookshelf

Plan Your Week

Suggested Daily Times

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

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



Ask Us About . . .

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

- What does the word *compare* mean? What are two things you can compare?
- What does a caterpillar become? Can you tell me what you learned about that?
- What words do you hear in *pancake*? What words do you hear in *football*?

Day 1 pp. 99–106

Welcome to Today

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

Story Time

- How are animals the same and different?
- Reread Big Book *Five Little Ducks*

Literacy Circle

- Concept Vocabulary Introduce
- Alphabet Knowledge Introduce Letters Vv
- Writing as a Process Write and Revise a Draft

Center Time and Small Groups

Small Group Options

- Math: Classification and Patterns
- Literacy: Alphabet Knowledge

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

Math Circle

- Measurement
- Snack Time Plan

Science Circle

- Small or Tall?
- Living Things
- Outdoor Play Outdoor Animal Art Gallery

Learn and Play and Centers

- Let’s Move!
 - Act Out
 - Animal Parade
- Let’s Talk Big Book
- Let’s Read Children’s Choice, Our Story
- Rest Time Counting

Reflect

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

Day 2 pp. 107–114

Welcome to Today

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

Story Time

- How does a caterpillar become a butterfly?
- 1st Read Trade Book *The Very Impatient Caterpillar*

Literacy Circle

- Concept Vocabulary Develop
- Print Concepts Text Features
- Alphabet Knowledge Review Vv /v/

Center Time and Small Groups

Small Group Options

- Math: Measurement
- Literacy: Concept Vocabulary

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

Math Circle

- Measurement
- Snack Time Share

Science Circle

- Growing Up Rhyme
- Living Things
- Outdoor Play Growing and Changing Animals

Learn and Play and Centers

- Let’s Move!
 - Roly-Poly
 - Number Walk
- Let’s Talk Same and Different
- Let’s Read Children’s Choice, Compare
- Rest Time Chant

Reflect

- 5x5 Bird Life Cycle
- Social and Emotional Learning Communicate and Plan
- Let’s Talk About It

Let's Celebrate!
Celebrate animals by turning the
classroom into an animal zoo.

Day 3 pp. 115–122**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “The Tiny Caterpillar”

Morning Meeting**Story Time**

How does a caterpillar become a butterfly?

2nd Read Trade Book *The Very Impatient Caterpillar*

Literacy Circle

Concept Vocabulary Practice

Phonological Awareness Segment Syllables

Alphabet Knowledge Review Vv /v/

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

- Math: Measurement
- Literacy: Segment Syllables

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

Math Circle**Measurement**

Snack Time Plan

Science Circle**I Am****Living Things**

Outdoor Play Obstacle Course

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

- Follow the Leader
- What Am I?

Let's Talk Plan

Let's Read Children's Choice, Speech Bubbles

Rest Time Let's Rest Like Caterpillars

Reflect

5x5 Plurals

Social and Emotional Learning Big and Little Emotions

Let's Talk About It

Day 4 pp. 123–130**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “The Tiny Caterpillar”

Morning Meeting**Story Time**

How does a caterpillar become a butterfly?

Read More About It “From Egg to Butterfly”

Literacy Circle

Concept Vocabulary Review

Language and Communication Perceive Differences

Alphabet Knowledge Review Vv /v/

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

- Math: Measurement
- Literacy: Perceive Differences

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

Math Circle**Measurement**

Snack Time Share

Social Studies Circle**How I Move****My Life**

Outdoor Play How Does It Move?

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

- Scavenger Hunt
- Follow the Leader

Let's Talk Share

Let's Read Children's Choice, Life Cycles

Rest Time Animals on the Farm

Reflect

5x5 Model Math

Social and Emotional Learning Share

Let's Talk About It

Day 5 pp. 131–138**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “The Tiny Caterpillar”

Morning Meeting**Story Time**

How does a caterpillar become a butterfly?

Compare *The Very Impatient Caterpillar* and “From Egg to Butterfly”

Literacy Circle

Concept Vocabulary Check for Understanding

Alphabet Knowledge Review

Listening Comprehension 3-Step Directions

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

- Math: Measurement
- Literacy: Listening Comprehension

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

Math Circle**Measurement**

Snack Time Communicate

Fine Arts Circle**Art is Fun****Art Expression**

Outdoor Play Children's Choice

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

- Pass It Around
- Ball Roll

Let's Talk Communicate

Let's Read Read More About It Activity, Children's Choice

Rest Time Nature Sounds

Reflect

5x5 Compare and Contrast

Social and Emotional Learning Share

Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Animals All Around

animals cycle
features habitat

Concept Vocabulary

Conceptually related words to teach this week

butterfly
caterpillar
chrysalis
migrate
transform

Academic Vocabulary

Terms used in this week's instruction

General

adult
baby
finally
today
tomorrow
yesterday

Literacy

after
duckling
end
exclamation point

first

period
question mark
then

Mathematics

compare
heavier
less
lighter
more
weigh

Science

alike
beak
change
describe
different
grow
hatch

Social and Emotional Learning

fall
spring

summer
time
winter

Fine Arts

collage
mosaic
painting
poster
sculpture

Story Words

Words from the literature to explain and use this week

Trade Book

address feast your patient twirl
approach eyes spread my
comic book impatient wings

Big Book

waddling

Read More About It

munches

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

buckets and sand toys
bulletin board or wall mural
cardstock
clothespins
computers or other digital devices
finger paint
green chenille sticks

photos showing the four stages of a butterfly

plastic animals
pictures of animals
rocker balance or seesaw scale

rocks, pine cones, leaves, blocks, and other building materials

tape
trays of sand or colored rice
white modeling dough

Small Groups

picture of an adult and a baby

Circle Times

10 pieces of paper
balls

5 toy ducks (or use the duck puppets from Week 1, Day 1)

items of different weights, such as a feather, rock, and book

items to hide, such as crayons and books

music
photo of a bear
photo of a child

pictures of babies, children, and grown-ups

pictures of a butterfly's life cycle (egg, caterpillar, chrysalis, butterfly)

pictures of a puppy, a young dog, and a grown dog

pictures of a robin's egg, baby bird, bird; bear cub, bear; alligator egg, young alligator, grown alligator

pictures of the stages in a frog's life cycle

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

Act It Out Listen to and recreate the stories from the theme.

ABC Fun

I Can Write Practice writing the letters in your name.

Pretend and Learn

What Animal Am I? Ask questions and use clues to figure out the animal you have become for the day.

Math Fun

Which Weighs More? Compare the weights of common objects.

Writer's Club

My Favorite Animal Talk, draw, and write about your favorite animal.

Creativity Station

Life Cycles Use art to show the life cycle of a butterfly.

STEM

Animal Habitats Create a wall mural that shows the different environments animals live.

Sand, Water, and More

At the Zoo Make models of different animal shelters.

Monitor Progress



Assessment Guide

Observe

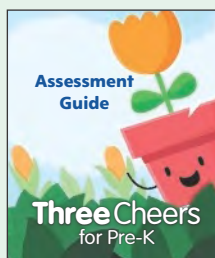
Observational Checklists

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. The End-of-Year Assessment should be administered at the end of the year.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Sand, Water, and More** photographs of and anecdotal notes about children making models of animal shelters
- **ABC Fun** anecdotal notes about children practicing writing the letters in their names
- **Pretend and Learn** anecdotal notes about children asking questions and using clues to figure out an animal you have become for the day



Welcome to Today

15 minutes

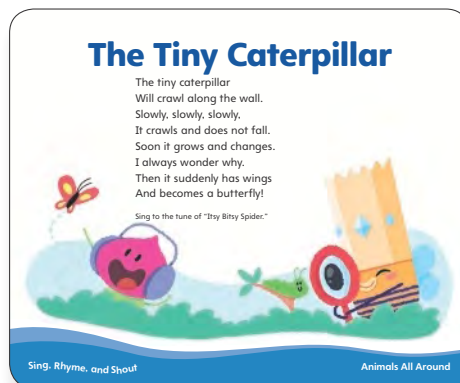
Meet and Greet

- As children enter the classroom, smile and greet them with a handshake.
- Have children place their pictures on the Mood Meter and acknowledge each student in turn.

SEL Sing, Rhyme, and Shout

Animals All Around Use the card to introduce children to how a *caterpillar* moves and how it grows and changes.

- We are going to act like tiny caterpillars. They move slowly. They crawl. Then we will become butterflies! They fly.
- Listen to the song. Say each line and have children repeat. Then have children participate by singing the song.
- Help children use axial movements such as reaching, twisting, and bending to act out how a *caterpillar* crawls.



Learning Outcome

The child

- coordinates sequence of movements to perform tasks.

What You Need

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

Concept Vocabulary

caterpillar butterfly

Academic Vocabulary

alike different

Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart as you call them out loud.
- 2 Helper Chart** Assign new helper jobs for the week. Have the new helpers describe their jobs. *How do you help in the classroom?*
- 3 Weather** *What was the weather like yesterday?* Have children describe yesterday's weather.
- 4 Today's Events** *What are you happy about today?* Have children name something about today that makes them feel happy.



DIFFERENTIATED SUPPORT

Engage and Extend

The Weather For children who are engaged with talking about the weather, have them act out how the weather over the weekend made them feel. *Were you very cold? Did you go outside?* KINESTHETIC

Story Time

15 minutes

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.
- interacts to revise (take out [of]) class-made drafts.

What You Need

- Big Book: *Five Little Ducks*
- five toy ducks (or use the duck puppets from Week 1, Day 1)
- Vocabulary Cards: *caterpillar, transform, butterfly, chrysalis, migrate*
- Alphabet Card: *Vv*
- chart paper
- Picture Cards: *elephant, horse*

Animals All Around

? How are animals the same and different?

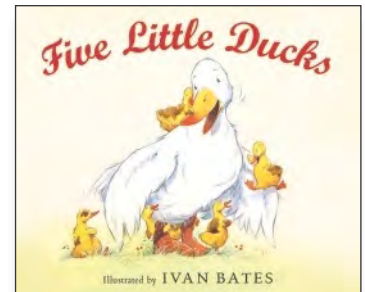
Remind children that *animals* are both the same and different. Display Picture Cards *elephant* and *horse*. Have children look at the pictures and tell ways the *animals* are alike and different.



Five Little Ducks

Explain that you will read *Five Little Ducks* again.

- 1 Remember** Display the cover of *Five Little Ducks*. Point to each little duck as you count aloud from 1 to 5. Ask children how the mother duck is different from the baby ducks.
- 2 Focus** Relate the information in the story to taking away. Read the story aloud, focusing on how many ducks are left each time one leaves. Stop after the first duck leaves. *We can take away to show that one baby duck, or duckling, is gone. First, there were five ducks. Then one went away. How many are left?* Count with the children to check, then continue on other pages.
- 3 Respond** Provide children with five toy ducks (or use the duck puppets from Week 1, Day 1). Highlight the information learned from the story by having children take away one duck and say how many ducks are left each time.



DIFFERENTIATED SUPPORT

3-Year Olds

Remember Help younger children listen closely to numbers 1 to 5. Count each number aloud as you hold up your fingers. Encourage children to hold up their fingers as they repeat the numbers after you. AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *How does a caterpillar become a butterfly?* Display Vocabulary Card *caterpillar*. *A caterpillar is small. It grows big. Then it changes.* Then display the remainder of the Vocabulary Cards for this week (*transform, butterfly, chrysalis, migrate*). Briefly explain how each relates to the question: *How does a caterpillar become a butterfly?*



Alphabet Knowledge

Introduce Letters Vv Tell children that today they are going to learn about the letter Vv.

- Letter Name** Display Alphabet Card Vv and point to the uppercase V. *This is uppercase letter V.* Point to the lowercase v. *This is lowercase letter v. They are the same except one is bigger. Say the letter name with me: /v//ē/. Point to the lowercase letter. What is the name of this letter? Point to the uppercase letter. What is the name of this letter?*
- Letter Sound** Point to the volcano. *This is a volcano. The word volcano starts with the letter v. The sound the letter v spells is /v/, /v/, /v/. Say it with me: /v/. Point to the lowercase letter. What sound does this letter spell? Point to the uppercase letter. What sound does this letter spell?*
- Letter Formation** Trace the uppercase V 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 v.



Writing as a Process

Write and Revise a Draft Children will work together to write a whole-class draft and revise it to take out unneeded details.

- Work with children to write about a new adventure of the five little ducks. Have children give ideas of what the ducks could do. Ask children to add details, and write the draft on chart paper.
- Read the draft aloud and ask children if there are some details that aren't really needed. Delete them and read the new draft version aloud.

Transition

Chant and Rhyme

Invite children to stand and take a big stretch. Have children echo you as you model the fingerplay. Then repeat it and have children join in.

- | | |
|------------------|--------------------|
| 1, 2, 3. | (count on fingers) |
| I sing about me! | (point to self) |
| 4 and 5. | (count on fingers) |
| I'm alive! | (smile and jump) |

Theme Vocabulary

animals

Concept Vocabulary

caterpillar	transform
butterfly	chrysalis
migrate	

Academic Vocabulary

first	after
then	duckling



CHECK FOR UNDERSTANDING

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

THEN . . . provide them with additional support, such as the following: Display Vocabulary Card *butterfly*. *This is a butterfly. A butterfly starts out as a caterpillar. It goes through changes as it grows.* Continue with the other words.

LET'S GET READY FOR

Center and Small Group Time

60-90 minutes

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

Small Group

- **Math: Classification and Patterns** Remind children that *animals* are similar and different. *When we sort things, we compare them. We see how they are alike.* Have children sort the *animal* picture cards into different groups. *How are the animals similar? How are the animals different?* Model using comparison words like *heavier, lighter, and more than.*

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Academic Vocabulary

Emerging Say the words for *similar* and *different* in the child's home language. Nod your head *yes* for similar and shake your head *no* for different. Hold up two *animal* cards and ask: *Are they similar?* Have children nod or shake their head to respond.

Developing Have children say whether two *animals* are similar or different. Describe two *animal* pictures and ask children if the animals are similar or different. *This is a dog. It has four legs. This is a penguin. It has two legs. Are they similar or different?* Have children respond *similar* or *different*.

Expanding Have children compare animals in a complete sentence using a sentence frame. *A ____ and a ____ are ____.*

Bridging Have children compare animals and say how the animals are similar or different. *These animals are ____ because ____.*

- **Literacy: Alphabet Knowledge** Display Alphabet Card *Vv* and have children identify uppercase *V* and lowercase *v*. Review the sound letter *v* spells: */v/*. Have children practice saying the sound. Then say each of these words, emphasizing the sound */v/* and have children repeat: *van, visit, vase, vine, volcano.*

► ELL Access

Relate Letter Sounds

Emerging Display Picture Card *van* and say: *van, /v/*. Hold your teeth on your bottom lip. Point to your teeth and say: */v/, /v/, /v/*. Have children repeat the sound and the word.

Developing Display Picture Card *van* and say: *van, /v/*. Hold your teeth on your bottom lip. Point to your teeth and say: */v/, /v/, van*. Have children repeat the sound and the word. Then point to the picture and ask: *What is this? What sound do you hear at the beginning?*

Expanding Display Picture Cards *van* and *fan*, and say the beginning sounds of both words. Hold your fingers on your throat to show that the */v/* in *van* is voiced and the */f/* in *fan* is not. Ask children: *Which is the fan? Which picture word has a /v/ sound at the beginning?*

Bridging Display Picture Card *van* and *fan*. Say *van* or *fan* and emphasize the initial sounds. Then point to a picture and ask: *What is this? What sound do you hear at the beginning?* Encourage children to respond in complete sentences: *This is a ____ . I hear ____ at the beginning.*

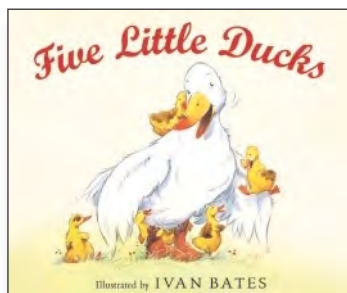
Math Circle

15 minutes

Measurement

Tell children that today they are going to talk about weight.

1 Engage Last week, you were holding objects to compare their weights. Even if you can't hold things, you can still use what you know to think about which is heavier and lighter. Display the cover of *Five Little Ducks* and point to the adult duck and a baby duck. Think about how heavy the two ducks are. Do you think the ducks have the same weight, or do you think one is heavier? The mom and the baby do not weigh the same. Which one do you think is heavier? Which one is lighter?



- 2 Develop** Show a picture of a human baby and a grown-up. Model how to recognize and compare sizes and weights using comparison words like *more than*. The baby is small. The grown-up is big. The baby is lighter. The grown-up is heavier. The grown-up weighs more than the baby.
- 3 Practice** Display a stack of pictures of babies and grown-ups. Have children sort the photos into grown-ups and babies. Ask: *Why did we put all these together?* Have children choose two pictures, one from each group, and compare the weight by saying which person is heavier and which person is lighter.

Learning Outcome

The child

- informally recognizes and compares weights of objects or people.

What You Need

- pictures of babies and grown-ups
- Big Book: *Five Little Ducks*

Academic Vocabulary

heavier

compare

lighter

weigh



CHECK FOR UNDERSTANDING

IF . . . children have trouble saying which person weighs more,

THEN . . . use guiding questions to elicit responses, such as *Do they weigh the same? Who weighs more? Who is heavier? Who is lighter?* Encourage children to respond in full sentences.



Snack Time

15 minutes

Plan Tell children that when we plan play, we want to make sure everyone has fun. *I want to play cars. What do you want to do?* Have children take turns communicating their plans aloud as they eat their snacks.

Science Circle

15 minutes

Learning Outcomes

The child

- describes life cycles of organisms.

What You Need

- Picture Cards: *kitten, cat, alligator, cheetah, cub, ostrich*
- pictures of a robin's egg, baby bird, and bird; bear cub, bear; alligator egg, young alligator, grown alligator
- Big Book: *Five Little Ducks*

Theme Vocabulary

animals

Academic Vocabulary

describe grow
change alike
different

Outdoor Play

20 minutes

Outdoor Animal Art Gallery Using sidewalk chalk, draw square canvases or picture frames on the ground. Have children draw pictures of how different *animals* grow and change, for example a kitten and a cat; an egg, tadpole, and frog. When children have completed their drawings, take a "tour" of the art gallery they have created.

Small or Tall?

Have children stand. As you say the chant, pause for children to repeat the lines.

Animals change.

Animals grow.

They start out small, (look tiny)

And get big, like so! (stand tall on tiptoes)

Living Things

- 1 Engage** Display Picture Cards *cat* and *kitten*. This is a kitten. That is a cat. A kitten is a young, or baby, cat. Today we are going to describe how *animals* grow and change.
- 2 Develop** Display Picture Cards *cat* and *kitten* again. What is the same? What is different? How do these two *animals* look alike? How do these *animals* look different? Show pictures of a robin's egg, chick, and full grown robin. Let's look at how a robin grows and changes. First there is an egg. Next, the baby hatches from the egg. Finally, the robin grows to an adult bird. How are the baby and the adult alike? How are they different?
- 3 Practice** Have children observe the pictures of the other *animals*. Look at the cub and bear. How are they alike? How are they different? Show the kitten/cat images next to the cub/bear images. Compare similarities and differences of how these two *animals* grow and change. Repeat the activity with the alligator and bird pictures.

Learn and Play

90 minutes

Let's Move

Act Out Gather Picture Cards *cub, alligator, cheetah, and ostrich*. Show a child an *animal* card. **Think about the animal. How does it move? What does it look like? Does it walk on two legs or four?**

- Give children ideas about how to act out different *animals*. Model how a bear walks on all fours, lumbering back and forth. Compare that to a penguin, taking short waddling steps on two legs.
- Help the child act out the *animal* for the class to guess. Take turns, so every child has a chance to act.

Animal Parade Have children choose their favorite *animal*. If they need help, assign them an *animal* that they know. Explain that they will march around the room like that *animal*. **When you hear music, move like your animal!**

- Play music and have children move around the room like their *animal*.
- Stop the music and have children choose a new *animal*.

Let's Talk

Big Book Display the Big Book cover and talk with children about how ducklings are different from ducks, which are adults.

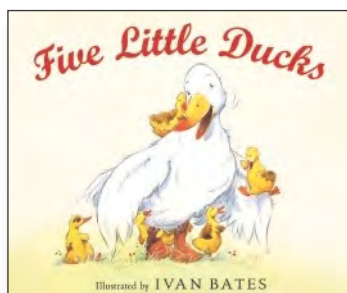
Engage children in one-on-one discussions. **Which weighs more: a duckling or an adult duck? Do they walk the same? Do they look the same?**



Let's Read

Children's Choice Present to the children some of the books they have enjoyed the most. Then have them choose which one they would like to read together.

Our Story Choose pages from *Five Little Ducks* and display them. Ask children to tell what they see by describing the pictures in their own words.



Center Time

30 minutes

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

Rest Time

30-45 minutes

Counting Review the number of ducks in the Big Book by counting up from 1 to 5 and then down from 5 to 1. Have children quietly count to themselves.

DIFFERENTIATED SUPPORT

Engage and Extend

Act Out Encourage children to choose two *animals* from the Picture Cards and compare and contrast the way they move. **A cub walks on four legs, but an ostrich walks on two legs!** Have children act out other *animals* for the class to guess, if time allows. AUDITORY; KINESTHETIC

Reflect

10 minutes

5x5

Vocabulary Display the card and discuss what is happening in the picture. **The adult bird is feeding the young birds.** Point to parts of the birds and introduce vocabulary words such as *nest*, *beak*, and *feathers*. Point to the parts again and have children name each part.



Social and Emotional Learning

Same and Different Display SEL Card *same or different?* Point to the pair of children on the left who both look happy. **These children are both smiling. How do they feel? They are both happy. They feel the same.** Point to the pair of children on the right. **One of these children is smiling, and one of these children is frowning. How do they feel? One is happy, and one is sad. They feel different.** Even when we feel happy, sometimes our friends don't feel happy. It's OK for everybody to feel different. When we play with friends, we can look at their faces to see if they are happy or sad. **Let's practice making faces to show what it looks like to be happy and sad.** Alternate saying *happy* and *sad*, and have children follow your lead as you smile and frown. Have children take turns saying *happy* or *sad* for the class to act out. Observe whether children's movements show understanding of the language being spoken by their peers.



Let's Talk About It

Tell children that it is time to reflect on what they have learned today. **We learned that sometimes people feel the same and sometimes they feel different. You might feel happy, and your friend might feel sad. When we put our pictures on the Mood Meter this morning, did we all put them in the same box? No. That's because our friends sometimes feel different than we do.** Give each child an opportunity to say how they feel today.



Learning Outcomes

The child

- demonstrates an understanding that others have feelings that are different from her own.
- uses a wide variety of words to label things.
- shows understanding of the language being spoken by peers.

What You Need

- 5x5 Card: Birds
- SEL Card: *same or different?*

Academic Vocabulary

different

CHECK FOR UNDERSTANDING

IF . . . a child has difficulty understanding what different facial expressions mean,

THEN . . . point to your mouth and smile. Say: **We smile when we are happy.** Then point to your mouth and frown. Say: **We frown when we are unhappy.** Encourage children to imitate each facial expression after you and say whether it means *happy* or *sad*.

DIFFERENTIATED SUPPORT

ELL

Faces Guide children to make a face (happy, sad, etc.). Make the same face or a different face. Ask: **Is it the same? Is it different?** AUDITORY; KINESTHETIC

Welcome to Today

15 minutes

Meet and Greet

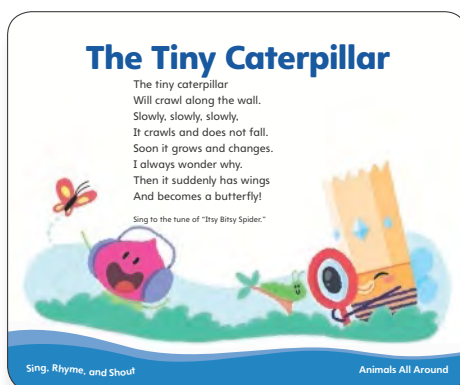
- As children arrive, greet them with a big smile. Welcome them by name.
- Encourage children to place their pictures in the Mood Meter, talking personally to those who may need encouragement.



Sing, Rhyme, and Shout

Animals All Around Display the card. Talk about what the *caterpillar* and the *butterfly* are doing in the illustration. Highlight how the *caterpillar* is crawling and the *butterfly* is flying.

- How does the *caterpillar* change? At first, it crawls. It's tiny. Then what happens?
- Sing the song. Remind children that they used axial movements such as reaching, twisting, and bending in Day 1 to act out how a *caterpillar* crawls. Have children act out their multistep movements again.



Learning Outcomes

The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- participates in classroom music activities including singing.

What You Need

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

Concept Vocabulary

caterpillar butterfly

Academic Vocabulary

different

Morning Meeting

- 1 Attendance** After children place their name cards on the chart, rote count the children who are present.
- 2 Helper Chart** Review helpers for this week. Have each helper act out how to do their job.
- 3 Question of the Day** *Would you rather be a caterpillar or a butterfly?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer, or ask them to write their name. Have volunteers tell their choice.
- 4 Today's Events** Explain that you will read a new book today, *The Very Impatient Caterpillar*. *If you are feeling impatient, you are having a hard time waiting for something. Have you been impatient?* Have children talk about a time they were impatient.

DIFFERENTIATED SUPPORT

ELL

Today's Events To help children understand the term *impatient*, model how you act when you are impatient. Look at your watch and tap your foot. Say: *I am impatient. I do not want to wait. I want something to happen now.* Then have children act out being impatient. KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- can identify some conventional features of print that communicate meaning, including end punctuation.

What You Need

- Trade Book: *The Very Impatient Caterpillar*
- Vocabulary Cards: *cycle, caterpillar, transform, butterfly, chrysalis, migrate*
- Alphabet Card: Vv

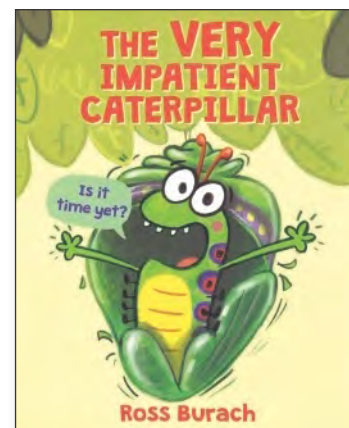
Animals All Around

? How does a caterpillar become a butterfly? State the weekly focus question and remind children that *animals* grow and change. Display Vocabulary Card *cycle*. A *cycle* is something that happens in the same order over and over again. *Animals* start out small. Then they grow. Some *animals* change the way they look. When an *animal* grows and changes, it is called a *cycle*.



The Very Impatient Caterpillar

Tell children you will read *The Very Impatient Caterpillar*. The *caterpillar* is impatient. This means he is finding it difficult to wait for something.



1 Introduce Use the speech bubbles to help children identify features of print that communicate meaning. Open the book to p. 2 and point to the speech bubble. Look at these words. They are inside a bubble. The bubble is pointing to the *caterpillar*. This tells us that the *caterpillar* is saying these words.

2 Read Together Read the book aloud. Have children point to the character that is speaking on each page.

3 Connect The *caterpillar* in the book is impatient. He wants to change. But the change isn't happening fast enough! Is there something that you have been impatient about? Guide children to talk about times they've been impatient.

DIFFERENTIATED SUPPORT

ELL

Connect Help children understand transformation by narrating the change as one child pretends to spin a *chrysalis*, wait for two weeks, and then emerge as a *butterfly*. VISUAL

Literacy Circle

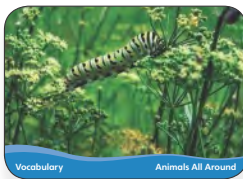
15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *How does a caterpillar become a butterfly?* Display Vocabulary Card caterpillar. *This is a caterpillar.*

Say the word caterpillar with me: caterpillar. How

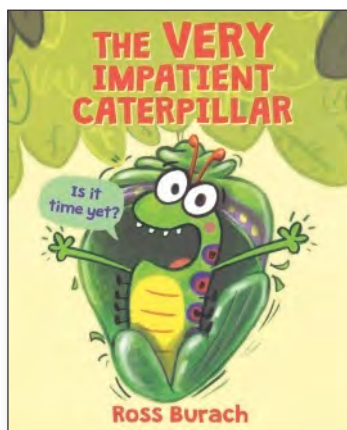
does a caterpillar change as it grows? Display the remainder of Vocabulary Cards for this week (*transform, butterfly, chrysalis, migrate*) and ask a question about each one that ties to the theme or the weekly question.



Print Concepts

- **Text Features** Remind children that they learned about the period, exclamation points, and question marks. *The marks give us clues when we read.*

- Display pp. 2 and 3 of *The Very Impatient Caterpillar* and point to each punctuation mark. *This is an exclamation point. We use it to show a strong feeling. The caterpillar is surprised! He wants to know what the others are doing.* Point to a question mark. *This is a question mark. The caterpillar is asking a question.* Point to a period. *This is a period. The other caterpillar is telling about something.*



Alphabet Knowledge

Review Vv /v/ Tell children that they will review what they learned about the letter Vv.

1 Review Letter Name Display Alphabet Card Vv. Point to uppercase V. *Say this letter name with me: uppercase /v//ē/.* Point to lowercase v. *Say this letter name with me: lowercase /v//ē/.*



2 Review Letter Sound *The sound that the letter V spells is: /v/. Say it with me: /v/.* Point to lowercase v. *What sound does this letter spell?* Repeat for uppercase V.

3 Review Letter Formation Trace uppercase V on the Alphabet Card, explaining the movements as you make them. Repeat instruction for tracing lowercase v. Have children skywrite uppercase V and then lowercase v, saying the names of the letters.

Transition

Chant and Rhyme

Invite children to stand and take a big stretch. Have children echo you as you model the fingerplay. Then repeat with children joining in.

<i>I like to change.</i>	(touch head, knees, toes)
<i>I never look the same!</i>	(shake head and smile)
<i>One thing stays, though.</i>	(point to head and nod)
<i>And that's my name.</i>	(point to chest, nod, and smile)

Theme Vocabulary

animals	cycle
---------	-------

Concept Vocabulary

caterpillar	transform
butterfly	chrysalis
migrate	

Academic Vocabulary

period	exclamation point
question mark	



CHECK FOR UNDERSTANDING

IF . . . children are confused about the differences between question marks and exclamation points,

THEN . . . have them form each one with play dough, using a different color for each one. Then say a short sentence and guide children to point to the end punctuation mark that should be used. Use sentences such as: *I found ten dollars! Are you wearing shoes? What is my name? Ouch! That hurt!*

LET'S GET READY FOR

Center and Small Group Time

60-90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•212).

Small Group

- **Math: Measurement** Show a picture of a baby and an adult. Point to the baby. *The baby is small.*
 - Point to the adult. *The grown-up is big! The baby weighs less than the grown-up. The grown-up weighs more than the baby.* Have each child compare the pictures and say how they know which one weighs more.

► ELL Access

Internalize Vocabulary

Emerging Pointing to the pictures, say *baby* and *grown-up* and have children repeat the words after you. Gesture to show *small* and *big* and to compare weights on a balance scale. *Do they weigh the same?* Encourage children to respond *yes* or *no*.

Developing Provide a sentence frame to help children compare the size and weight of the baby and the grown-up. *The baby is _____. The grown-up is _____. The baby weighs ____ than the grown-up.*

Expanding Ask children which picture shows the person who weighs more. Have children explain in their own words how they know this is true. Repeat and expand on their answers in sentence form as needed.

Bridging Prompt children to compare the weight of the child and the grown-up, using complete sentences.

- **Literacy: Concept Vocabulary** Display Vocabulary Card *transform*. This shows the word *transform*, which means “change.” A *caterpillar transforms into a butterfly*. Use Vocabulary Cards *caterpillar*, *butterfly*, *chrysalis*, *migrate*, and *transform* to reinforce the words and their meanings for children.

► ELL Access

Internalize Vocabulary

Emerging To help children pronounce the words that have more than two syllables, break them into smaller parts for students to repeat and then string together. For example, say: *cater*, [repeat] *pillar*, [repeat] *caterpillar*.

Developing To help children pronounce the words that have more than two syllables, break them into smaller parts for students to repeat and then string together. Then ask children questions they can answer with a vocabulary word. For example: *What spins a chrysalis? What comes out of a chrysalis?*

Expanding After helping students review the meaning and pronunciation of the words, ask them to identify each card using a complete sentence: *This is a _____. This word is _____.*

Bridging Have children choose two cards that relate, and help them craft a sentence using the words. For example: *A caterpillar makes a chrysalis. The butterfly migrates.*

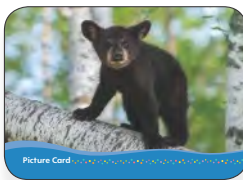
Math Circle

15 minutes

Measurement

Tell children that all living things have a life *cycle*. People and *animals* start as babies. They are small. Then they grow. This means that they change.

- 1 Engage** Hold up a picture of a bear cub. This cub is small. It will grow! It will change. Hold up a picture of an adult bear. This bear is big. It weighs more now than when it was a cub. The bear is heavier than the cub.



- 2 Develop** Hold up a picture of a human baby, a child, and an adult. Which person weighs the most? Discuss with children how they know the adult weighs more than the baby and the child. Hold up the picture of the child. Which weighs more: the child or the baby? The child or the grown-up? Arrange the pictures in order as baby, child, adult. The baby is the lightest. The grown-up is the heaviest.

- 3 Practice** Give three pictures (baby, child, adult) to each small group of children. Have children sort the pictures into groups by weight from lightest to heaviest.

Ask children to hold up the picture of the lightest person in their group. Then ask them to hold up the picture of the heaviest person. In each of your groups, the grown-up is the heaviest. The baby is the lightest. The child is heavier than the baby but lighter than the grown-up.

Learning Outcomes

The child

- informally recognizes and compares weights of objects or people.

What You Need

- Picture Card: *cub*
- picture of a bear
- pictures of human babies, children, and adults, cut from magazines or photos

Theme Vocabulary

cycle

Academic Vocabulary

more	lighter
less	baby
weigh	adult
heavier	



Snack Time

15 minutes

Share Discuss what it means to share. Prompt by giving examples of times you have seen children sharing throughout the day.

Science Circle

15 minutes

Learning Outcomes

The child

- describes life cycles of organisms.

What You Need

- pictures of a butterfly's life cycle (egg, caterpillar, chrysalis, butterfly)
- pictures of adult and baby animals
- balls
- 10 pieces of paper
- Big Book: *Five Little Ducks*

Theme Vocabulary

animals cycle

Concept Vocabulary

caterpillar chrysalis

butterfly

Academic Vocabulary

first after then

finally grow change

Outdoor Play

20 minutes

Growing and Changing

Animals Have children pretend they are a cat. Ask them to show how a kitten grows and changes to a cat. Repeat the activity using the other *animals* the children have learned about, including bears, birds, and alligators.

Growing Up Rhyme

Gather children to stand up. Have them listen and repeat the following finger play.

Baby cubs are small. (crouch down)
They sit and crawl. (crawl like a cub)
They eat and grow. (rise up slowly)
Then they stand up tall! (stand on two legs)

Living Things

- 1 Engage** Display the pictures of a *butterfly*'s life cycle. This is a *butterfly*. It has wings, and it flies. We are going to learn about the *butterfly*'s life cycle, or how it grows and changes.
- 2 Develop** A *butterfly* has a life cycle. It grows and changes. First, an egg is laid on a leaf. Then a *caterpillar* hatches from the egg. Then the *caterpillar* changes into a *chrysalis*. Finally, a *butterfly* comes out!
- 3 Practice** Display the pictures of a *butterfly*'s life cycle. Help children put the pictures in order to describe a life cycle of a *butterfly*. First, an egg hatches. Let's put that picture first. What happens next? Provide discussion opportunities to compare how other *animals* grow and change. How does a dog grow and change? How does a bird grow and change?

Learn and Play

90 minutes

Let's Move

Roly-Poly Have pairs of children sit across from each other, legs outstretched. Give each pair a small ball to roll between them. When they have the ball, encourage them to say something they've learned about *caterpillars* and *butterflies*.

Number Walk Write each number 1–10 on a large sheet of paper. Lay the papers in a circle.

- Play music as children walk around the circle of numbers, stepping on each one.
- Stop the music. Say a number at random from one to ten. The child standing on that number will be the next caller.

Let's Talk

Same and Different As the day ends, move around the room asking children to say what is similar and different between you and them.

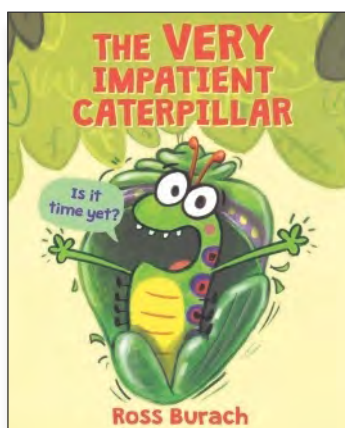
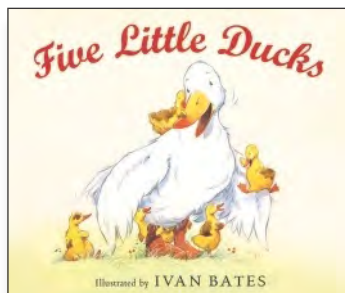
- We both have two eyes! That's the same. But I have a green shirt. You have a yellow shirt. That's different.



Let's Read

Children's Choice Display *Five Little Ducks* and *The Very Impatient Caterpillar*. Have children choose which book they want to read together.

Compare Display the cover of *Five Little Ducks*. Have children say how the baby ducks are similar to and different from their mother.



Center Time

30 minutes

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

Rest Time

30-45 minutes

Chant Have children chant the words softly to one of the transition rhymes they learned recently.

DIFFERENTIATED SUPPORT

ELL

Same and Different Model for children how to express their ideas in short, simple sentences. For example: *I have black hair. You have brown eyes. I like books. You like books.* AUDITORY

Reflect

10 minutes

5x5

Learning Outcomes

The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common plan.
- communicates with peers to initiate pretend play scenarios that share a common plan.
- describes life cycles of organisms.
- coordinates sequence of movements to perform tasks.

What You Need

- 5x5 Card: Birds
- SEL Card: *plan*

Theme Vocabulary

cycle

Academic Vocabulary

first after
hatch beak



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty communicating their plans to a friend,

THEN . . . provide opportunities for role-play, and model conversations. *I want to _____. Do you want to play with me?*

DIFFERENTIATED SUPPORT

3-Year Olds

Bird Life Cycle Modify the activity to meet the needs of individual children. Arrange children in small groups, so they don't have to wait long to be called. Call names from different groups at the same time, so children can "hatch" more quickly. KINESTHETIC

Bird Life Cycle Point to the young birds in the photo. *These chicks came out of the eggs. That means they hatched. First, the bird laid eggs in the nest. Then the bird sat on the eggs to keep them warm. What happened next?* Explain that the chicks used their beaks to peck their way out of the eggs.



Next, have children pretend they are chicks in an egg by folding themselves into a ball. *Wait very still until it is your turn to hatch.* Then call children's names one at a time. *Pedro, it's your turn to hatch.* Have children take turns pretending to hatch. Then compare the life cycle of birds to *caterpillars*. Ask: *How is a bird like a caterpillar?*



Social and Emotional Learning

Communicate and Plan Draw attention to the children playing together on SEL Card *plan*. *Sometimes we all want to do the same activity. But sometimes we want to do different things. It's important to tell your friends what you want to do. Tell them about your plans. Model how to communicate and plan about activities in the classroom. Assist children in communicating effectively with each other and resolving conflicts appropriately. I want to play cars. But you want to play blocks. I'll play cars with you. Then you can play blocks with me.*



- Encourage children to talk about plans they've worked out with other children when they are playing.



Let's Talk About It

Ask children to reflect about what they have learned today. Help children talk about how they played together.



Welcome to Today

15 minutes

Meet and Greet

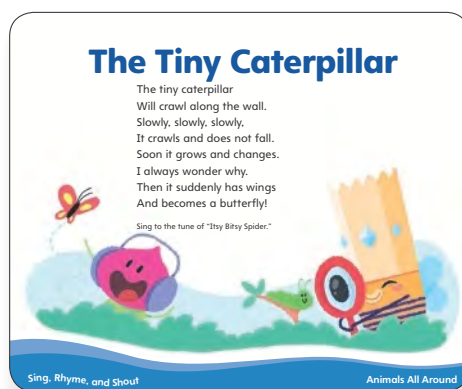
- As children arrive, greet them with a high five.
- Have children put their pictures in the Mood Meter.



Sing, Rhyme, and Shout

Animals All Around Display the card. The beginning of the song is about a *caterpillar*. Today, let's change the words. Let's start with a *butterfly*. A *butterfly* is different from a *caterpillar*. Sing the first two lines of a new chant: *The beautiful butterfly / Will fly above the wall.*

- Provide two-step and three-step directions for children to complete. Let's pretend we can move like a *butterfly*. First, flap your wings. Then fly away!



Learning Outcomes

The child

- shows understanding by following two-step oral directions.
- usually follows three-step directions.

What You Need

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

Concept Vocabulary

caterpillar butterfly

Academic Vocabulary

today different

Morning Meeting

- 1 Attendance** As you call children's names, have the rest of the class greet their classmates chorally using this sentence frame:
Hello, _____.
- 2 Helper Chart** Check in with the helpers for each job. Have children tell the class what job they do.
- 3 Weather** *What is the weather like today?* Choose a volunteer to tell the weather conditions today.
- 4 Today's Events** *Today we're going to have an obstacle course.*

DIFFERENTIATED SUPPORT

Engage and Extend

Concept Vocabulary Guide children to add two more lines to "The Tiny Caterpillar." *A caterpillar moves slowly. How does a butterfly move? Quickly, quickly, quickly! It flies and does not fall!* Then have children act it out.

KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- can identify some conventional features of print that communicate meaning, including end punctuation.
- segments a syllable from a word.

What You Need

- Trade Book: *The Very Impatient Caterpillar*
- Talk More About It Card: *The Very Impatient Caterpillar*
- Vocabulary Cards: *cycle, caterpillar, transform, butterfly, chrysalis*
- Picture Card: ladybug

Animals All Around

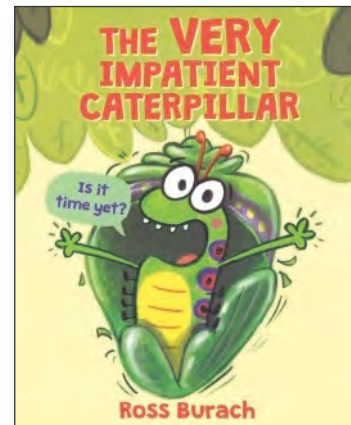
? **How does a caterpillar become a butterfly?** Review with children the weekly focus question: *How does a caterpillar become a butterfly?* Use Vocabulary Card *cycle* to review with children. Remind them that *animals* have life *cycles*. **They change as they grow.**



The Very Impatient Caterpillar

Tell children you are going to reread *The Very Impatient Caterpillar*.

- 1 Remember** Display the cover of the book. Ask children to remember the name of the book and prompt them as needed. Then ask them to tell you what the story was about.
- 2 Reread** Reread the book. Pause at end punctuation marks and ask children what each is called. Remind children what each mark means.
- 3 Retell** Display the Talk More About It Card to help children retell the story. Have children describe each picture to highlight the content learned from the story. Then ask: **What does the caterpillar do first? Then what happens? What happens at the end?**



DIFFERENTIATED SUPPORT

Extra Support

Retell Guide children to think about the life *cycle* of the *caterpillar*. Have them complete sentence frames to describe the life *cycle*. *First, the caterpillar _____. Then, the caterpillar _____. Finally, the caterpillar _____.*

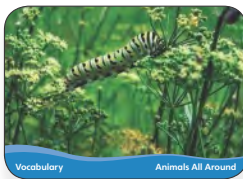
AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards *caterpillar*, *transform*, *butterfly*, *chrysalis*. Have children identify each word. These words tell about what happens in a *caterpillar* life cycle. What happens first? Then what happens? What happens last? Use time-order words with children to help them understand the life cycle of a *butterfly*.



Phonological Awareness

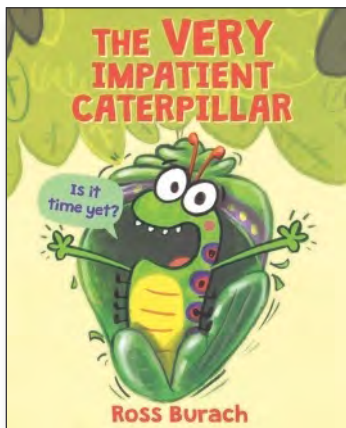
Segment Syllables Children will segment syllables from words.

- Display Picture Card *ladybug*. This is a ladybug. The word *ladybug* is a compound word. It has two smaller words in it. What word is left if we take away the first part of the word *ladybug*? After children name the word *bug*, have them identify the word that is left if we take away the second part of the word. (*lady*)
- Have children segment a syllable from each of these words: *grandmother*, *grandfather*, *butterfly*, *bookshelf*.



Alphabet Knowledge

Review Vv Display the cover of *The Very Impatient Caterpillar*. Point to the word *very*. What is the first letter of this word? What sound does it spell? (/v/)



Transitions

I'm a Caterpillar

Have children stand up and stretch tall.

<i>Caterpillars</i> eat and eat.	(munch on pretend leaf)
<i>Caterpillars</i> grow.	(grow tall)
<i>Caterpillars</i> go to sleep.	(curl up and sleep)
Then wake up.	(fly like <i>butterfly</i>)
What a show!	

Theme Vocabulary

animals cycle

Concept Vocabulary

caterpillar transform
butterfly chrysalis

Academic Vocabulary

first exclamation point
period end
then question mark

LET'S GET READY FOR

Center and Small Group Time

60-90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•212).

Small Group

- **Math: Measurement** Remind children that they compared the weights of people. *We looked at pictures people. We said who was heaviest and who was lightest.* Have each child draw a picture of a baby, a child, and an adult. Have children share their pictures and describe the people's weight. Remind them that when there are three or more objects, we say *heaviest* to say which is the most heavy or *lightest* to say which is the most light. Say: *The baby is lighter than the grown-up. She is lighter than the child. She is the lightest person.*

▶ **ELL Access**

Expand Vocabulary

Emerging Show children three objects of different weights. Place two objects at a time on a balance scale and make statements. For example: *The [book] is heavier than the [stapler]. The [stapler] is heavier than the [eraser]. The [book] is heaviest.* Repeat for *lightest*.

Developing Show children three objects of different weights. Place two objects at a time on a balance scale and say which object is *heaviest/lightest*. Then ask questions, such as: *Which object is heavier than the [stapler]? Point to the object that is lightest.*

Expanding Have children draw three objects of different weights in order from lightest to heaviest. Have them complete the sentence frames to tell which object is heaviest/lightest. *The _____ is the _____ object.*

Bridging Have children draw three objects of different weights in order from lightest to heaviest. Have them tell which is heaviest/lightest and explain why.

- **Literacy: Segment Syllables** Give children additional practice segmenting, or taking away, syllables from words. Display Picture Card *rainbow*. Have children identify it. *If we take away the word rain from the word rainbow, what word is left?* When children have identified that the word *bow* would be left, show them Picture Card *bow*. Then ask them to take away the word *bow* from the word *rainbow*. When children have identified that the word *rain* would be left, show them Picture Card *rain*.

▶ **ELL Access**

Listen to Word Parts

Emerging Have two volunteers stand side-by-side holding the Picture Card *rainbow*. Say the word for the group to repeat. Then give one of the pair Picture Card *rain* and the other *bow*. Say *rainbow* for all children to repeat.

Developing Have two volunteers stand side-by-side holding the Picture Card *rainbow*. Say the word for the group to repeat. Then give one of the pair Picture Card *rain* and the other *bow*. Have the partners take turns sitting. Say the remaining standing word and have children repeat it.

Expanding Have children gesture with each fist as they say *rain, bow*, and then, moving their fists together, *rainbow*. Model how to take away one word and say the word remaining. Have children repeat.

Bridging Have one partner in a pair put their fists side-by-side to represent the words *rain, bow*, and *rainbow*. The partner hides one fist under the table and asks the other partner, *What word is left?*

Math Circle

15 minutes

Measurement

Tell children they are going to think about whether things are heavier or lighter than themselves.

- 1 **Engage** Display a photo of a bear and of a child. Ask *Which weighs less? Which weighs more?* Model using comparison words. *The bear is heavier than the child. The child is lighter than the bear.*
- 2 **Develop** Ask children to think about themselves. *You have weight. There are some things in this classroom that are lighter than you. There are some things that are heavier than you.* Hold up a book. Ask *Which is heavier: me or this book? How do you know?* Take explanations, then summarize *I am heavier than the book.* Ask children to think about how they have used balance scales. *We have used balance scales to compare weights. If I was on one end of a big balance scale, and this book was on the other. I would move down because I am heavier.* Ask children to stand up. *Let's act out being on a balance scale.* Tell children you are putting a pencil on the other end of the balance scale. *Are you lighter or heavier than the pencil? You are heavier. So, how would you move on the balance scale?* Establish that as children are heavier than a pencil, they would move down. Have children act this out by crouching down. Repeat for an object that is heavier than the children and have them act out by jumping up.
- 3 **Practice** Repeat the activity with different objects. Have children say whether they are heavier or lighter than the object before acting out the movement of the balance scale.

Learning Outcomes

The child

- informally recognizes and compares weights of objects or people.
- increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.

What You Need

- photo of bear
- photo of child

Academic Vocabulary

heavier

lighter



CHECK FOR UNDERSTANDING

IF . . . the child confuses the terms *heavier* and *lighter*,

THEN . . . model each word with the connection to the terms *weighs more* and *weighs less*. *I weigh more than the book. So, I am heavier than the book. You weigh more than the book. So, are you heavier than the book?*



Snack Time

15 minutes

Plan As children are seated and having their snack, ask them what they want to do when they are finished eating. *Who wants to play grocery store? Who wants to build with blocks?* Assist children in communicating effectively about what it is they want to do.

Science Circle

15 minutes

Learning Outcomes

The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common goal.
- describes life cycles of organisms.
- coordinates sequence of movements to perform tasks.

What You Need

- Vocabulary Cards: *caterpillar*, *transform*, *butterfly*, *chrysalis*
- pictures of a puppy, a young dog, and a grown dog
- pictures of the stages in a frog's life cycle
- music
- pictures of animals
- Trade Book: *The Very Impatient Caterpillar*

Theme Vocabulary

cycle

Academic Vocabulary

describe grow
change alike
different

Outdoor Play

20 minutes

Obstacle Course Provide equipment, such as different sized cardboard boxes, for children to navigate under, over, and through. Have children use the boxes to show the life cycle of a *butterfly*. Remind them to think of the different words they learned such as egg, *caterpillar*, *chrysalis*, and *butterfly* as they demonstrate how a *butterfly* grows and changes.

I Am

Have children stand up and shake out their bodies and remain standing to listen to the following chant.

Baby <i>animals</i> are small.	(be small)
Baby <i>animals</i> are light.	(jump high)
They will grow tall,	(look up)
That is right!	(smile and nod)

Living Things

Remind children that they discussed similarities and differences between adult *animals* and baby *animals*. We also talked about how *animals* grow and change. Now we're going to describe, or tell, how different *animals* grow and change.

- 1 Engage** Display pictures of the *caterpillar* life cycle and review each step. How is the *caterpillar* different when it comes out of its *chrysalis*?
- 2 Develop** Then display a picture of a puppy, a young dog, and a grown dog. Let's compare how *caterpillars* and dogs grow and change. Are they similar or different?
- 3 Practice** Display pictures of a frog life cycle. Let's look at how a frog grows and changes. Provide discussion opportunities to compare the life cycle of the frog with the *caterpillar*. How are they alike? How are they different?

Learn and Play

90 minutes

Let's Move

Follow the Leader Play music with a fast or slow rhythm.

- Lead a line of children forward, moving in different ways to the beat. *I am moving fast. My arms are swinging back and forth.*
- Have a child become the new leader. Have children take turns leading the class in their movements.

What Am I? Play a game of *animal* charades.

- Show one child a picture of an *animal*. Have them act out the way the *animal* moves for the class to guess.
- The child who guesses takes a turn. Continue until all children have had a turn to act out an animal.

Let's Talk

Plan As children have free play, notice which children are communicating well about what activities they want to do.

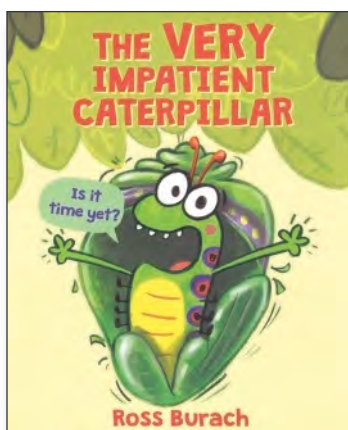
- *I see you're building a road with blocks. I see Elisa is playing with cars on the road. You are playing well together!*



Let's Read

Children's Choice Display books about other *animal* life cycles. Have children look at the pictures and describe what they see. *Frogs have life cycles too. They start small. They swim in water. Then they grow legs. Now they can hop!*

Speech Bubbles Turn to a page in *The Very Impatient Caterpillar* with dialogue. Ask children to point to a speech bubble. Then read it aloud and have children repeat it.



Center Time

30 minutes

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

Rest Time

30-45 minutes

Let's Rest Like Caterpillars Display the Vocabulary Card *chrysalis*. Display p. 14 in *The Very Impatient Caterpillar* and point out that the *caterpillar* on the right just wants to rest. Have children pretend to be *caterpillars* inside a *chrysalis*. *Let's be like the restful caterpillar. Let's go into our chrysalis and rest. We need to be very quiet. Our bodies need time to rest. Then they can change into butterflies.*

DIFFERENTIATED SUPPORT

ELL

What Am I? Before the start of the activity, preview the Picture Cards with children. Say the name of each *animal* and have children repeat to make sure children know the English words for each one. VISUAL, AUDITORY

Reflect

10 minutes

5x5

Plurals Show the 5x5 Card and point to the baby bird. **This is a bird.** Point to all the birds. **These are birds.** Say *birds* and emphasize the sound /z/. **One bird. Two birds.** Ask children to identify the correct way to talk about a specific number of birds. Ask: **Would I say one bird or one birds? Would I say two bird or two birds?**



Learning Outcomes

The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
- uses regular plurals.

What You Need

- 5x5 Card: Birds
- SEL Card: *big or little?*
- Javi



Social and Emotional Learning

Big and Little Emotions Display SEL Card *big or little?* **Both of these children are sad.** How can you tell they are sad? Have children reply that the children are frowning and have tears coming out of their eyes. **We all feel sad sometimes, but sometimes we're just a little sad, and sometimes we're very sad.** When I drop my book on the floor, I'm a little sad. But when I am sick and can't go to school, I'm really sad. Sometimes our emotions are big, and sometimes our emotions are little. Which child in the picture is feeling a big emotion? Which one is feeling a little emotion?



When we're very sad, we can do something to make us less sad. One way to calm down is to take deep breaths. Let's practice taking deep breaths together. Model taking deep breaths and have children follow your lead. Next time you are very sad, you can take deep breaths just like we practiced, and that will help you feel better.



Let's Talk About It

Tell the class that it's time to reflect on what they learned today. **Today we talked about animal life cycles. We also learned about big and little emotions. I want each of you to tell me something you did today and how it made you feel.** Pass Javi around the room and allow each child a moment to talk.



CHECK FOR UNDERSTANDING

IF . . . a child is having difficulty understanding how to decrease a sad emotion,

THEN . . . suggest a different strategy, such as excusing themselves to a space a few feet away where they can be alone.

DIFFERENTIATED SUPPORT

Extra Support

Big and Little Emotions As you talk about big emotions, hold your hands out wide to show the emotion. As you talk about little emotions, hold your hands close to you. Have children do the same. KINESTHETIC

Welcome to Today

15 minutes

Meet and Greet

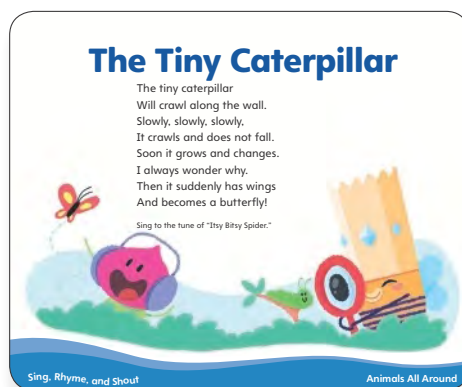
- Greet children. Shake their hands and say hello by name.
- Have children place their pictures on the Mood Meter. Check who may need attention.



Sing, Rhyme, and Shout

Animals All Around Display the card and review the lyrics.

- Sing the song together as you model acting it out.
- As children sing the song, have them act out the multi-step directions you have demonstrated. *First, let's be the caterpillar. We move slowly. Then let's turn into a butterfly and fly away.*



Learning Outcomes

The child

- shows understanding by following two-step oral directions.

What You Need

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

Concept Vocabulary

caterpillar butterfly

Academic Vocabulary

first then

Morning Meeting

- 1 Attendance** Have children place their names on the chart to show they are here.
- 2 Helper Chart** Check in with the helpers to see how their jobs are going.
- 3 Question of the Day** *Would you rather see tadpoles or see frogs?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** *Today we're going to talk some more about animals.* Have children take turns naming their favorite *animal*.

DIFFERENTIATED SUPPORT

Extra Support

Sing, Rhyme, and Shout Display Vocabulary Card *caterpillar*. Name it and have children repeat. Then act out how a *caterpillar* might move. Have children watch, then act it out. Repeat with Vocabulary Card *butterfly*.
KINESTHETIC; VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- perceives differences between similar-sounding words.
- can identify some conventional features of print that communicate meaning, including end punctuation.

What You Need

- Read More About It: “From Egg to Butterfly”
- Vocabulary Cards: *caterpillar*, *transform*, *butterfly*, *chrysalis*, *migrate*
- Alphabet Card: Vv

DIFFERENTIATED SUPPORT

Engage and Extend

Connect Have children choose either a *caterpillar* or a *butterfly*, and create a picture to show it. Ask children to tell whether their picture shows the *caterpillar* before or after it became a *chrysalis*.

- Provide paper, scissors, markers, and glue. Have children draw pictures to show what the *animal* looks like, where it lives, and what it eats.
- Gather the pictures and put them together to create a class book.

VISUAL

Animals All Around

? **How does a caterpillar become a butterfly?** Say aloud the weekly focus question: *How does a caterpillar become a butterfly?* *All animals have a life cycle. A caterpillar’s life cycle begins with an egg and ends with a butterfly!* Today we will read about how that happens.



“From Egg to Butterfly”

Tell children that you will read “From Egg to Butterfly” today.

- 1 Introduce** Preview the selection by asking children to comment on the pictures. *What do you think this will be about? What animals do you see?*

Point to the first sentence on p. 8. *This is a period.* Point to the fifth sentence on the page. *This is an exclamation point.* Have a child point to another period on the page.

- 2 Read Together** Read the text aloud. Have children respond to questions relevant to the text. Focus the questions to help children describe how the *animal* is changing. For example, for pp. 8 and 9, ask: *What does the butterfly lay on the leaf? Then what changes? What does the caterpillar do? How does the caterpillar change?*
- 3 Connect** Ask children whether they have seen a *caterpillar* or a *butterfly*. Have them describe where they saw the *animal*. Then connect their response to the *life cycle*, such as *So, you saw a caterpillar before it changed and you saw a butterfly. That means you saw it after it had changed from a caterpillar.*

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question:

How does a caterpillar become a butterfly?

Display Vocabulary Cards *caterpillar* and *butterfly*.

This hatches out of an egg. What is my word?

(*caterpillar*) Hold up two cards and give children

clues for one of the words. Have children identify

the word. Repeat until each word has been used at least once.



Language and Communication

Perceive Differences Children will perceive differences between similar-sounding words.

- I will give you a clue about a word, and then say two words. I want you to tell me which word goes with the clue. Here's a clue: You wear this on your foot, so it doesn't get cold. Is it a *tock* or a *sock*? Here's your next clue: You sometimes have this food at a party. Is it a *cake* or a *fake*?
- Give clues for these word pairs and have children identify the correct word: *bore, door*; *pug, bug*; *cap, gap*.

Alphabet Knowledge

Review Vv Tell children that they will review letters Vv.

- 1 Review Letter Name** Display Alphabet Card Vv. Point to uppercase V. *This is uppercase V.* Point to lowercase v. *This is lowercase v.* Point to each letter one at a time and have children name them.
- 2 Review Letter Sound** *The sound that the letter Vv spells is /v/. Say it with me: /v/. Point to lowercase v. What sound does letter v spell?*
- 3 Review Letter Formation** Trace uppercase letter V on the Alphabet Card, describing how to make each stroke. Repeat for lowercase v.

Transition

Animal Moves

Invite children to stand up and stretch. Then have them echo you as you say this finger play.

Some *animals* walk, (walk in place)

Other *animals* run. (run in place)

Some *animals* jump, (jump up)

It looks like fun!

Theme Vocabulary

animals cycle

Concept Vocabulary

caterpillar migrate

chrysalis butterfly

transform

Academic Vocabulary

different alike

LET'S GET READY FOR

Center and Small Group Time

60-90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•213).

Small Group

- **Math: Measurement** Remind children about the word *today*. Have them think about some things they have done today, such as in the morning meeting. Prompt them as needed. How did we show attendance today? *Today, we discussed a question of the day. Can you remember what the question was?* Ask children to choose their favorite thing from today and act it out for others to guess.

▶ **ELL Access**

Internalize Vocabulary

Emerging After the group guesses a child's activity, ask: *When did [Emilia paint a picture]? When did [Rico make a tower]?*

Developing After the group guesses a child's activity, make a statement about it for the group to repeat. For example: *Emilia painted today. Rico made a tower today.*

Expanding When children have acted out their activity and others have guessed, have them respond to the question, *What did you do today?*

Bridging After all children have acted out their favorite activity and made a statement about it, ask questions for the group to respond to using *today*: *Who painted a picture today? Who made a tower today?*

- **Literacy: Perceive Differences** Give children additional clues to help them perceive differences in similar-sounding words, such as: *car, cart; lock, sock; look, book.*

▶ **ELL Access**

Listen to Sounds

Emerging Select pairs of words that differ in their initial sounds and that can be shown as Picture Cards, such as: *fox, box; hat, cat, bat; can, man, pan; house, mouse; king, ring.* Name the cards clearly before giving clues. Allow children to point to a card as a response.

Developing Select pairs of words that differ in their initial sounds and that can be shown as Picture Cards, such as: *fox, box; hat, cat, bat; can, man, pan; house, mouse; king, ring.* Name the cards clearly before giving clues. Have children name the object in response.

Expanding Select pairs of words that can be shown as Picture Cards and that differ in their ending sounds, such as: *key, king; gate, game, cup; cub, cat, can; bone, boat; rain, rake.* Name the cards clearly before giving clues. Have children name the object in response.

Bridging Display pairs of Picture Cards that differ in their initial or ending sounds. Make sure children can name all of the cards. Model giving clues about a pair of words, then have volunteers give clues to the group.

Math Circle

15 minutes

Measurement

Children will talk about things that happened yesterday.

- 1 **Engage** Remind children that *today* means the day that is happening now. *Yesterday* is the day before today. Let's think about things that happened yesterday. This is the day before today. Give some examples of things you did yesterday. Yesterday, I ____.
- 2 **Develop** Have children say some things they enjoyed doing yesterday. Take suggestions and prompt as needed. Let's think about yesterday. What did we do? We did an obstacle course! That was fun. Can anyone remember any books we read? What games did you play? Did we sing any songs? Take different ideas, which may include things children did before or after school. Provide children opportunities to attempt to use new grammar in speech. Say *Today, we play together. Yesterday, we played together.* Emphasize *play* and *played*, and encourage children to attempt to use the past tense.
- 3 **Practice** Have children work in pairs to choose one of the activities they mentioned and act it out for the other children to guess. When they have finished, summarize the activity using *yesterday* in a sentence, for example: *Yesterday, Kerry ____.*

Learning Outcomes

The child

- perceives differences between similar-sounding words.
- uses language to describe concepts associated with the passing of time.
- attempts to use new grammar.

Academic Vocabulary

yesterday today



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty understanding the meaning of *yesterday*,

THEN . . . talk about what you did as a class yesterday. *Yesterday, we played Follow the Leader. We also played Act It Out. Do you remember? You pretended to be a lion!*



Snack Time

15 minutes

Share Display SEL Card *share*. Talk to children about how the children are playing together. *What is happening? The boy is sharing the toy.* Discuss times when they've shared something with a friend. *How did it make you feel?*

Social Studies Circle

15 minutes

Learning Outcomes

The child

- independently writes to communicate his/her ideas for a variety of purposes.
- observes, investigates, describes, and discusses position and motion of objects.
- connects their life to events, time, and routines.

What You Need

- chart paper, markers, paper, and art materials
- items to hide such as crayons and books
- Read More About It Book: "Animals All Around"

Theme Vocabulary

animal

Academic Vocabulary

time fall

spring winter

summer

Outdoor Play

20 minutes

How Does it Move? Have children choose an *animal* to move like. Explain that when you call *faster*, they have to move faster. When you call *slower*, they have to move slower. If you call *stop*, they have to stop. If you call *switch*, they change to a different *animal*.

How I Move

Invite children to stand. Tell them to echo you as you recite the chant.

Tigers, lions,	(swipe hands and growl)
Penguins, too.	(walk like a penguin)
So many <i>animals</i> ,	(open mouth in wonder)
At the zoo!	(open arms wide)

My Life

- 1 Engage** Tell about a time you went to the zoo. *I went to the zoo. I saw lions and bears. I also saw penguins. I love the zoo. I really like to see the different kinds of *animals*. Today we are going to talk about when and where we have seen different kinds of *animals*.*
- 2 Develop** Have children say if they have ever visited a zoo, farm, or *animal* park. Ask questions about their experiences to help them communicate more information. *What *time* of year did you visit the zoo? Was it spring, summer, fall, or winter when you visited the zoo? What *animals* did you see at the zoo? Which *animals* are your favorite?* Draw and label the different places and animals the children have seen on chart paper. Include the seasons children mention.
- 3 Practice** Have children draw about their experience visiting a place where they saw *animals*. They should include the place, different *animals*, and season in their drawing. Have them label their drawing. Direct children to review the chart you made for ideas of what to draw and label.



Wheel of Motion

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

Learn and Play

90 minutes

Let's Move

Scavenger Hunt Place several objects around the classroom, such as a crayon or a specific book. Then tell children they will play a find-it game. When looking for items, children should not touch anything in the classroom.

- Tell children you will name something and they need to find it.
- Have children take turns hiding objects when they are found.

Follow the Leader Tell children they are going to move like different *animals*.

- Designate a leader to move like an *animal*: *What is your animal? How many legs does it have? Does it move fast or slow?*
- Children follow the leader and move in the same way.
- Take turns, so all children have a chance to be the leader.

Let's Talk

Share During the last part of the day, circulate among the children, engaging them in conversations about what they've shared today.

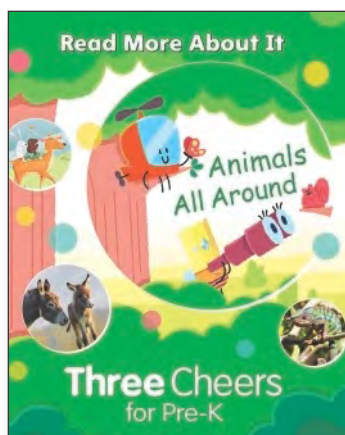
I saw you share the book with Tim. That was great. That made Tim feel good. Then Tim asked you to play blocks, and you said yes. I saw you having fun together!



Let's Read

Children's Choice Display several books for children to choose from. Take a class vote to decide which book to read. Hold up each book and guide children to raise their hand for the book they chose.

Life Cycles Reread the Read More About It text "From Egg to Butterfly." Have children hold out one finger to be their "*caterpillar*." Their *caterpillar* should wiggle around as it eats and grows. It can hang upside down and curl up into a *chrysalis* before becoming a *butterfly*. Show children how to make a *butterfly* with both hands.



Center Time

30 minutes

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

Rest Time

30-45 minutes

Animals on the Farm As children settle down for rest time, talk about what *animals* on a farm do at night. *Imagine it's dark. The animals go inside. The horses go to the barn. The chickens go to the coop. All the animals are asleep in their homes.* Have children pretend they are an *animal* on a farm at night.

DIFFERENTIATED SUPPORT

Extra Support

Follow the Leader If a child has difficulty imitating the leader's movements, offer support and guide the child to move in their own way.
KINESTHETIC

Reflect

10 minutes

5x5

Model Math Display the card and ask what the picture shows. *We can make a model of our own nest. The rug can be our nest.* Have several children sit in the “nest.” Then have children act out simple math scenarios. Ask questions such as: *How many birds are in the nest now? If one bird flies away, how many birds are left?*



Learning Outcome

The child

- demonstrates caring for others.

What You Need

- 5x5 Card: Birds
- SEL Card: *share*

✓ CHECK FOR UNDERSTANDING

IF . . . a child has difficulty understanding why we share,

THEN . . . use Javi to model a play scenario in which you share a toy with him. Talk about how sharing makes both friends happy. Help the child understand that it's more fun to share with a friend than to play by yourself.



Social and Emotional Learning

Share Draw children's attention to the picture on the SEL Card *share*. *Look at the girl giving a block to the boy. She is sharing! Sharing is nice. It makes us feel good. When we share, we include our friends. We make our friends feel happy.*



Ask children to recall how they shared with a friend today. If children name a specific friend they shared with, ask both children how it felt to share.



Let's Talk About It

Ask children to think about the day and reflect on some of the things they learned. *We had fun with similar sounding words! Let's think of other word pairs.* Help children brainstorm words that end in *-an*: *fan, man, can, ran, van.*

DIFFERENTIATED SUPPORT

Engage and Extend

Math Have children use their fingers to show the math on the 5x5 Card. *How many birds are there? Hold up that many fingers. Now one bird flew away. Show me how many birds are left.* VISUAL



Welcome to Today

15 minutes

Meet and Greet

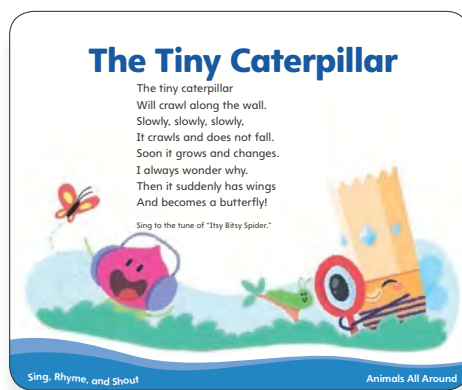
- Shake children's hands when you greet them.
- As children place their pictures on the Mood Meter, judge their feelings and prepare to talk to those who may need support.



Sing, Rhyme, and Shout

Animals All Around Display the card. Have a volunteer lead the class in singing “The Tiny Caterpillar.”

- Have children raise their hands when they hear the words *caterpillar* and *butterfly*.



Morning Meeting

- 1 Attendance** Hold up each child's name tag and say, “Hello, ___!” before placing the card in the chart.
- 2 Helper Chart** Have helpers stand and tell how it felt to help out in the classroom this week.
- 3 Weather** *What weather did we have last night? Is it different from today?* Encourage children to compare the weather of the night before to today.
- 4 Today's Events** *Today we're going to create our own artwork!*

Learning Outcomes

The child

- shows understanding by following two-step oral directions.
- usually follows three-step directions.

What You Need

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

Concept Vocabulary

transform caterpillar

Academic Vocabulary

today

DIFFERENTIATED SUPPORT

ELL

Vocabulary Teach children synonyms for *tiny*. First ask if anyone knows the meaning of *tiny*. Then share that its meaning is similar to *small* or *little*, but that we usually use the word for things that are even smaller than *small*.
AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- can identify some conventional features of print that communicate meaning, including end punctuation.

What You Need

- Trade Book: *The Very Impatient Caterpillar*
- Read More About It: “From Egg to Butterfly”
- Vocabulary Cards: *caterpillar, transform, butterfly, chrysalis, migrate*
- Alphabet Card: Vv

DIFFERENTIATED SUPPORT

ELL

Vocabulary Help Spanish speakers connect the word *transform* to the Spanish word *transformar*. Children may also be familiar with a popular action figure toy that can be transformed from a robot to a vehicle. AUDITORY

Animals All Around

? How does a caterpillar become a butterfly? Review the weekly focus question, asking children to recall what they learned and what they know about a *caterpillar*’s life cycle.

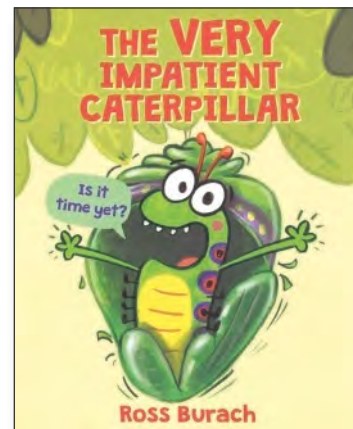


The Very Impatient Caterpillar and “From Egg to Butterfly”

Tell children that you will read *The Very Impatient Caterpillar* and “From Egg to Butterfly” again.

- 1 Remember** Display the cover of *The Very Impatient Caterpillar*. Let’s think about what we learned in this story. How did the *caterpillar* change? Give children time to answer. Then display “From Egg to Butterfly” and have children tell what they recall about that text.
- 2 Reread** Reread both texts. When you read pp. 8 and 9 of “From Egg to Butterfly,” have children listen for words that tell about a *caterpillar*’s life cycle. From time to time, guide children to point to and name a period at the end of a sentence.
- 3 Compare** Have children think about the similarities and differences in the texts. Some things that happen in these two texts are alike, and some things are different. Both texts tell about the *caterpillar* life cycle. *The Very Impatient Caterpillar* is a story. It has *animals* that talk. The book “From Egg to Butterfly” tells facts. It shows what really happens in the *caterpillar* life cycle.

Guide children to compare and contrast the texts. Highlight the content learned from each text by displaying the Vocabulary Cards for support.

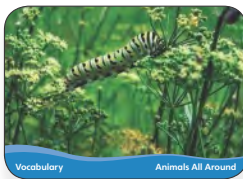


Literacy Circle

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 turns into a butterfly? What word means “change”? What does a caterpillar turn into? A caterpillar makes a _____ before it becomes a butterfly. What do animals do when they move to new places?*



Alphabet Knowledge

Review Review with children the letter Vv. Show children the Alphabet Card and have them skywrite the uppercase and lowercase letter. Then have them tell the sound each letter spells.



Listening Comprehension

3-Step Directions Provide three-step directions for children to complete specific tasks.

Pretend you are in a chrysalis. When I say go, come out of the chrysalis. Then stretch your arms. Then flap your arms like a butterfly.

Transition

Change, Caterpillar!

Tell children to take a big stretch and stay standing as you teach them this chant. Encourage them to make up movements to go with it.

I'm warm and cozy
Inside my home.
But I'll be ready
To come out and roam.
Fly away, butterfly, fly!

Theme Vocabulary

animals cycle

Concept Vocabulary

caterpillar transform
chrysalis migrate
butterfly

Academic Vocabulary

alike different
period

✓ CHECK FOR UNDERSTANDING

IF . . . children have difficulty with three-step directions,

THEN . . . give them two steps, such as: *Stand up and put your chair away.* Once children have done the steps, then give them a third one: *Stand in the line.*

LET'S GET READY FOR

Center and Small Group Time

60-90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development lessons** (p. ELD•213).

Small Group

- **Math: Measurement** Engage children in a "daily news" dialogue by discussing what they did yesterday, and what they have done or will do today. *What did you do yesterday? What did you do today? What will you do later today?* Guide children to use time words, such as *today*, *yesterday*, and *after school*. Have children talk with friends about what happened yesterday and what they have done or will do today.
As children talk about their activities, ask other children if they also like these things and if they did them yesterday or if they will do them today.

▶ **ELL Access**

Share Information with Classmates

Emerging To engage children in "daily news" dialogue, ask them to show the group what they did with actions. Then ask: *Did you read a book today or yesterday?*

Developing To engage children in "daily news" dialogue, ask them *yes/no* questions. *Do you like to read books? Did you read a book yesterday? Do you like to play blocks? Will you play with blocks today?*

Expanding To engage children in "daily news" dialogue, have them complete the sentence frames: *I like to _____. Today, I _____. Yesterday, I _____.*

Bridging Have children work with a partner to talk about "daily news." Encourage each partner to tell the other one thing they did yesterday and one thing they did or will do today.

- **Literacy: Listening Comprehension** Provide three-step directions for one child to complete specific tasks. *Stand up, push in your chair, and then sit on the rug.* After the child completes the task, have the child repeat the directions to a friend. Continue, until all children have followed the three-step directions successfully.

▶ **ELL Access**

Listen to Others

Emerging Give two-step directions. Say the directions together, and then say them separately. After you say the first step, act it out for children to imitate. Repeat for both steps.

Developing Say each step separately, and have the child repeat it. Then say the instructions in one sentence for the child to perform.

Expanding Say all three steps, and then repeat saying the first two steps together, and then the third. Pause for the child to echo each step. For example: *Stand up, push in your chair, and sit on the rug. Stand up, push in your chair [echo] and sit on the rug. [echo]* Have children repeat the steps before performing them.

Bridging Have partners make up their own three-step directions for the rest in the group to complete.

Math Circle

15 minutes

Measurement

Children will think and talk about things that might happen tomorrow.

- 1 **Engage** Remind children that *today* means the day that is happening now. *Yesterday* is the day before today, and *tomorrow* is the day that will come next. Let's think about things that might happen tomorrow. This is the day after today. Give some examples of things you plan to do tomorrow. Tomorrow, I will _____.
- 2 **Develop** Have children say some things they might do or things that might happen tomorrow. Let's think about tomorrow. What might happen? What might you do? Take different suggestions, which may include things children will do before or after school. As children make suggestions, ask questions so they can demonstrate an understanding of the intonation of the English language. Make your intonation go up for yes/no questions and down for wh- questions.
- 3 **Practice** Have children work in pairs to choose one of the activities they mentioned and act it out for the other children to guess. When they have finished, summarize the activity using *yesterday* in a sentence, for example: Yesterday, Ricardo_____.

Learning Outcomes

The child

- uses language to describe concepts associated with the passing of time.
- demonstrates growing understanding of the intonation of the English language.

Academic Vocabulary

yesterday today tomorrow
baby adult then today



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty understanding the meaning of *yesterday*, *today*, and *tomorrow*,

THEN . . . remind children of the terms *before* and *after*. Explain that *today* is the day it is now; *yesterday* and *tomorrow* are the days before and after. What can we call the day before today? The day after today?



Snack Time

15 minutes

Communicate Place the pre-packaged snacks in such a way that children need to serve themselves. Assist children in communicating effectively with each other and resolving conflicts. Model positive interactions by engaging with the group. I can't reach the snack. Can you please help me?

Fine Arts Circle

15 minutes

Learning Outcomes

The child

- engages in voting as a method for group decision-making.
- uses art as a form of creative representation.
- demonstrates interest in the creative work of others.

What You Need

- paper and art materials
- items of different weights, such as a feather, rock, or book
- ball
- Read More About It Book: “Animals All Around”

Academic Vocabulary

collage	painting
sculpture	mosaic

Outdoor Play

20 minutes

Children’s Choice Remind children of all the different activities they participated in this week. Take a class vote by asking children to raise their hand as you call out their favorite activity.

Art is Fun

Ask children to stand up. Chant and have children repeat.

I like art,
Art is fun.
I can draw, (pretend to draw)
I can paint. (pretend to paint)
There’s always something
To create!

Art Expression

- 1 Engage** Provide books and photographs that depict a variety of art media, including collages, paintings, mosaics, sculptures, and posters. *This is a painting; the artist used different colors. Look at this collage. It has many pieces of paper glued together. Touch the different pieces of this mosaic. How many colors do you see? This sculpture is made of clay.* Have children comment on the pictures. Point to any pictures that include *animals* found at a zoo, and tell children that they will be creating a “zoo” at the end of the Theme.
- 2 Develop** Provide children with paper and art materials. Model how to use a paintbrush to create a lion. *I want to make a painting of a lion. I like lions at the zoo! Watch me dip my paintbrush in the orange paint. Now I’m making a circle for the lion’s head. How can I draw his nose? Watch me make a triangle shape where his nose goes.*
- 3 Practice** Give children access to the art materials and have them demonstrate how to use each of the different mediums. *If you want to make a sculpture, what can you use? I see some very colorful construction paper. If I cut it into tiny pieces, what could I make?*

Learn and Play

90 minutes

Let's Move

Pass It Around Have children sit in a circle. Place a variety of items with different weights, such as a feather, a rock, and a book, in the center of the circle. Have a child get up and choose an object, then say *heavy* or *light* as they investigate it. The child should then begin passing the object around the circle. Once all objects have been passed, lead a discussion about how the weights compare.

The feather is lighter than the rock. The rock is lighter than the book. The book is heavier than the feather and the rock.

Ball Roll Provide a soft ball for children to roll.

Have children sit in a circle with legs outstretched. Demonstrate how to roll a ball to a child as you say a sentence with the word *lighter* or *heavier*. *A book is lighter than a desk*. Encourage children to look around the room for objects to compare. Provide the first half of the sentence frame as needed to prompt children's responses.

The child who receives the ball says the next sentence. Continue until all children have had a turn to say a sentence.

Let's Talk

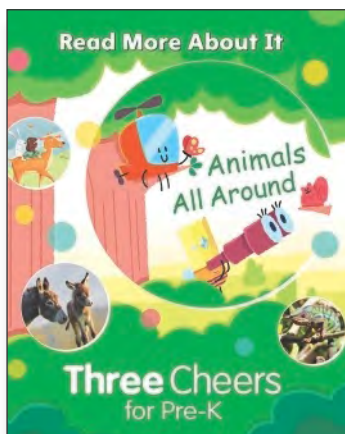
Communicate Walk around the play areas, stopping to talk to playmates who need help. Engage children in conversations about working together to help each other. Assist children in communicating effectively with each other and resolving conflicts.



Let's Read

Read More About It Activity Display "From Egg to Butterfly." Point to each picture, and ask: *What is happening in this picture? Then what happens?* After children retell the steps of a *caterpillar* becoming a *butterfly*, conduct a poll to see whether children would rather be a *caterpillar* or a *butterfly*. Ask some children to explain why.

Children's Choice Have children vote for the book they want to read. Reinforce the idea of voting as a way to resolve conflict in the classroom. *When we vote, we give everyone a chance to say what they like. Sometimes our choice wins, and sometimes it doesn't. It's important that we don't get upset if our choice doesn't win. It might win next time!*



Center Time

30 minutes

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

Rest Time

30-45 minutes

Nature Sounds Play calming music featuring *animal* noises, such as birds singing or crickets chirping. Draw children's attention to the *animal* sounds and have them imagine that they are that *animal* in nature.

DIFFERENTIATED SUPPORT

Engage and Extend

Fine Art Provide children extra time to work on their art creation and allow them time to describe their artwork in detail to the class. VISUAL

Reflect

10 minutes

5x5

Compare and Contrast Point to the birds in the photo. *Birds are one type of animal. What parts of a bird are like other animals? (eyes, mouth, legs) What parts of a bird are different than other animals?* Elicit that birds have wings, beaks, and feathers, and many birds can fly. Then discuss ways birds can be different from one another. *Have you ever seen a bird that looked different from this one? How was it different?*



Learning Outcomes

The child

- seeks adult help when necessary.

What You Need

- 5x5 Card: Birds
- SEL Card: *share*

Academic Vocabulary

collage painting mosaic
sculpture poster



Social and Emotional Learning

Share Display SEL Card *share*. Point out that children in the picture are playing nicely together. *It's not always easy to play nicely together. What happens if you and a friend both want to play with the same toy? If you and your friend can't agree, you can ask an adult for help.* Model appropriate ways to ask for assistance while playing with others, and help children learn the language of simple conflict resolution. *I don't like it when you take the book from me. I feel angry because I want the book, too. I will ask a teacher for help. Excuse me. Can you please help me?*



Let's Talk About It

Talk to children about different art mediums they learned about in Fine Arts Circle: collage, painting, mosaic, sculpture, poster. *Which one would you like to try? What picture did you like best?* Remind children they made an *animal* collage this week.

DIFFERENTIATED SUPPORT

3-Year Olds

Share Younger children might have a more difficult time sharing. When two children are having difficulty with sharing, show them how to use a timer to take turns playing with the toy. **TACTILE**



Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child shows self-awareness and can express pride in age appropriate abilities and skills. Pages 176, 177 Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal. Pages C•188–C•189, C•192–C•193
Language and Communication	<ul style="list-style-type: none"> Child shows understanding by following two-step oral directions and usually follows three-step directions. Pages 153, 161 Child is able to use language for different purposes. Pages C•192–C•193 Child uses sentences with more than one phrase. Pages 146, 170
Emergent Literacy Reading	<ul style="list-style-type: none"> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Pages 174, 178 Child can identify some conventional features of print that communicate meaning including end punctuation and case. Page 170
Emergent Literacy Writing	<ul style="list-style-type: none"> Child uses appropriate directionality when writing (top to bottom, left to right). Pages C•190–C•191 Child begins to experiment with punctuation when writing. Pages 146; C•196–C•197
Mathematics	<ul style="list-style-type: none"> Child uses words to rote count from 1 to 30. Pages 149, 157, 165, 173, 181
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses the characteristics of organisms. Pages 182; C•200–C•201 Child observes, investigates, describes, and discusses the relationship of organisms to their environments. Pages 150, 158; C•200–C•201
Social Studies	<ul style="list-style-type: none"> The child engages in voting as a method for group decision-making. Page 184
Fine Arts	<ul style="list-style-type: none"> Child creates or recreates stories, moods, or experiences through dramatic representations. Pages 166, 176; C•188–C•189
Physical Development	<ul style="list-style-type: none"> Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner). Pages 158, 174
Technology	<ul style="list-style-type: none"> Child uses technology to access appropriate information. Page 174

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

Ready for Kindergarten!

Speaking

Pre-Kindergarten Outcomes

- Child is able to use language for different purposes. **Pages C•192–C•193**

Kindergarten Literacy Goals

- Speak audibly and express thoughts, feelings, and ideas clearly in various contexts.

Listening Comprehension

Pre-Kindergarten Outcomes

- Child shows understanding by following two-step oral directions and usually follows three-step directions. **Pages 153, 161**

Kindergarten Literacy Goals

- Confirm understanding of information presented orally.

Reading Readiness

Pre-Kindergarten Outcomes

- Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. **Pages 174, 178**

Kindergarten Literacy Goals

- Identify the main topic and retell key details of a text.

Language

Pre-Kindergarten Outcomes

- Child uses sentences with more than one phrase. **Pages 146, 170**

Kindergarten Literacy Goals

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

Writing

Pre-Kindergarten Outcomes

- Child begins to experiment with punctuation when writing. **Pages 146; C•196–C•197**

Kindergarten Literacy Goals

- Demonstrate command of the conventions of standard English capitalization and punctuation when writing.

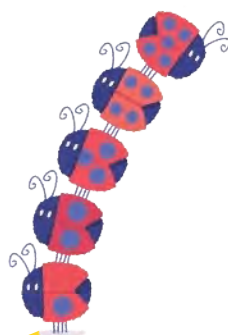
Mathematics

Pre-Kindergarten Outcomes

- Child uses words to rote count from 1 to 30. **Pages 149, 157, 165, 173, 181**

Kindergarten Mathematics Goals

- Count to 100 by ones and by tens.



Animals All Around

How are animals the same and different?

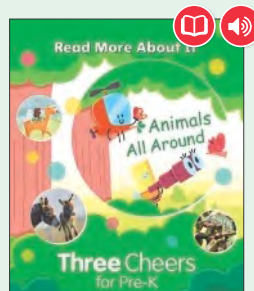
Weekly Question:

Where do animals live?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "Animals and Their Homes"



5x5



Theme and Concept Vocabulary



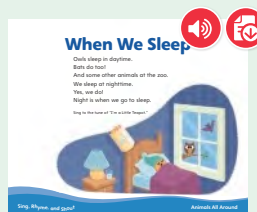
Theme Manipulative



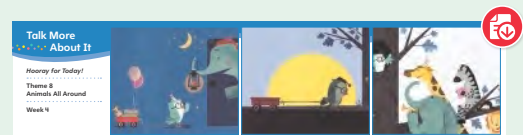
Big Book and Little Books



Wordless Experience Book: *Animals All Around*

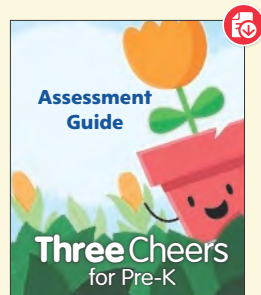


Sing, Rhyme, and Shout: "When We Sleep"



Talk More About It: *Hooray for Today!*

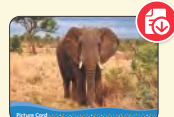
From the Teacher Toolkit Print and Digital



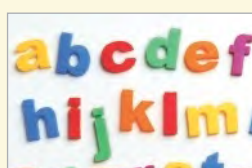
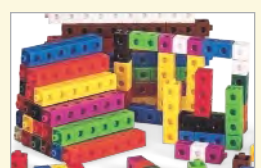
Assessment Guide



Alphabet Cards



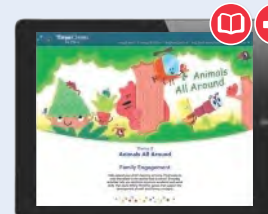
Picture Cards



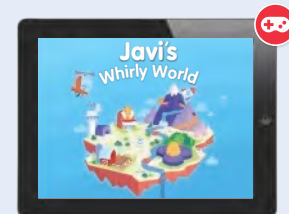
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



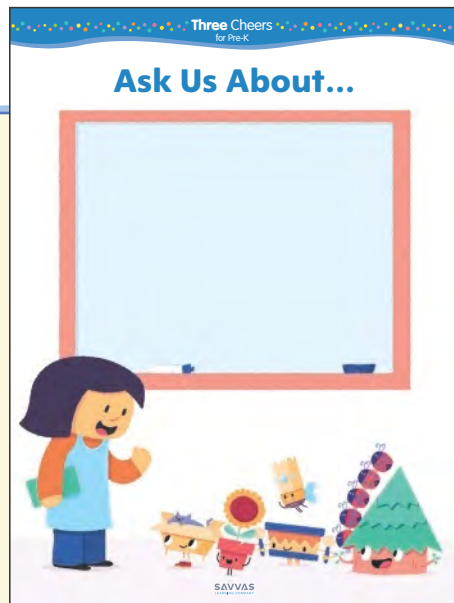
Digital Bookshelf

Plan Your Week

Suggested Daily Times

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

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



Ask Us About . . .

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

- Would you count from 1 to 20 for me?
- In the book *Hooray for Today!*, where do Owl’s friends live?
- What letters and sounds have you learned?

Day 1 pp. 145–152

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “When We Sleep”
- Morning Meeting

Story Time

- How are animals the same and different?
- Reread Big Book *Five Little Ducks*

Literacy Circle

- Concept Vocabulary Introduce
- Alphabet Knowledge Review Letters
- Writing as a Process Celebrate

Center Time and Small Groups

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

Math Circle

- Counting
- Snack Time Plan

Science Circle

- All the Animals Environments
- Outdoor Play Habitat Hangouts

Learn and Play and Centers

- Let’s Move!
 - Hop, Rabbits!
 - Puddle Jump
- Let’s Talk Choice
- Let’s Read Reenact a Story, Children’s Choice
- Rest Time Getting Ready

Prepare and Reflect

- 5x5 Ask Questions
- Theme Celebration Day Let’s Go to the Zoo!
- Getting Ready

Day 2 pp.153–160

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “When We Sleep”
- Morning Meeting

Story Time

- Where do animals live?
- 1st Read Trade Book *Hooray for Today!*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Rhyming Words
- Alphabet Knowledge Review Zz, Hh, and Vv

Center Time and Small Groups

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

Math Circle

- Counting
- Snack Time Sharing Goals

Science Circle

- Transition Environments
- Outdoor Play Animal Homes

Learn and Play and Centers

- Let’s Move!
 - Land Swimming
 - Animals on the Move
- Let’s Talk Participation
- Let’s Read Retell Stories, Children’s Choice
- Rest Time Float Away

Prepare and Reflect

- 5x5 Compound Words
- Theme Celebration Day Let’s Go to the Zoo!
- Getting Ready

Let's Celebrate!
Celebrate animals by turning the
classroom into an animal zoo.

Day 3 pp. 161–168**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** “When We Sleep”**Morning Meeting****Story Time****Where do animals live?****2nd Read Trade Book** *Hooray for Today!***Literacy Circle****Concept Vocabulary** Practice**Phonological Awareness** Rhyming Words**Alphabet Knowledge** Review**Center Time and Small Groups****Small Group Options**

- Math: Counting
- Literacy: Alphabet Knowledge

Centers **Centergize**, pp. C•185–C•203**Math Circle****Counting****Snack Time** Make a Plan**Social Studies Circle****Animal Moves****What People Need****Outdoor Play** Animal Relay**Learn and Play and Centers****Let's Move!**

- Learn to Fly
- In, Out of, and Around

Let's Talk Help**Let's Read** Animal Homes**Rest Time** Time to Rest**Prepare and Reflect****5x5** Location and Movement**Theme Celebration Day** Let's Go to the Zoo!**Getting Ready****Day 4** pp. 169–176**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** “When We Sleep”**Morning Meeting****Story Time****Where do animals live?****Read More About It** “Animals and Their Homes”**Literacy Circle****Concept Vocabulary** Review**Alphabet Knowledge** Review**Language and Communication** Sentences**Center Time and Small Groups****Small Group Options**

- Math: Counting
- Literacy: Alphabet Knowledge

Centers **Centergize**, pp. C•185–C•203**Math Circle****Counting****Snack Time** Communicate**Technology Circle****Hooray for Animals****Digital Applications****Outdoor Play** Hungry Chickens**Learn and Play and Centers****Let's Move!**

- Meet Me in the Middle
- Follow the Leader

Let's Talk Taking Turns**Let's Read** Read More About It, Compare Books**Rest Time** Count Down**Prepare and Reflect****5x5** Insects**Theme Celebration Day** Let's Go to the Zoo!**Getting Ready****Day 5** pp. 177–184**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** “When We Sleep”**Morning Meeting****Story Time****Where do animals live?****Compare** *Hooray for Today!* and “Animals and Their Homes”**Literacy Circle****Concept Vocabulary** Check for Understanding**Phonological Awareness** Similar Sounding Words**Alphabet Knowledge** Review**Center Time and Small Groups****Small Group Options**

- Math: Counting
- Literacy: Alphabet Knowledge

Centers **Centergize**, pp. C•185–C•203**Math Circle****Counting****Snack Time** Share**Let's Celebrate****Let's Go to the Zoo!****Outdoor Play** Animal Tag**5x5** Game**Learn and Play and Centers****Let's Move!**

- Monkey Says
- Children's Choice

Let's Talk Same or Different**Let's Read** Read More About It, Children's Choice**Rest Time** Taking Care

Vocabulary

Theme Vocabulary

Words to develop the theme, Animals All Around

animals cycle
features habitat

Concept Vocabulary

Conceptually related words to teach this week

forest
grasslands
ocean
rainforest
wetlands

Academic Vocabulary

Terms used in this week's instruction

General

finally
information
pretend
today
tomorrow
zoo

Literacy

alike
compare
different
last

letter
lowercase
period
retell
rhyme
same
sentence
uppercase

Mathematics

begin
count
eighteen

how many
nineteen
seventeen
sixteen
twenty

Science

discuss
environment
shelter

Social and Emotional Learning

follow directions
plan
responsibility

Story Words

Words from the literature to explain and use this week

Trade Book

packed tucked in wide awake
trumpet whisper

Big Book

waddling

Read More About It

blennies coral reefs open spaces
burrows hunt
cling northern

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

buckets and sand toys
bulletin board or wall mural
cardstock
clothespins
computers or other digital devices

finger paint
green chenille sticks
photographs showing the four stages of a butterfly
plastic animals
pictures of animals
rocker balance or seesaw
scale
rocks, pine cones, leaves, blocks, and other building materials

tape
trays of sand or colored rice
white modeling dough

Small Groups

large beads for stringing
yarn

Circle Times

beanbags
blocks

blue paper
building materials
digital device and online game or app about animal shelters
modeling clay
sidewalk chalk
toy people

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

Act It Out Listen to and recreate the stories from the theme.

ABC Fun

I Can Write Practice writing the letters in your name.

Pretend and Learn

What Animal Am I? Ask questions and use clues to figure out the animal you have become for the day.

Math Fun

Which Weighs More? Compare the weights of common objects.

Writer's Club

My Favorite Animal Talk, draw, and write about your favorite animal.

Creativity Station

Life Cycles Use art to show the life cycle of a butterfly.

STEM

Animal Habitats Create a wall mural that shows the different environments animals live.

Sand, Water, and More

At the Zoo Make models of different animal shelters.

Monitor Progress



Assessment Guide

Observe

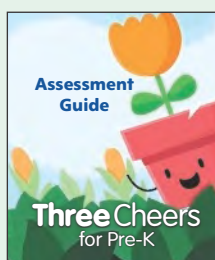
Observational Checklists

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. The End-of-Year Assessment should be administered at the end of the year.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Math Fun** photographs of and anecdotal notes about children comparing weights of common objects
- **Writer's Club** writing about favorite animals
- **Technology Hub** anecdotal notes about children playing a counting game



Welcome to Today

15 minutes

Meet and Greet

- Greet each child with a high five or a handshake as they enter the classroom.
- Have children note their moods on the Mood Meter.



Sing, Rhyme, and Shout

Animals All Around This is the final week for the theme Animals All Around. Today, you will learn more about where animals live. Display the card.

Point to the illustration of the owl. Point to the sleeping child in the illustration.

- **Owls live in trees. Owls stay awake at night.** Play the recording. Have children participate by singing along, humming, or moving their bodies to the music.



Learning Outcomes

The child

- uses language to describe concepts associated with the passing of time.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “When We Sleep”
- attendance chart, helper chart

Academic Vocabulary

count

plan

Morning Meeting

- 1 Attendance** Tell children that they will place their name cards on the attendance chart so that you can count who is present.
- 2 Helper Chart** Assign new helper jobs and add names to the helper chart. Tell children that the chart helps you make a plan.
- 3 Weather** *What is the weather like outside?* Encourage children to use words such as *sunny, warm, cold, rainy, or windy* to describe the weather. Then have them identify the clothing they are wearing based on the weather conditions.
- 4 Today's Events** Engage children in a discussion of the day's schedule. *At the end of the week, we will celebrate our theme Animals All Around. Later today, we will begin to plan our celebration. What else will we do today?* Have students use language, such as *later, this morning/afternoon, and next*, as they describe your classroom schedule.



DIFFERENTIATED SUPPORT

3-Year Olds

Today's Events As you discuss the plan for today, review language associated with the passing of time. *What did you do first today in class before our morning meeting? What did you next? What is one thing that will happen later today?* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses sentences with more than one phrase.
- produces at least 20 distinct letter sound correspondences in the language of instruction.
- celebrates class-made written products.
- begins to experiment with punctuation when writing.

What You Need

- Big Book: *Five Little Ducks*
- Vocabulary Cards: *forest, grasslands, wetlands, rainforest, ocean*
- Patterns: Letter Cards *H, h, V, v, Z, z, R, r, W, w, L, l, U, u*

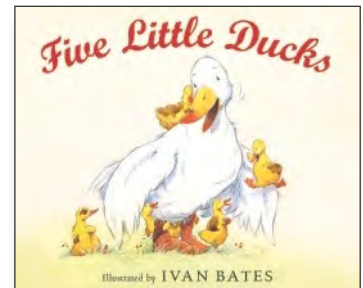
Animals All Around

? **How are animals the same and different?** Ask children the guiding question: *How are animals the same and different?* Then have them talk about what they've learned about how *animals* are the same and different.



Five Little Ducks

Tell students that today you are going to reread *Five Little Ducks*.



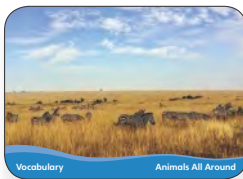
- 1 Remember** Leaf through the pages. Ask students to retell the beginning and end of the story. Point out the picture of the five little ducks on pages at the beginning, and the mother duck alone on p. 22.
- 2 Focus** Turn to p. 3. Explain that a phrase is a small group of words. Read the third line. “Over the hills” is one phrase. “Far away” is another phrase. They are joined by the word *and*. Let’s say these phrases together. Have children repeat the line after you.
- 3 Respond** Divide children into two groups to have them practice using sentences with more than one phrase. Say: *Where did the ducks go?* Have the first group chime in with “over the hills.” Then have the second group chime in with “far away.” Then have both groups say the whole sentence with you.

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *Where do animals live?* Display Vocabulary Card *forest*. A *forest* is a large place filled with trees. Owls and many other kinds of *animals* live in a *forest*. Display the remainder of the Vocabulary Cards for the week (*grasslands*, *wetlands*, *rainforest*, *ocean*). Explain how each word relates to the question *Where do animals live?*



Alphabet Knowledge

Review Letters Children will review letters and sounds.

- 1 Distribute printable Letter Cards for the letters *H, h, V, v, Z, z, R, r, W, w, L, l, U, u* so each child has one. Point to children and have them name the letters on their cards.
- 2 Have children switch their cards with a classmate. Point to children and have them name the letters on their cards. Repeat again if there is time.
- 3 Have children stand together if they are holding matching uppercase and lowercase letters. Allow them to use Alphabet Cards as needed. Then call on each pair to name their letter and then use this sentence frame to tell the sound it spells: *The letter ____ spells the sound ____.*



Transition

Loud Quack, Quiet Quack

Teach children this rhyme. Words in all uppercase letters should be loud and other words should be soft.

LOUD QUACK, quiet quack,
Webbed feet to take us back.
Quiet quack, LOUD QUACK,
WE THINK IT'S TIME TO HAVE
A SNACK!

Theme Vocabulary

animals

Concept Vocabulary

forest	grasslands
wetlands	rainforest
ocean	

Academic Vocabulary

letter	uppercase
retell	lowercase

Writing as a Process

Celebrate Engage children in a celebration of the class-made written products they've completed throughout the theme during Literacy Circle, Small Group Time, and in Centers. Ask: *What did the animals do in your story?* Invite children to take turns sharing a detail from a story they added to or wrote that they think is fun and interesting.

As children take turns sharing details, record their ideas on chart paper. Encourage them to speak in complete sentences. Then have them begin to experiment with punctuation by coming up and adding punctuation marks to each sentence.

DIFFERENTIATED SUPPORT

Engage and Extend

Alphabet Knowledge Display children's name cards. Call out uppercase and lowercase letters. Have children find the letters in various names. VISUAL

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•214).

Small Group

- **Math: Counting** Tell children that they will be counting from 1 to 15. Model calling out each number as you stomp your feet. Ask children to stand and then lead them in counting and stomping with each number.

▶ **ELL Access**

Oral Language Production

Emerging Model rote counting from 1 to 15. [Listen as I count from 1 to 15](#). Then slowly count again. Have children repeat each number word after you.

Developing Model rote counting from 1 to 15. Encourage children to say the number words with you.

Expanding Have children alternate counting with a partner from 1 to 15, starting from 1.

Bridging Have children sit or stand in a circle and begin rote counting to 15. After you say 1, have children continue counting around the circle to 15. Repeat, having different children start the count.

- **Literacy: Alphabet Knowledge** You will hunt for the letters *Zz*, *Hh*, and *Vv*. Display the Alphabet Cards: *Zz*, *Hh*, *Vv*. Identify each letter name. Have children match them to letters on posters, signs, and word walls around the room.

▶ **ELL Access**

Interpret Environmental Print

Emerging Display Alphabet Cards: *Zz*, *Hh*, and *Vv*. Model saying each letter name and the sound it spells. Then display words that start with each letter, such as zoo, zip, help, hat, van, vest. Point to and name the beginning letters as children repeat.

Developing Model each letter name and the sound it spells. Have students repeat. Then display words that start with each letter: zoo, zip, help, hat, van, vest. Ask: [Can you find a \[letter name\]?](#) Have children point to the letter in a word and say its name. Then read the word to confirm.

Expanding Have children practice saying each letter name and the sound it spells. Then display words that start with each letter: zoo, zip, help, hat, van, vest. Ask children to identify the letters they just said in the words using this sentence frame: *Here is the letter _____.*

Bridging Display the Alphabet Cards. Have children say each letter name and the sound it spells. Assign children a letter, and have them walk the room to find and copy a word that starts with their letter. Have children return to the group to share their words.

Math Circle

15 minutes

Counting

Model using words to rote count up to the number 17.

- 1 **Engage** We already know how to count to 15. Today we will count even higher! Introduce the number 16. Have children repeat **sixteen** after you multiple times and in different volumes. Then rote count from 1 to 16. Repeat this sequence to introduce the number 17.
- 2 **Develop** Have the class sit in a circle. Today we will try pop counting. We will count around the circle. When it's a child's turn to count, they pop up like a piece of popcorn and say their number clearly. The child sits back down, and the next child pops up to say their number. Pop count around the circle until they reach 17. Do it again but reverse the direction you go around the circle.
- 3 **Practice** Have children work with a partner to pop count. They can sit face-to-face or side-by-side. Take turns counting and popping. Have pairs count a few times together. Go as quickly as you can! Now go as slowly as you can!

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- distinguishes between elements of print including letters.

Academic Vocabulary

count sixteen
seventeen

SEL Snack Time

15 minutes

Plan Display SEL Card *plan*. Point out the different roles on it. The children are playing together. At the same time, they are all doing something different. Think about what would happen if some of them wanted to do the same activity. It's a good idea to make a plan ahead of time. First, everyone can share what they want to do. Then the group can decide how they will take turns. A plan helps us to play and work together. It helps to make work time and play time more fun.

DIFFERENTIATED SUPPORT

ELL

Develop Have English language learners practice rote counting to 17 in their home language using Number Cards. When they are comfortable, encourage them to practice counting in English. VISUAL

Science Circle

15 minutes

Learning Outcomes

The child

- retells or re-enacts a story after it is read aloud.
- discusses the relationship of organisms to their environments.

What You Need

- Vocabulary Cards: *ocean, forest, wetlands, grasslands*
- blue paper, scissors, marker
- Theme 8 books

Theme Vocabulary

habitat

Concept Vocabulary

forest grasslands
ocean wetlands

Academic Vocabulary

environment discuss

Outdoor Play

20 minutes

Habitat Hangouts Use sidewalk chalk to draw four different *habitats*; *forest, grassland, ocean, and wetland*. Divide children in small groups and have each group stand in one of the *habitats*. Tell children that when you say *go*, they should pretend to be an animal that lives in that *habitat*. Then give the groups directions to move to different *habitats*, such as *ocean* animals swim to the *grassland*; *grassland* animals run to the *ocean*. When the children arrive in a new *habitat*, they pretend to be a different *animal* that lives there.

All the Animals

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

Each cat,
And rat,
Every dog,
Every frog,
Every bird,
And each bat
They all need a ha-bi-tat! (clasp hands overhead like a roof)

Environments

- 1 Engage** Tell children that today we are going to discuss, or talk about, *animals* and the environments in which they live. Show pictures of *animals* in their native *habitats*. *Animals live in different places. The place where an animal lives is called an environment or habitat. Animals get what they need, such as food, water, and shelter in their environment or habitat. Let's name some of the environments or habitats where we find animals. Make a list of the places children name, including forest, grassland, ocean, and wetland.*
- 2 Develop** Display Vocabulary Card *ocean*. *An ocean is one type of habitat. How can you describe an ocean habitat? What kinds of animals live in an ocean habitat? (fish, whales, squids, dolphins, octopi) Yes, these animals live in the ocean. Display Vocabulary Card grasslands. Grasslands are another type of habitat. Look at the picture and tell what you see in a grassland. Do giraffes live on land or in water? Giraffes live on land. They live in grasslands. Could you put a giraffe in the ocean? Could you put fish in the grasslands? Why?*
- 3 Practice** Display Vocabulary Cards *forest* and *wetlands*. Talk about the animals pictured in a *wetland*. How are the *wetland* and *grassland* alike? How are they different? Continue the discussion and have children observe the *forest habitat* and compare it to the other *habitats*.

Learn and Play

90 minutes

Let's Move

Hop, Rabbits! Divide children into two groups. One group is the Rabbits, and the other is the Foxes. Foxes will gather around a home area. The Rabbits will stand a few paces away from the home area.

- Call out to the Rabbits and say: "Hop, Rabbits!"
- The Rabbits try to hop home as the Foxes try to tap them.
- Tapped Rabbits become Foxes. Continue until there are no Rabbits left.

Puddle Jump Have children practice counting to 20 by jumping sequentially. Use blue paper and cut out 20 ovals. Mark each oval with a number from 1 to 20. Secure ovals down around the area.

- Line up children. *You will be jumping from puddle to puddle.*
- Have children say each number as they jump to it. Listen to individual students and provide help and praise.

Let's Talk

Choice As you walk through the groups playing, stop to have conversations with the children.

- *When we play, we can decide what we want to play, either with others or alone. If something is happening that we don't like, we can make another choice. Or, we can discuss what we want with others.*



Let's Read

Reenact a Story Have children name a favorite book from the theme. Read aloud the story and then have children reenact some favorite moments from it.

Children's Choice Lay out several books that the children have enjoyed reading from the Animals All Around theme. Have students vote for the book to read together today. Tell students to place their name cards next to the cover of their choice.

Center Time

30 minutes

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

Rest Time

30–45 minutes

Getting Ready Remind children that resting gives us energy for our activities. *Every person and animal needs some rest. Rest prepares us for running, hopping, and playing. Let's close our eyes and be still. It'll help us be ready for the rest of the day.*

DIFFERENTIATED SUPPORT

Extra Support

Puddle Jump Some children may be able to rote count to 20, but they may find it difficult to identify the printed numbers. Suggest that they count how many ovals they jump to, not paying attention to the number printed on them. AUDITORY

Prepare and Reflect

10 minutes

5x5

Ask Questions Tell children that the picture on the card shows a firefly. A firefly is a type of insect. It flies at night in the summer. It lights up in the sky. When I look at this picture, I have a question about fireflies: How do they light up? Have children take turns sharing questions about fireflies. Have children comment on each other's questions, making sure they stay on topic and engage in conversations appropriately.



Learning Outcome

The child

- engages in conversations in appropriate ways.

What You Need

- 5x5 Card: Fireflies
- chart paper

Academic Vocabulary

zoo

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. Gather their artwork for safekeeping and display throughout the week.



Theme Celebration Day

Let's Go to the Zoo! Tell children that they are going to have a celebration at the end of the week. You are going to celebrate what you learned about our theme, *Animals All Around*, by having a Let's Go to the Zoo Celebration. We will turn the classroom into an *animal zoo*. You will invite guests and other classrooms to come to the zoo. Let's start planning for our party.



Getting Ready

Have children help draft an invitation for their celebration. Using chart paper, show them the parts of an invitation, including the event title (Let's Go to the Zoo), date, time, and place. Ask them to offer suggestions about how to word the invitation. Let's think of a nice way to ask people to come. We can say something like: Please come to our classroom zoo. Or we'd like you to join us at a celebration of our classroom zoo. Then let's add a sentence that describes a classroom zoo for our guests. Guide children in discussing and finalizing a description. Reread the final wording of the invitation. Transfer the words to another piece of paper. Make copies to send home with children or to whoever will be invited to the celebration.

DIFFERENTIATED SUPPORT

Extra Support

Ask Questions Model using a thought to form a question and think out loud: I want to know how fireflies light up. I will use this thought to ask a question: How do fireflies light up? AUDITORY



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, help English language learners develop a vocabulary of common phrases in English. Encourage them to say short greetings and respond to greetings, such as: *Good morning. How are you? I'm feeling ____ today.*
- Ask children to mark their feelings on the Mood Meter.

SEL Sing, Rhyme, and Shout

Animals All Around Use the illustration to continue to explore the theme Animals All Around.

- Does the owl look like it's sleeping? No, its eyes are open. It looks wide awake. Look at the sleeping child. Let's sing a song to wake up the child!
- Invite children to sing the song.



Learning Outcomes

The child

- shows understanding by following two-step oral directions.
- begins to develop vocabulary of common phrases in English.
- uses language to describe concepts associated with the passing of time.

What You Need

- Sing, Rhyme, and Shout: "When We Sleep"
- attendance chart, helper chart

Academic Vocabulary

zoo	responsibility
plan	count
today	

Morning Meeting

- 1 Attendance** Have children show they understand the following two-step oral directions. *First, place your name on the attendance chart. Second, sit and show me you're ready. We'll count who's here together.*
- 2 Helper Chart** Remind children: *Classroom helpers show responsibility. They help us take care of our classroom.*
- 3 Question of the Day** *Would you rather live on the land or in the water?* 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 children use language to show the passing of time. Tell them to finish this sentence: *Later today, we will ____.* *We also will make a plan for creating a classroom zoo.*

DIFFERENTIATED SUPPORT

Extra Support

Helper Chart Use the SEL Card *responsible* to help children understand the meaning of "responsibility." *The children in the picture are showing responsibility by putting things away. They understand that it's their job to help keep the classroom clean.* VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- uses a large speaking vocabulary, adding several new words daily.
- begins to develop vocabulary of common phrases.

What You Need

- Trade Book: *Hooray for Today!*
- Vocabulary Cards: *habitat, ocean, wetlands, forest, rainforest, grasslands*
- Alphabet Cards: *Vv, Hh, Zz*

DIFFERENTIATED SUPPORT

Extra Support

Introduce Guide children to understand the meaning of the phrase *wide awake*. Even if a person is awake, they might still feel sleepy. They might yawn a lot and have trouble keeping their eyes open. When someone is wide awake, their eyes stay open and they are ready for something to do.

AUDITORY

Animals All Around

? **Where do animals live?** Remind children of this week's question. Then display Vocabulary Card *habitat*. This card shows a *habitat*. A *habitat* is a place where plants and *animals* live and grow. We will learn about *habitats* this week.



Hooray for Today!

Tell children to get ready to listen to a book called *Hooray for Today!*

- 1 Introduce** Display the trade book *Hooray for Today!* Tell children that they will read a story about an owl and her *animal* friends. Open to p. 3. Emphasize the phrase *wide awake* to help children develop a vocabulary of common phrases. The story begins with Owl, who is wide awake in her home. Owl has woken up. Her eyes are open, and she is ready to play. Let's see what happens next.
- 2 Read Together** Read the book aloud. Ask children to tell if each *animal* friend is wide awake. Pause periodically to look at the pictures and ask children questions about the various *habitats*. Ask children whether the *animals* in the story might be in their real *habitats* or might they be somewhere that is just for the story. Contrast, for example, the owl in a tree on p. 3 with the elephant in bed on pp. 8 and 9.
- 3 Connect** After reading, discuss where the *animals* live in the book, while helping children add the word *shelter* to their speaking vocabulary. The owl lives in a tree in a *forest*. The lion lives in a den, which is like a cave. The elephant lives in a house. The house, tree, and cave are kinds of shelters. A shelter is a place that an *animal* lives, sleeps, and eats in. What type of shelter do you live in? What are some things you do there?

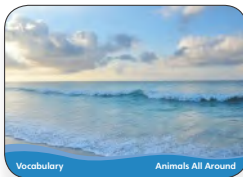


Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *Where do animals live?* Display Vocabulary Card *ocean*. This is an *ocean*. Say the word *ocean* with me: *ocean*. Which *animals* live in the *ocean*? Display the remainder of the vocabulary cards for the week (*grasslands*, *wetlands*, *rainforest*, *forest*). Ask children questions about each word that relate to the weekly question.



Phonological Awareness

Rhyming Words Display the front cover of *Hooray for Today!* Read the title.

- The words *hooray* and *today* rhyme. They end with the same sound: /ā/.
- Read the first page aloud. What words rhyme? (*day*, *play*)

Alphabet Knowledge

Review Letters Zz, Hh, and Vv Children will review the letters *Zz*, *Hh*, and *Vv* today.

- Display Alphabet Cards *Zz*, *Hh*, and *Vv*.
- Have children name each letter.
- Point to Alphabet Card *Vv*. This is a picture of a volcano. What sound do you hear at the beginning of *volcano*? Yes, the sound /v/ is at the beginning of *volcano*. Repeat with other letters.



Transition

Deep in The Ocean

Lead children in the following chant. Encourage them to chime in on the repeated words.

Deep in the *ocean*

The blue whales sing,
“I’m blue, blue, blue.”

Deep in the *ocean*

The green plants say,
“I’m green, green, green.”

Deep in the *ocean*

The red starfish call,
“I’m red, red, red.
What about you, you, you?”

Theme Vocabulary

animals habitat

Concept Vocabulary

forest grasslands

wetlands rainforest

ocean

Academic Vocabulary

shelter rhyme



CHECK FOR UNDERSTANDING

IF... a child has trouble identifying rhyming words,

THEN... say the /ā/ sound. Listen for this sound at the end of these words: *hooray*, *today*, *day*, *play*. Have the child repeat the sound and the words 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 (p. ELD•215).

Small Group

- **Math: Counting** Have small groups demonstrate the order of counting is the same no matter what is counted. Tell children that they will count two different sets of objects. First count 10 crayons. Then repeat by counting 10 blocks. *We always count the same way no matter what we're counting.* Last, mix up the objects and lead children in counting them all.

▶ **ELL Access**

Speaking

Emerging Model rote counting to 15. *Listen as I count from 1 to 15. Say the number words along with me.* Have children repeat each number word after you.

Developing Model rote counting to 17. *Listen as I count from 1 to 17. Say the number words along with me.* Have children repeat several number words at a time after you.

Expanding Have partners alternate counting to 17, taking turns starting at 1.

Bridging Have children sit or stand in a circle, and begin rote counting to 17. After you say 1, have children continue counting around the circle to 17. Repeat with different children starting the count.

- **Literacy: Alphabet Knowledge** Have children review the letters *Z, H, and V*. Display the Alphabet Cards *Zz, Hh, and Vv*. Give groups the Trade Book *Hooray for Today! You will work together to find the letters Z, H, and V inside the book Hooray for Today! I will come around, and you will show me where you found the letters. Then you will tell me the sound each letter spells.*

▶ **ELL Access**

Use Visual Support

Emerging Give children the Alphabet Card *Zz*. Display p. 10 from *Hooray for Today!* Point to the word *Zebra*. *Where is the Z in this word?* Have children point to it. *Is the Z in Zebra uppercase or lowercase? Match the Z in Zebra to the Z on your card.* Repeat for *H* and *V*.

Developing Give children Picture Cards *zoo* and *zebra*. Have them point to the *Z* in each word. Then have children match the zebra card with the word on p. 10 of *Hooray for Today!*

Expanding Have children find the letter *Z* in the environmental print in the classroom. Ask them to tell you whether the letter is uppercase or lowercase. Repeat for *H* and *V*.

Bridging Have children work together to draw pictures of two or three things that start with the */z/* sound. Label the pictures for them. Repeat for */h/* and */v/* sounds.

Math Circle

15 minutes

Counting

Model using words to rote count up to the number 19.

- 1 **Engage** We already know how to count to 17. Today we will count even higher! Introduce the number eighteen. Have children repeat **eighteen** after you multiple times and in different volumes. Then rote count from 1 to 18. Repeat this sequence to introduce the number nineteen.
- 2 **Develop** Have children sit in a circle. Today we are robots! Even robots like to count. Have students practice moving their bodies like robots. Then let them make robot noises. **Robots, it is time to count!** Start the count at 1: **Beep. Boop. 1.** The next child makes robot noises and continues the count. Go around the circle counting like robots until you reach 15. Then all robots power down. Power up and count again from 1 to 15.
- 3 **Practice** Have children work with a partner to count as robot and scientist. **The scientist programs the robot to count. Every time the scientist presses a button, the robot counts a number.** The scientist should press an imaginary button to make their robot count. Have pairs count a few times together. Take turns and allow each child to play both roles.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

Academic Vocabulary

eighteen count
nineteen



Snack Time

15 minutes

Sharing Goals Tell children that they will work together to get ready for snack time. **When we help each other get ready, we all get ready more quickly. We have more time to enjoy snack time.** Assign children preparation tasks. As children prepare for snack time, comment on their contributions. Reinforce how they helped to set up snack time smoothly.

Science Circle

15 minutes

Learning Outcomes

The child

- discusses the relationship of organisms to their environments.
- demonstrates coordination in isolation.

What You Need

- Picture Cards: *elephant, nest*
- Wordless Experience Book: *Animals All Around*

Theme Vocabulary

habitat

Academic Vocabulary

shelter

environment

discuss

Outdoor Play

20 minutes

Animal Homes Hide several animal toys or picture cards around the playground. Decorate boxes or baskets to look like toy *animal* shelters or homes, such as nests, dens, barns, and trees. Have children search and collect the toys/cards and return them to their home.

Transition

Have children stand up and then move along to the following rhyme.

What *animals* will you see if you visit a park?

Toads, squirrels, moths, and dogs that bark.

What *animals* will you see if you visit a beach?

Fish, lobsters, and crabs with claws that reach.

What *animals* will you see if you visit a farm?

Horses, cows, pigs, and sheep in the barn.

Environments

- 1 Engage** Display Picture Card *elephant*. What *animal* is this? Yes, this is an *elephant*. What can you tell me about where the elephant lives? What do you think the elephant does in the place it lives? Guide children in a discussion about *animals* and the environments in which they live. The place where an *animal* lives is called a *habitat* or environment. *Animals* get what they need, such as food, water, and shelter, in their environment. What are some *habitats* and environments we have learned about? Review with students the list of different *habitats* and environments from the previous day.
- 2 Develop** Display Picture Card *nest*. What *animal* home is in this picture? Yes, it's a nest. A nest is a type of shelter. A shelter is a safe place. A shelter is something that covers or protects. The home where you live protects and keeps you safe from different kinds of weather. Your home is one type of shelter. Which *animal* makes a home in a nest? Yes, many baby birds do. What do baby birds do in their nests? Discuss how a nest is a safe place for a baby bird. Nests give baby birds a warm place to sleep. Many types of birds build nests high in a tree to keep their babies safe.
- 3 Practice** Display p. 2 of the Wordless Experience Book *Animals All Around*. Focus children's attention on the monkey. What do you see in the monkey's environment or *habitat*? What does the monkey need from his environment or *habitat*? (*food, water, and a safe place to live*) Why do you think the monkey lives high up in the trees?



Learn and Play

90 minutes

Let's Move!

Land Swimming Help children practice coordinating arm and leg movements. Tell children to follow your instructions.

- Sit on the ground and lie on your back.
- Stretch one arm over your head.
- Stretch your other arm over your head.
- Bring one arm back to your side.
- Repeat with the other side. Remember to only keep one arm overhead at a time.
- Kick your feet at the same time.

Animals on the Move Tell children that you will call out a direction to move like a certain *animal*. Keep moving like that animal until I call out another *animal*. Let's begin!

- Walk like an elephant.
- Run like a mouse.
- Slither like a snake.
- Hop like a kangaroo.
- Waddle like a penguin.

Let's Talk

Participation As you move through children's play areas, encourage them to take initiative with each other.

- You can share your opinions about what you are playing. You can also ask others to share a toy or game with you. It's important to state our needs and listen to others' needs.



Let's Read

Retell Stories Have children retell the stories they've shared throughout the theme. Ask them to share their favorite characters.

Children's Choice Display the trade books the children have read throughout the current theme.

You are going to vote on the book that we will reread together. Which book do you want to explore again? When I show you the book, raise your hand to vote for it.

Center Time

30 minutes

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

Rest Time

30–45 minutes

Float Away Remind children that they can picture a soothing scene to help them rest. Suggest they are floating on top of gentle ocean waves. With every breath in, they float higher on the wave. With every breath out, they float lower on the wave.

DIFFERENTIATED SUPPORT

Extra Support

Retell Stories Display theme trade books for children who have difficulty remembering characters from stories. Have children point to a character they remember and tell a detail about that character. VISUAL

Prepare and Reflect

10 minutes

5x5

Compound Words Guide children in combining words to make a new compound word. Point out a firefly on the 5x5 Card. Say *When I say firefly, what is the first word you hear?* Say *firefly* again. What is the second word you hear? The two words *fire* and *fly* are put together to make a new word. When I clap, everyone say *fire*. When I clap again, everyone say *fly*. Finally, when I clap twice, everyone say *firefly*.



Learning Outcome

The child

- combines words to make a compound word.

What You Need

- 5x5 Card: Fireflies

Academic Vocabulary

zoo

finally

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You may select from the activities listed on this page, or include some of the children's other favorite activities. Gather their artwork for safekeeping and display throughout the week.

DIFFERENTIATED SUPPORT

Extra Support

Getting Ready If a child is unable to name an *animal* to add to the classroom zoo, encourage them to draw a picture of it. Then have them complete this sentence frame: *I will put the _____ in our classroom zoo.*
KINESTHETIC



Celebration Day

Let's Go to the Zoo! Remind children that they began preparing for the celebration yesterday by inviting guests. *Today, we are one day closer to our celebration. We will continue to prepare for our classroom zoo.*



Getting Ready

Begin preparing for the celebration by having children choose a favorite *animal* to present. Encourage them to consider presenting a wide variety of *animals*. Note: Some children may want to present a dog or a frog or another atypical zoo *animal*. They can draw a picture of the *animal* or create a 3D model of it from play dough. Record the children's choices on a classroom chart. After the chart is completed, have children help you manage classroom materials. Hold up the marker you used and ask where it goes. Have a volunteer help you put it away. Then tell children to look around for other things that need to be put away.



Welcome to Today

15 minutes

Meet and Greet

- Greet each child with a warm welcome as they enter the classroom.
- Invite children to think about how they're feeling today and then place their picture on the Mood Meter.



Sing, Rhyme, and Shout

Animals All Around Display the card and tell children that today they will sing the song on the card.

- This song helps us think about our theme, **Animals All Around**. Let's sing together.
- Observe whether children can follow three-step directions. Say: **Let's all stand up. Wave your arms overhead and sing the song together.**



Learning Outcomes

The child

- usually follows three-step directions.
- uses language to describe concepts associated with the passing of time.

What You Need

- Sing, Rhyme, and Shout: "When We Sleep"
- attendance chart, helper chart

Academic Vocabulary

describe

Morning Meeting

- 1 Attendance** Have children place their names on the attendance chart. Guide them in counting the number present.
- 2 Helper Chart** Review helper tasks with children. Prepare the helpers for any special duties they will be in charge of for the Theme Celebration Day.
- 3 Weather** Describe how the weather felt before coming to school this morning.
- 4 Today's Events** This is the third day of preparing for our Let's Go to the Zoo Celebration at the end of the week. How many days ago did we begin? Guide children in using language to describe the passing of time. For example, **We started planning two days ago.**

DIFFERENTIATED SUPPORT

3-Year Olds

Weather Help younger children discuss weather by providing sentence frames for them to use. For example, *The weather was _____ when I went outside this morning.* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- begins to develop vocabulary of common phrases.
- recognizes rhyming words.
- recognizes at least 20 distinct letter sounds in the language of instruction.

What You Need

- Trade Book: *Hooray for Today!*
- Talk More About It Card: *Hooray For Today!*
- chart paper, markers
- Vocabulary Cards: *forest, grasslands, wetlands, rainforest, ocean*
- Alphabet Cards: *Zz, Hh, and Vv*

Animals All Around

? **Where do animals live?** Ask children the weekly question: *Where do animals live?* Remind children that different *animals* live in different types of homes.



Hooray for Today!

Display the cover of *Hooray for Today!* Tell children they will read about Owl and her friends again.



1 Remember Ask children what they remember about Owl. Page through the book. Point out details about the *animals*, such as Elephant's night cap and Zebra's blanket. *What do animals do in their homes in this story?* Let's reread and look at the pictures to answer this question.

2 Reread Guide children in developing their vocabulary with the common phrase: *tucked in*. Read pp. 8 and 9. *The text says: "Owl tucked Elephant back in." What does tucked in mean? Describe how Owl tucks Elephant back in.*

3 Retell Model how to retell a story, using the Talk More About It Card. *When I retell a story, I talk about the important things that happen in a story. Owl is feeling excited to play with her friends. Then she feels sad because they are sleepy. But in the end, she is happy when they want to play with her.* Ask children to retell another detail from the story.

DIFFERENTIATED SUPPORT

Extra Support

Retell Provide sentence frames to help children retell details from the story. For example:

- *Owl wants to _____.*
- *Owl's friends feel _____.*
- *When Owl's friends wake up, they want to _____.*
- *They play after Owl has a _____.*

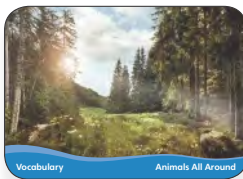
AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards: *forest*, *grasslands*, *wetlands*, *rainforest*, and *ocean*. Have children identify each one. These words name different places where *animals* live, or their *habitats*. Which places are wet? Which places are on land?



Theme Vocabulary

habitat

Concept Vocabulary

forest

grasslands

wetlands

rainforest

ocean

Academic Vocabulary

retell

last

Phonological Awareness

Rhyming Words Observe children's ability to recognize rhyming words.

- Listen as I say this rhyme. When you hear a word that rhymes with *day*, clap your hands and repeat the word.
- Little Miss Muffet sat on a tuffet, eating her curds and whey. Along came a spider who sat down beside her, and frightened Miss Muffet away.

Alphabet Knowledge

Review Put Alphabet Cards *Zz*, *Hh*, and *Vv* in a bag. Guide children in recognizing the distinct sound each letter spells.

- Have children take turns choosing a letter from the bag. Ask them to name each letter and say the sound each letter stands for.



LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•215).

Small Group

- **Math: Counting** Provide children with beads and yarn to help them practice counting while also demonstrating small-muscle control. *You will practice counting as you string these beads.* Have students sit in an assembly line and pass a bead along the line. As the first bead goes through, each child that touches it says 1. After children count to 20, let students take turns stringing each bead.

▶ **ELL Access**

Internalize Vocabulary

Emerging Before children string the beads one by one, model counting out 20 from a container or pile. Then count again, pausing every five numbers for students to repeat.

Developing Before children string the beads one by one, model counting out 20 from a container or pile. Count the beads again with children counting in unison with you.

Expanding Model counting out 20 from a container or pile. Then evenly distribute the beads among children in the group. Have one child start with 1 and count his or her beads. The next child picks up the count to 20 where the last child left off.

Bridging Have partners count 20 beads from a container or pile. One partner counts them out, and the other partner recounts aloud to check for accuracy.

- **Literacy: Alphabet Knowledge** Distribute printable Letter Cards for the letters *H, h, V, v, Z, z, R, r, W, w, L, l, U, and u*, so each child has one. Point to children and have them name the letters on their cards. Have children switch cards and then name the new letters they have.

▶ **ELL Access**

Internalize Vocabulary

Emerging Have children sit or stand in a circle. Name each Letter Card and have students repeat. Distribute a card to each child, and then say: *[Ali] has [uppercase H]! Have the child hold the letter card high and invite all children to repeat the letter name.*

Developing Review the letter names, and when each child has a card, ask: *What letter does [Ali] have?* Have children respond in unison with the letter name.

Expanding Review the letter names, and give each child a card. Then ask children one at a time: *What letter do you have?* Have children respond, *I have uppercase/lowercase ___.*

Bridging Review the letter names, and give each child a card. Then have children circulate in a small area and ask each person they “meet,” *What letter do you have?* Have children respond, *I have uppercase/lowercase ___.*

Math Circle

15 minutes

Counting

Tell children that today you are going to show them how to count to 20, when the number begins after 10.

- 1 **Engage** Tape a simple hopscotch design onto the floor: one square, two squares, one square, turnaround circle. Show children the hopscotch design on the floor. **This is a game board for us to hop and count.** Demonstrate hopping from one square to the next, turning at the top, and coming back. Ask a volunteer to try it.
- 2 **Develop** Tell children that they will each get a turn to hop on the game board. **The game is to count as you hop on each square.** **Try it!** Have a child begin by hopping on each square and count as they go along: 1, 2, 3 ... 9.
- 3 **Practice** Have each child take another turn hopping on the game board. This round, have them start at 10, 11, or 12. Call out a different number for each student.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- shows control of tasks that require small-muscle control.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

What You Need

- tape
- chart paper

Academic Vocabulary

count



CHECK FOR UNDERSTANDING

IF... a child has difficulty hopping and counting at the same time,

THEN... allow them to walk or move at their own pace.



Snack Time

15 minutes

Make a Plan Let's make a plan for play time together. What games and activities do you like to play? I will write them down. Record answers on chart paper. Prompt children in describing the games and write descriptions under the name of the game. **When we need to choose a game, we will think about what kind of game we want to play. We can look at this chart and choose. This helps us plan.**

Social Studies Circle

15 minutes

Learning Outcomes

The child

- demonstrates that all people need shelter.
- creates or recreates stories, moods, or experiences through dramatic representations.

What You Need

- Picture Card: *house*
- blocks and building materials, toy people
- sidewalk chalk
- Read More About It: “Animals and Their Homes”

Academic Vocabulary

shelter zoo

Outdoor Play

20 minutes

Animal Relay Have children form two lines with equal numbers in each line. Assign the first child on each team one *animal*, the second a different *animal*, etc. Assign familiar *animals*, such as rabbits, dogs, horses, cows, and birds. When you say *go*, the first team members move and act like the *animal* they are assigned to a given place and back. The following team members move like their assigned *animals* until one team is finished and all are sitting down.

Animal Moves

Have children stand up and move around as you lead them in a chant.

Frogs jump into a pond.

Worms wiggle into the ground.

Rabbits hop into a hole.

Seagulls fly into a nest.

But I walk into a house!

What People Need

1 Engage Display Picture Card *house*. What is this a picture of? Yes, it's a house. A house is a kind of shelter. A shelter is a safe place. A shelter is something that covers or protects. The house where you live protects and keeps you safe from different kinds of weather. Your house is one kind of shelter.



2 Develop Guide children in demonstrating that all people need shelter as you discuss features of the house. A house protects people from the outside weather. Let's look at some parts of this house. A house has a roof. How does the roof help to protect people in the house? The walls of a house give people space to live in. What are some things that people do inside their homes?

3 Practice Have children demonstrate their understanding that people need shelter. Have them build different types of houses and homes using blocks and other building materials. Let's build different houses we see in our town. What can we use to build the walls? What does a house need to protect the people from the weather?

Learn and Play

90 minutes

Let's Move!

Learn to Fly Have children kneel. Tell them they will act like a baby bird.

- Get ready to fly! Stand on your branch.
- Bounce on your toes.
- Stretch your arms wide.
- Flap your arms up and down.
- Hop off your branch and fly!

In, Out of, and Around Use sidewalk chalk to draw a large square on the ground. You may also designate a rug or an area in the classroom as your “box.” Have children start the game standing inside the box.

- Listen to my directions: Jump out of the box. Jump in the box. Jump out of the box. Run around the box. Stop.
- Jump in the box. Run around the box. Stop. Jump out of the box. Jump in the box. Jump out of the box. Run around the box. Stop.
- Vary directions to keep children listening closely.

Let's Talk

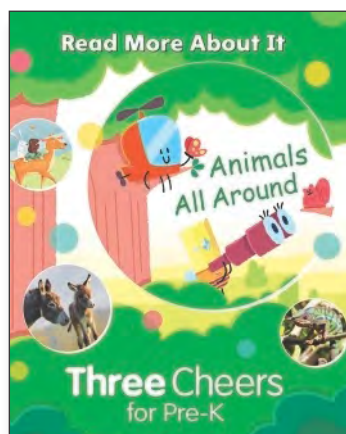
Help As you move through activity areas, notice any children who may be struggling with a toy or activity. Remind children that they can ask for help.

- If you are having trouble or want to know more about how to do something, you can ask for help. It's important to ask nicely. Here's an example: Can you please help me _____?



Let's Read

Animal Homes Display p. 10 from the Read More About It Book. Read the text, “Animals and Their Homes.” Guide children in discussing that some *animals* live in holes. *Where do blennies live? Where do prairie dogs live? Why do blennies hide? Which animal digs its hole?*



Center Time

30 minutes

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

Rest Time

30–45 minutes

Time to Rest Tell children that you will talk about *Hooray For Today!* as they settle down. Softly retell details. *You'll remember how Owl wanted to play, but all her friends were sleepy. They know how to listen to their bodies. They know when it's time to rest. At the end of the story, Owl got tired. She told her friends that she needed to nap. Owl knew how to take good care of herself, too.*

DIFFERENTIATED SUPPORT

Extra Support

In, Out of, and Around If a child has trouble following the directions, stand beside the child and join the game. Have the child follow your lead. VISUAL

Prepare and Reflect

10 minutes

5x5

Location and Movement Display the 5x5 Card. Hold your arms out and flutter them like a firefly does. Pretend you're flying around just like a firefly. Model fluttering your arms as you move slowly around the classroom. Have the class follow you. Next, give orders that contain location and movement words. Follow my directions: Let's fly over to the door. Let's glide to the front of the room and over to the back of the room. As children move around, guide them in being aware of where their body is in space and respecting other's boundaries. Try to stay in your own personal space. Respect other's personal space, too.



Learning Outcomes

The child

- is aware of where own body is in space.
- respects personal boundaries.

What You Need

- 5x5 Card: Fireflies

Academic Vocabulary

today pretend
follow directions

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You may select from the activities listed on this page, or include some of the children's other favorite activities. Gather their artwork for safekeeping and display throughout the week.



Celebration Day

Let's Go to the Zoo! Remind children that they will continue preparing for their classroom celebration at the end of the week. After today, we are two days away from our celebration. Let's prepare.



Getting Ready

Help children as they finish their *animal* artwork. Tell children that you will help them label their paper or sculpture with their name and the *animal* name. Have children make a plan to decide where to display their artwork during the celebration. Guide children in making a schedule for the celebration. For example, guests can walk around the room and view artwork. Then set aside a time for songs and story time. Model recording this schedule on chart paper. Use this time to also finalize the guest list for the party.

DIFFERENTIATED SUPPORT

Extra Support

Location and Movement Remind children to be respectful of each other's personal space as they move around the room. As you move, think about the space around your body. Is there enough room between you and others? You might want to give others more room if there isn't. This is how we respect personal boundaries. KINESTHETIC



Welcome to Today

15 minutes

Meet and Greet

- Greet children by name as they enter the classroom and make sure to emphasize making eye contact.
- Ask **How are you feeling today?** and have children record their mood on the class Mood Meter.



Sing, Rhyme, and Shout

Animals All Around Use the card to review the theme, Animals All Around.

- We have learned that owls and bats are awake during the night when we are sleeping.
- What are owls and bats doing now in the day? Yes, they are sleeping.
- Play the recording of the song. Have children sing along.



Learning Outcomes

The child

- follows classroom rules and routines with occasional reminders from teacher.

What You Need

- Sing, Rhyme, and Shout: “When We Sleep”
- attendance chart, helper chart

Academic Vocabulary

today

tomorrow

Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart, so you can observe how they follow classroom routines. **Attendance is an important morning routine. It helps us know who is here, so we can start our day together.**
- 2 Helper Chart** Review the helper chart. Ask children to tell you their responsibilities. **Classroom helpers keep the class running smoothly.**
- 3 Question of the Day** **Would you rather live in a nest or in a hole in the ground?** Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer, or ask them to write their name. Have volunteers tell their choice.
- 4 Today's Events** **Today is the day before our classroom celebration. We have been planning for three days. Today we will make sure we are ready for our celebration tomorrow.**

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates knowledge of verbal conversational rules.
- uses sentences with more than one phrase.
- can identify some conventional features of print that communicate meaning, including end punctuation.

What You Need

- Read More About It: “Animals and Their Homes”
- Trade Book: *Hooray For Today!*
- Vocabulary Cards: *rainforest, ocean*
- Magnetic Letters



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

Connect Have children describe an *animal* they know about by drawing a picture of it. Guide children in saying the *animal's* name. KINESTHETIC

Animals All Around

? Where do animals live? Review the weekly question with children. Have them recall what they learned about *animals* and their homes.



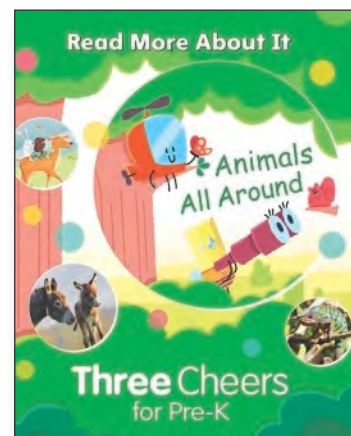
“Animals and Their Homes”

Tell children that they are going to read more about the weekly question: *Where do animals live?*

1 Introduce Display “Animals and Their Homes” on p. 10 of *Read More About It*. This text is about homes that *animals* live in. Point to the text on the page. These are sentences. They have letters and words. They also have punctuation at the end. Guide children in identifying end punctuation in sentences. Point to the period at the end of the first sentence. A period shows when a sentence ends.

2 Read Together Display the book as you read aloud. Emphasize end punctuation: Sweep your finger under each line, pausing and pointing to each period before moving to the next line. Invite children to point to periods at the end of sentences.

3 Connect Display p. 11. The text on this page tells us about what some *animals* do in their homes. Snowy owls fly and hunt. Panther chameleons cling to branches and catch bugs on their tongues. Let's go around one by one and talk about the *animals* that you know about. It could be your pet, or an *animal* you have seen, or one we have learned about. Describe the *animal*. What does it do in its home? How does it get food? Remember to wait your turn. Let the person ahead of you finish before starting to speak. As children take turns, model verbal conversational rules. For example, *Sonya is still sharing. Your turn is next.*

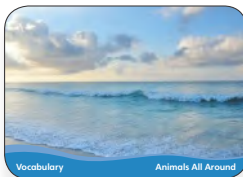


Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *Where do animals live?* Display Vocabulary Cards *rainforest* and *ocean*. Give children clues for one of the words. *This place has a lot of water. Fish live here. What is my word?* Have children identify the word. Repeat until each word has been used at least once.



Alphabet Knowledge

Review Tell children they will review what they learned about the letters *Z, H, V*.

Display magnetic letters for *Z, z, H, h, V, v*. Remind children that they learned about uppercase and lowercase letters. Ask children to help you sort the uppercase and lowercase letters into two groups. Point to a grouping and ask: *Which letter begins with /z/?* Repeat for *H* and *V*.

Language and Communication

Sentences Guide children in using sentences with more than one phrase.

- Read the text on p. 5 in *Hooray for Today!* This sentence has two parts: “She packed her toys” is one part. “She set off to find her friends” is another. The parts are joined together by the word *and*.
- Divide the children into two groups. The first group will say “She packed her toys” when I point to it. I will say “and,” and point to myself. The second group will say “Set off to find her friends” when I point to it. Now let’s say both phrases together.
- Tell children that you will make silly sentences together. Say *She packed her toys and...* Then have students take turns adding a last phrase to the sentence. Model: *She packed her toys and... went to the moon.*



Transition

Stretch It Out

Have children stand and stretch. **Follow my directions:**

Stretch high, (stretch arms overhead)

Hang low. (bend over at the waist)

Bend your knees,
Touch your toes.

Stand straight,
Take a seat!

Concept Vocabulary

rainforest ocean

Academic Vocabulary

period lowercase

uppercase period

different letter

sentence same

DIFFERENTIATED SUPPORT

Extend and Engage

Sentences Have pairs practice using a sentence with more than one phrase together. Tell children one partner will say a phrase, such as “I’m wide awake.” The other partner will say “and” and then add another phrase, such as “I’m ready for school.” Have partners switch roles and start a new sentence. **AUDITORY**

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•216).

Small Group

- **Math: Counting** Have children demonstrate small-muscle control by tearing up construction paper.
 - Model using your thumb and forefinger to tear the paper into smaller pieces. **Today we will tear paper as we count.** Begin the count at 1. Have children tear off a small piece every time another number is said.
 - When children reach 19, allow them to gather up the small pieces and toss them in celebration.

► **ELL Access**

Academic Vocabulary

Emerging Model counting from 1–19 as you tear pieces of paper. **1, 2, 3, 4, I have 19 pieces of paper. Now you tear paper, and we will count the pieces together.** Have children say each number word with you.

Developing Ask children to tear 19 pieces of paper, counting as they tear. Then give each child a portion of their pieces. Have children predict the number of pieces there are, and then count to check their prediction.

Expanding Have children show you how to tear paper and then count the pieces. Have them ask you: How many pieces did you count?

Bridging Have children explain how to count and then say the last number counted.

- **Literacy: Alphabet Knowledge** Provide children with 10 different Alphabet Cards. Display a child's name. Say each letter name and the sound it spells as you write the name. Have the group work together to find matching letters in their cards.

► **ELL Access**

Listening

Emerging Have children listen closely. Say the /h/ sound. Say three words. **Which word begins with /h/?** Suggested words: *rat, town, house.*

Developing Say a sentence that uses words that begin with /h/. Have children name the words that begin with /h/. For example, **The rabbit hopped over the hill.**

Expanding Say **The word house begins with the sound /h/.** Have children tell you another word that begins with /h/.

Bridging Have children work together to use a word that begins with /h/ in a sentence.

Math Circle

15 minutes

Counting

Model using words to rote count from 1 to 20.

- 1 **Engage** We already know how to count to 19. Today we will count even higher! Introduce the number 20. Have children repeat *twenty* after you multiple times and in different volumes. Then rote count from 1 to 20.
- 2 **Develop** Have the class sit in a circle. Today we are secret spies! We will count around the circle. But, it is important that we whisper and keep our count a secret. Whisper *one* to the child next to you. That child whispers *one* to the child next to them. And so on, until *one* reaches back to you. Then whisper *two* to the child next to you. Whisper count all the numbers from 1 to 20.
- 3 **Practice** Have children work with a partner to whisper count. They can sit face-to-face or side-by-side. Have pairs whisper back and forth each number as they count to 20. Take turns. Whisper your number to your partner.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- demonstrates that the last count indicates how many items were counted.
- shows control of tasks that require small-muscle control.
- produces at least 20 distinct letter sound correspondences in the language of instruction.

Academic Vocabulary

count	eighteen
seventeen	sixteen
twenty	nineteen
how many	



CHECK FOR UNDERSTANDING

IF... a child has trouble remembering number words,

THEN ... have them count along with you. Slowly pronounce each number. Recite a string of numbers. Have the child repeat them independently. Correct as needed.



Snack Time

15 minutes

Communicate As children have their snacks, discuss how they can communicate to reach shared goals for snack cleanup. One goal for our cleanup is to get napkins, food, and utensils thrown out or put away. We want to make sure our classroom is clean. Let's talk about the role each of us can take to help.

Technology Circle

15 minutes

Learning Outcomes

The child

- demonstrates coordination in isolation.
- demonstrates balance in isolation.
- uses information learned from books by describing, relating, categorizing, comparing and contrasting.
- navigates through digital learning applications.
- uses technology to access appropriate information.

What You Need

- digital device and online game or app about animal shelters
- beanbags
- sidewalk chalk
- Read More About It: “Animals and Their Homes”
- Trade Book: *Hooray For Today!*

Outdoor Play

20 minutes

Hungry Chickens Divide children into two groups. Position each group in front of a box. Tell children to imagine each one as a chicken’s mouth. Give each child a beanbag.

Feed the chickens! Each of you will take a turn tossing your chicken feed into the chickens’ mouths.

After each child has taken a turn, have them count the beanbags. Have them tell you which chicken ate the most food.

Hooray for Animals

Have children listen to the song and then chime in after you.

Let’s hear it for the birds,
With feathers so bright.
And don’t forget the fish,
With fins on the left and right.
Let’s cheer for the insects,
With six legs to get around.
As well as scaly lizards,
That crawl across the ground.
These *animals* are wonderful,
Each in their own way.
Animals! Animals!
Hooray! Hooray!

Digital Applications

- 1 Engage** Find a highly-rated *animal* application on a site that reviews content and indicates age-appropriateness. Use the app to guide children in using technology to access appropriate information about *animals* and their *habitats*. Preview the app’s features with children. *So far we have learned about animals and their habitats by reading books. We can also find this information on a digital tool.*
- 2 Develop** Model how to navigate through the app. Think aloud as you read text, listen to sounds, point out images, or play a game. Encourage children to ask questions or to make suggestions that help you navigate the app.
- 3 Practice** Give children time to navigate the app. Conclude by asking questions about their experiences. For example, *What did the animal(s) do on the app? Can you describe where the animal(s) live?*

Learn and Play

90 minutes

Let's Move

Meet Me in the Middle Have children demonstrate coordination and balance in isolation. Use sidewalk chalk to draw a large circular spiral on the ground.

- Children follow the curved line to the middle. If they fall off the line, they must start at the beginning.

Follow the Leader Draw a line or create a boundary on the floor. Designate a leader and have children line up behind the leader.

- As the leader heads to the boundary, children will mimic their actions and movements.
- Once the leader crosses the boundary, they will head to the back of the line. The new leader will lead children around the room and back again as the others mimic them. Repeat for every child.

Let's Talk

Taking Turns As you move through the play areas, make sure children are taking turns.

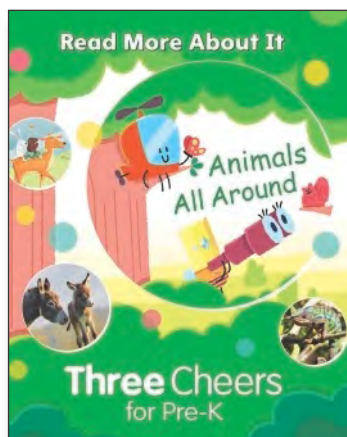
- Remind children to show respect to others by waiting their turn. *Even when we're really excited to play, we have to respect others who are waiting, too.*



Let's Read

Read More About It Reread the Read More About It text “Animals and Their Homes.” Separate children into four groups: prairie dogs, blennies, panther chameleons, and snowy owls. As you read about each type of *animal*, point to the group of children and have them act out what you read. For example, the prairie dogs should pretend to dig burrows, sleep, and take care of their pups.

Compare Books Have children use the information they learned in *Hooray for Today!* and the Read More About It text “Animals and Their Homes” to compare and contrast the owls in each text. For instance, children might describe how the owls look, where they live, and how they act.



Theme Vocabulary

habitat

Academic Vocabulary

information

Center Time

30 minutes

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

Rest Time

30–45 minutes

Count Down Have children pretend they are sleeping under the stars. *Close your eyes. Listen to me count the stars I see. Use the sound of my voice to help you relax.* As you count, keep lowering your voice and then finish counting in a whisper.

DIFFERENTIATED SUPPORT

ELL

Compare Books Guide children in using the words *alike* and *different* to discuss *Hooray for Today!* and “Animals and Their Homes.” *Alike* means the same. *The owls are the same, or alike, because they both fly. They are different, too. One owl lives in a tree, and the other owl lives in the snow.*

VISUAL

Prepare and Reflect

10 minutes

5x5

Insects Display the card, and draw children’s attention to the close-up picture of a firefly. Explain that a firefly is a type of insect. *You probably know other kinds of insects. Who has seen an ant? Who has seen a bee? Who has seen a butterfly?* Point out that all of those *animals* are insects too. Then have each child choose a type of insect to act like. Suggest that they can buzz around like a bee, flutter their arms like a butterfly, or crawl like an ant.



Learning Outcomes

The child

- shows self-awareness.
- creates or recreates stories, moods, or experiences through dramatic representations.

What You Need

- 5x5 Card: Fireflies

Theme Vocabulary

animals

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You may select from the activities listed on this page, or include some of the children’s other favorite activities. Gather their artwork for safekeeping and display throughout the week



Theme Celebration Day

Let’s Go to the Zoo! Have children discuss ideas about how they can create dramatic representations at their classroom zoo. *You can sing songs and tell stories to show your guests what you learned about the theme. What stories did you read? What letters did you learn? What did you learn about animals?* Suggest that children can do a dramatic reading of a book, move like *animals*, and sing a song about the letter Z. Add their ideas to the celebration schedule you created on a previous day.



Getting Ready

Tell children that it’s helpful to practice activities before their celebration. Use the schedule to review the order of events. Have children practice songs and dramatic readings in a clear voice. As children think about doing a presentation, provide them with an opportunity to show self-awareness. Have children each share a skill they feel good about or a preference they have. For example, I’m good at drawing. My favorite *animal* is a tiger.

DIFFERENTIATED SUPPORT

ELL

Insects Use the Picture Card: *bug* to reinforce the meaning of “insects.” Show children pictures of bees, butterflies, and ants. *Bug is another way to say insect.* VISUAL



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them by name and give them a handshake.
- Ask children how they are feeling today and have them place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Animals All Around Display the card and sing the song together as a class. Take a moment to review all the things they have learned in their study of *animals*. Then, display the SEL Card *proud* to help children express pride in their learning accomplishments. This will help them get ready for the theme celebration.



- See the children's face on this card. They are proud. They feel good about their actions. Today is a day to be proud. All week you have prepared for a celebration. Let's clap our hands to applaud our work this week.

Morning Meeting

- 1 **Attendance** Have children place their names on the attendance chart. Lead them in counting the children present.
- 2 **Helper Chart** Tell children they can feel pride for doing their helper jobs. Thank them for doing a great job this week.
- 3 **Weather** Discuss the current weather. Have children make a prediction that includes language that describes the passing of time. *What do you think the weather will be later today?*
- 4 **Today's Events** Today is a very special day. Finally, we will have our Let's Go to the Zoo Celebration!

Learning Outcomes

The child

- can express pride in age appropriate abilities.
- uses language to describe concepts associated with the passing of time.

What You Need

- Sing, Rhyme, and Shout: "When We Sleep"
- SEL Card: *proud*
- attendance chart, helper chart

Academic Vocabulary

finally

DIFFERENTIATED SUPPORT

3-Year Olds

Sing, Rhyme, and Shout In preparation for the Let's Go to the Zoo Celebration, help younger children express pride in all they learned about animals. Provide sentence frames and have them practice sharing their artwork. For example, say: *I learned about ducks. I am proud of how my art shows the ducks in water.* VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- perceives differences between similar-sounding words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *Hooray for Today!*
- Read More About It: “Animals and Their Homes”
- Vocabulary Cards: *ocean, forest, grasslands, rainforest, wetlands*
- Alphabet Card: Zz

Animals All Around

? **Where do animals live?** Remind children of the essential question: *How are animals the same and different?* Discuss it in relation to the weekly question: *Where do animals live?* Guide them in discussing that all *animals* live in shelters and that different *animals* live in different shelters.



Hooray for Today! and “Animals and Their Homes”

Tell children that you are going to reread a part of the trade book *Hooray for Today!* Explain they will tell how it is alike and different from “Animals and Their Homes.”

1 Remember Display the cover of the Trade Book *Hooray for Today!* and have children recall a few things that happened. Then display “Animals and Their Homes” and have children tell you one or two things they learned.



2 Reread Read “Animals and Their Homes.” *The text tells me that different kinds of animals live in different kinds of places. Let’s look at some places where the animals from Hooray for Today! live.* Reread pp. 18 to 23 in the trade book. Ask students to describe where the giraffe and lion live.

3 Compare Guide children in comparing and contrasting Owl from the trade book and the snowy owl from *Read More About It*. Display p. 3 of the trade book and p. 11 of *Read More About It*. *We will use the text and pictures to talk about how these animals are alike and different. How are Owl and the snowy owl alike? Yes, they are both owls. They look alike. They both live in places with trees. What is different about the places where they live? Yes, the snowy owl lives in a cold place that has snow.*

DIFFERENTIATED SUPPORT

Extend and Engage

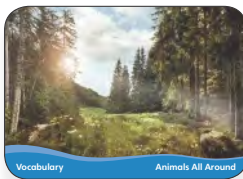
Compare Display p. 10 of the Read More About It selection. Have children look at the pictures of the prairie dogs and blennies. Tell them to discuss how the *animals* are alike and different. Ask children to name an *animal* that is similar to the prairie dog. Then ask them to name an *animal* that is different. VISUAL

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 would you find in a forest? In what habitat would you find whales and dolphins? What animals could you find in a rainforest? How are grasslands and wetlands different?*



Phonological Awareness

Similar-Sounding Words Children will perceive differences between similar-sounding words.

- The sounds that the letters *b* and *p* spell are almost the same. Listen: /b/, /p/. When you hear words that begin with one of these sounds, you need to listen carefully. I will give you a clue, and two words. You tell me which word goes with the clue. This is an *animal*. Is it a *bat* or a *pat*? Repeat with other similar-sounding words, such as: *pack*, *back*; *bug*, *pug*.

Alphabet Knowledge

Review Tell children that they are going to review uppercase and lowercase *Z*, *H*, *V*.

- Display Alphabet Card for *Zz*. Give children two sounds: /z/ and /v/. Have them choose the sound that *Zz* spells. Repeat routine for *H* and *V*, giving both a correct sound and incorrect sound.
- I'm going to say two words, and I want you to tell me which one begins with the sound /z/: *gap*, *zap*." Repeat with the words *hall*, *ball* for the sound /h/, and with the words *van*, *fan* for the sound /v/.

Theme Vocabulary

habitat

Concept Vocabulary

forest	rainforest
grasslands	ocean
wetlands	

Academic Vocabulary

uppercase	compare
lowercase	alike
letter	different

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•216).

Small Group

- **Math: Counting** Display pp. 26 to 29 of *The Very Impatient Caterpillar*. Today you will count like the very impatient caterpillar. Tell children to curl up in a tight ball (like a chrysalis) and begin counting. They will burst out as a butterfly when they get to 20. You can be patient and start counting at 1. Or you can be impatient and start at 10. Which will you be?

► ELL Access

Listen to Others

Emerging After counting from 1 to 20 as a group, say: *We are impatient! Let's start at 9 and count together to 20.* Lead students in counting. Then repeat, with different students choosing the number to start on.

Developing After counting from 1 to 20 as a group, say: *We are impatient! I'll start counting at 9, and you will finish. 9, 10...* Count the number named and the next number, and then have students continue to 20 on their own.

Expanding Say: *We are impatient! [Joey], what number should we start with? Count for us, please.* Have the child chosen start counting at the number named. That child chooses the next counter.

Bridging Say: *We are impatient! Let's start counting at 9. [Joey], please start.* Have individual students call out the next number when there is a pause until the count reaches 20.

- **Literacy: Alphabet Knowledge** Give children Alphabet Cards: *Zz, Hh, Vv*. The uppercase and lowercase *Z* and *V* have the same shape. The letter *H* is a little different. Trace the uppercase *H* on the Alphabet Card, explaining the movements as you make them. Repeat for the lowercase *h*. Have children use their fingers to write the letters on their desks or in the air. Have children find the lowercase and uppercase *H* on the pages in *Hooray for Today!* Then have them describe each letter to you.

► ELL Access

Academic Vocabulary

Emerging Ask children to point to letters you say. *Point to uppercase H. Point to lowercase h.* Have children repeat the letter names and write them in the air with you.

Developing Display the Alphabet Card *Hh*. Ask: *What letter is this?* Have students respond with the letter name, including *uppercase* or *lowercase*. Write both letters in the air and have children mirror you.

Expanding Have children look for the uppercase and lowercase *H* in *Hooray for Today!* Have them say: *This is an uppercase H. This is a lowercase h.* Have children show you how to write each letter.

Bridging Have children work together to find the uppercase and lowercase *H* in the trade book. Ask them to explain how to write each letter.

Math Circle

15 minutes

Counting

Tell children that today they will practice counting from any number to 20.

- 1 **Engage** Let's show how well we can count. Begin at 5. Have children count along with you from 5 to 20. Try again, with different starting numbers. Begin at 8. Begin at 3.
- 2 **Develop** Distribute a chunk of modeling clay on a piece of construction paper to each child. As they count, they will roll small balls of clay. Demonstrate the rolling motion you will use in today's activity. Today we will count and roll! Who's ready to try? Model counting and rolling tiny balls of clay. Roll a new ball every time we count a number. 1. 2... Have the children gather all the clay balls they rolled and arrange them on the piece of paper. Now we will count and smash! Smash a ball every time you count a number. Show children how to gather all the clay up to start again.
- 3 **Practice** Continue the rolling and smashing of clay balls. This time start at numbers other than 1 as children roll the balls. Choose a different number to start the smash.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- shows control of tasks that require small-muscle control.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

What You Need

- modeling clay
- construction paper

Academic Vocabulary

twenty

begin

count



Snack Time

15 minutes

Share Model counting to share evenly as children gather for snack time. Point out the snack. You are going to share this snack. I want everyone to get the same number of pieces. Model counting the number of children. Distribute two pieces to each one. Count your pieces. How many pieces do you have? Distribute two more pieces to each child. Count your pieces again. How many do you have now? Does everyone have the same amount? Snack time is a great time to share!

Let's Celebrate

25 minutes

Learning Outcomes

The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- shares class-made written products.
- describes the characteristics of organisms.
- uses art as a form of creative representation.
- shows appreciation for the creative work of others.

What You Need

- Big Book: *Five Little Ducks*
- Javi
- construction paper
- 5x5 Card: Fireflies

Academic Vocabulary

pretend today
zoo

Outdoor Play

20 minutes

Animal Tag One child will be the tagger. If a child is tagged, they must move slowly like a sloth. Other players who haven't been tagged yet can tap the sloths and they can move fast again.

Let's Go to the Zoo!

Prepare children for their Let's Go to the Zoo Celebration and exhibit of their artwork that creatively represents the theme, Animals All Around. Help children remain focused throughout the celebration by appropriately pacing each group activity. Plan to spend the first 10 minutes welcoming guests, lining up, and touring the classroom exhibit. Then the remaining 15 minutes can be spent singing, reading, and reflecting as a group.

Welcome Guests

As guests enter the classroom, have each child greet them with a slip of construction paper to represent a ticket for the zoo. Have children lead their guests to a seat. When everyone has gathered, have children stand in front and say, "Welcome to our classroom zoo!" Select a child to tell guests: *You will see different animals today.* Then have children take turns calling out the *animal* they chose to present.

Line Up Together

Let's show our guests how to line up for activities. Have children guide the visitors in lining up in the fashion they've been practicing. Invite a child at the head of the line to say: *Follow me to our classroom zoo!* Then have the child lead the line to the *animal* exhibit area and collect tickets from the guests. Lead children in counting the tickets aloud.

Let's Celebrate

Take a Tour

As guests move around the exhibits, have children describe the characteristics of the *animals* they chose. Tell children they should answer the questions: *My animal is a _____. It lives _____.* Remind children to show appreciation for the creative work of others. **Make sure you look at your classmates' work too. Say what you like about their artwork.**

Read, Waddle, and Quack

Invite children and guests to participate in a dramatic reading of *Five Little Ducks*. As you read the story aloud, have the group chime in at every "quack" and waddle every time the ducks waddle. Ask children to retell details about the story. Conclude this event with a chorus of quacks.

Animal Stories

Have children share the class-made written products they've completed throughout the theme during Literacy Circle, Small Group Time, and in Centers. Call on children to read their stories or to discuss the characters in them. Invite guests to ask questions about the stories.

Let's Reflect

Invite children and their guests to sit in one big circle. Provide a sentence frame to get the conversation started: *Today, my favorite activity was _____.* Hand Javi to a child and have everyone pass him around as the group takes turns reflecting on the Let's Go to the Zoo Celebration.



5x5

Game Display the photo on the 5x5 Card. Point out that the sky is dark. **Fireflies are most active at night. During the day, they rest.** Tell children they will play a game. **Pretend you're a firefly. When I say *daytime*, crouch down. When I say *nighttime*, stand up and pretend to fly.** Alternate saying *daytime* and *nighttime* as children play and hide.

Learn and Play

90 minutes

Learning Outcomes

The child

- shows understanding of the new language being spoken by English-speaking peers.
- engages in voting as a method for group decision-making.

What You Need

- Read More About It: *Animals All Around*
- Theme 8 books

Center Time

30 minutes

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

Rest Time

30–45 minutes

Taking Care As children settle down to rest, play a lullaby found online. Tell them in soft tones: *We have had a busy and exciting day. Let's take a moment to take care of our bodies by taking a rest.*

DIFFERENTIATED SUPPORT

ELL

Read More About It Another way to help English language learners to participate is to ask them which home they like in “Animals and Their Homes.” They can point to or say the name of the place. VISUAL/AUDITORY

Let's Move

Monkey Says Observe children to see if they can follow your directions.

Call out movements: *Monkey says, “Stretch your arms. Twist to the left. Twist to the right. Stand on one foot. Stand on the other foot. Jump forward. Jump back. Touch your nose. Bend your knees. Touch your toes.”*

Children's Choice Engage children in voting to make a group decision about choosing a game to play. Help children recall the games they've played this week: Hop, Rabbits!; Puddle Jump; Land Swimming; Animals on the Move; Learn to Fly; In, Out of, and Around; Meet Me in the Middle; and Follow the Leader.

Have children vote for their favorite game. *You've voted to help make a group decision.*

Let's Talk

Same or Different As you walk around the play areas, point out children who are playing in similar and different ways. Engage children in conversations.

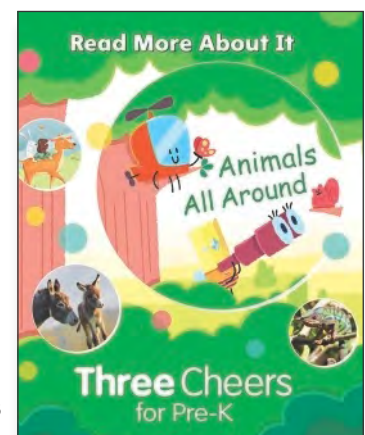
- *I see two children playing with puppets. Why don't you have the puppets talk to each other?*



Let's Read

Read More About It Take a picture walk through the children's favorite text in the Read More About It book. Have them help you retell what happens in the text. As children retell, check in with English language learners to confirm they understand what is being described. Have them repeat their peers' retelling.

Children's Choice Remind children of the books they read this theme. Display covers and have children vote for their choice to reread.



Centergize

creative options for

theme-specific centers,

for **routine-oriented**

centers, and for ideas to

refresh centers throughout

the theme

CENTERGIZE

Centergize!

Engage children in purposeful play with **Centergize!**

Centergize offers creative options for theme-specific centers, for routine-oriented centers, and for ideas to refresh your centers throughout the theme.



Centergize Your Theme Centers

Find ideas for eight Theme Centers that provide hands-on learning tied to skills and strategies in the theme. Multiple suggestions for changes to Centergize your centers keeps them fresh throughout the theme.

Centergize Your Choice Centers

Find ideas to customize, or Centergize, routine-oriented Choice Centers that you have in your classroom so children can engage in more independent, purposeful play.

Centergize Theme Centers

Children explore the theme through purposeful play. **Theme Centers** connect to the theme **Animals All Around** 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	Act It Out Listen to and recreate the stories from the theme.	<ul style="list-style-type: none"> computers or other digital devices, headphones SavvasRealize.com: <i>Five Little Ducks</i>
ABC Fun	I Can Write My Name Practice writing the letters in your name.	<ul style="list-style-type: none"> Alphabet Cards Patterns: Lined Writing Paper pencils, crayons, markers
Pretend and Learn	What Animal Am I? Ask questions and use clues to figure out the animal you have become for the day.	<ul style="list-style-type: none"> pictures of animals tape or clothespins
Math Fun	Which Weighs More? Compare the weights of common objects.	<ul style="list-style-type: none"> Picture Card: <i>elephant</i> various classroom objects rocker balance or seesaw scale
Writer's Club	My Favorite Animal Talk, draw, and write about your favorite animal.	<ul style="list-style-type: none"> writing paper, drawing paper, crayons, and pencils
Creativity Station	Life Cycles Use art to show the life cycle of a butterfly.	<ul style="list-style-type: none"> Trade Book: <i>The Very Impatient Caterpillar</i> photographs showing the four stages of a butterfly (optional) art supplies: white modeling dough, green chenille sticks, cardstock, safety scissors, crayons, glue Patterns: Butterfly Outline
STEM	Animal Habitats Create a wall mural that shows the different environments animals live in.	<ul style="list-style-type: none"> bulletin board or wall mural Patterns: Animals
Sand, Water, and More	Animal Shelters Make models of different animal shelters.	<ul style="list-style-type: none"> rocks, pine needles, leaves, blocks, and other building materials paper plates, recycled art supplies, glue

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 **Animals All Around**.

Choice Centers	Focus	Refresh
Dramatic Play	Mimic the way that different animals move: hop, jump, crawl, slither, and run.	Use a stuffed animal to mimic caring for a pet.
Spotlight Theater	Use puppets or stuffed animals to act out the stories in this theme.	Act out a story about getting a new pet or caring for an existing pet.
Cozy Corner	Look through books about animals to find one you like best. Share your choice with a friend.	Compare two animals in a picture book. Describe how the animals are alike and different.
Puzzle Place	Complete an animal puzzle and describe the features of each animal.	Complete the Bug Puzzle. Tell which bug you like best and why.
Build and Play	Use blocks to build a home for a favorite stuffed animal.	See how tall you can build a tower before it falls. Count the blocks.
Technology Hub	Play a game that matches animals and the kind of shelter they live in.	Use a drawing application to design animal shelters using different shapes.
Make It, Take It	Color the tiger or butterfly page from the blackline master.	Draw 2, 3, 4, or 5 animals on the page. Write the numeral to show how many animals there are.
How-To Station	Show how to care for a pet. Use your favorite stuffed animal as an example.	Show how to write your name in your favorite color.

Theme Center: Reading and Listening

Learning Outcomes

The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common goal.
- increasingly communicates with peers to initiate pretend play scenarios that share a common goal.
- creates or recreates stories, moods, or experiences through dramatic representations.
- opens digital programs.

What You Need

- computers or other digital devices
- headphones
- SavvasRealize.com: Theme Big Book, Trade Books, Read More About It Book

Academic Vocabulary

Throughout the theme, prompt students to use the Academic Vocabulary as they are interacting in centers.

pretend

story

Act It Out

Prepare the Center

Children will use a digital device to listen to the Big Book. Then they will recreate the story. Set up the center by navigating to *Five Little Ducks* on the digital devices available in your room. Provide headphones for listening silently. Prepare an area separate from the listening station for children to act out the story.

Introduce

- 1 Look and See** Display *Five Little Ducks* using SavvasRealize.com. Show children how to open the book, listen to the audio, and turn pages.
- 2 Connect** This book is about Mother duck and her baby ducks. Have you ever seen ducks move? They waddle! Let's pretend to be ducks and waddle around.
- 3 Model** First you will listen quietly to *Five Little Ducks* on a digital device. Then you will work with the other children at the Reading and Listening Center to act out the story! Let's practice together. Who wants to be Mother duck? We will also need 5 ducklings, or baby ducks. Assign children these roles. Have the five ducklings walk a short distance away to an assigned area. When Mother duck calls them home, only four should return. Continue to recreate the story, following the storyline of the book.

Engage

- 1 Join the Group** Ask children what else they might want to do to recreate the story. For instance, they might want to dress in costumes or create "hills" for the ducks to walk over.
- 2 Redirect** Help children focus on recreating the story by standing in as Mother duck. Lead children to play the role of ducklings as you guide them.

Observe

Look and listen for children who can recreate the story.

Interacts and Communicates Do children communicate with peers to initiate pretend play scenarios that share the goal of recreating the story?

Recreates Stories Do children recreate the story?

Digital Programs Can children open the digital program?

Centergize!

Ideas to refresh this center throughout the theme



David, Fish, Penguins...

Add SavvasRealize.com: *David, Fish, Penguins . . .*

Invite children to listen to the book. Then they should pretend they are David and act out the events in *David, Fish, Penguins . . .* Have them talk with a partner about another animal that David might have in his home. Invite children to act out an event with that animal.



Whose Feet Are These?

Add SavvasRealize.com: *Whose Feet Are These?*

Have children listen to the audio. Then have them pretend to be each animal in the book, acting out how the animal moves.



The Very Impatient Caterpillar

Add SavvasRealize.com: *The Very Impatient Caterpillar*

Have children listen to the story. Then have them act out the process of becoming a butterfly.



Hooray!

Add SavvasRealize.com: *Hooray for Today!*

Have children listen quietly to the text and then recreate the events in *Hooray for Today!* Encourage them to think about the props they will need, such as toys, a trumpet, and a blanket.



Your Choice

Add SavvasRealize.com: Theme Big Book, Trade Books, Read More About It Book

Invite children to choose a text from this theme to act out with a friend. Have them listen to the audio recording to recall the details and then recreate the story by acting it out.

Theme Center: ABC Fun

Learning Outcomes

The child

- writes own name (first name or frequent nickname) using legible letters in proper sequence.
- uses appropriate directionality when writing (left to right).
- shows increasing control of tasks that require eye-hand coordination.

What You Need

- Alphabet Cards (all)
- Patterns: Lined Writing Paper
- pencils, markers, crayons
- trays of sand or colored rice
- dark construction paper, chalk
- finger paint and paper
- Magnetic Letters
- paper

Academic Vocabulary

letter	uppercase
	lowercase

Teacher Note

Not all letters have been taught yet, but may appear in some children's names. Those letters (*E, e, Y, y, X, x*) should be introduced here, especially *E, e*. Help children learn how to write these letters if they are in their names.

I Can Write My Name

Prepare the Center

Children will practice writing their names on lined paper (Lined Writing Paper pattern). Display a piece of the lined paper so children can see you write on it.

Introduce

- 1 **Look and See** Display each Alphabet Card, and name the letters with children.
- 2 **Connect** Today we are going to practice writing our names on lined paper.
- 3 **Model** Draw a letter from the bag. Reinforce appropriate directionality when writing. *When I write, I need to start writing my name here.* Show children where you will start writing your name. *I am going to write my name with each letter in the right order. I will also use the lines on the paper to help me.* Show children how the lines on the pattern are used as you write and name each letter.

Engage

- 1 **Join the Group** Have children show you their writing. *What letter is first in your name? Can you show it to me? How are the lines on the paper helping you?*
- 2 **Redirect** If children have difficulty writing the letters in their names, make sure that their grip on the pencil is neither too loose nor too tight. Guide their hand to help them write letters that are particularly different for them.

Observe

Look for children who can write their names legibly and in the correct sequence.

Directionality Do children write their names from left to right?

Eye-Hand Coordination Are children able to write their names legibly?

Proper Sequence Can children write their names using the proper sequence of letters?

Centergize!

Ideas to refresh this center throughout the theme



Big Names

Add paper, pencils, crayons, markers, Magnetic Letters

Have children find the Magnetic Letters that spell their names, and have them line them up in order on a plain piece of paper. Next, have them trace the letters. Then children can color or decorate their papers.



My Best Name

Have children practice writing their names on the Lined Writing Paper three times. Then have them circle the one that they think is the best and display their papers.



My Name in Sand

Add trays of sand (or colored rice)

Have children write their names in sand, erasing until they have a version with which they are satisfied.



Finger Paint Names

Add finger paints and paper

Have children finger paint their names. Encourage them to use a different color of paint for each letter.



Chalk

Add dark construction paper, chalk
Have children use chalk to write their names on construction paper.

Theme Center: Pretend and Learn

Learning Outcomes

The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common goal.
- increasingly communicates with peers to initiate pretend play scenarios that share a common goal.
- is able to use language for different purposes.

What You Need

- pictures of animals
- tape or clothespins
- animal Picture Cards, white board and markers, stuffed animals

Theme Vocabulary

animals features
habitat

Teacher Note

If desired, you can have children work with just one partner to figure out their animal. If you play the game more than once or over the course of the Theme, you may want to make it more complex by restricting the types of questions children can ask (only *yes/no* questions or only questions about the animal's features) or allowing them to ask only one question of each other.

What Animal Am I?

Prepare the Center

Tape or attach with a clothespin a picture of a familiar animal to each child's back. Children then ask questions of their classmates to figure out what animal they are.

Introduce

- 1 **Look and See** Display the pictures of animals.
- 2 **Connect** Explain the rules of the game. Tell children that they can ask and answer questions about their animal, but they cannot say the name of the animal. *That's what's fun about it! We need to guess what animal we are!*
- 3 **Model** Hold up a picture of a polar bear. *Suppose I have this polar bear on my back. I can ask questions of others to figure out what animal I am. Some questions I might ask are: Am I big or small? Do I have fur or feathers? What would you answer? (Pause after each question for children to answer.) How many feet do I have? Where do I live? Am I a polar bear?*

Engage

- 1 **Join the Group** As children are asking questions, encourage them to use the vocabulary words they have learned, such as *animals, features, and habitat*.
- 2 **Redirect** Remind children that they will need to take turns asking and answering questions of their friends. If children become distracted, invite them to ask you a question about the animal or give them some details that will help them guess. If children guess their animal right away, swap out the picture for another and let them begin again.

Observe

Listen and look for children who can ask and answer questions about animals' features and habitats.

Interact and Communicate with Peers Do children interact and communicate with classmates to figure out their animal?

Use Language Do children ask questions to figure out what animal they are? Do they answer the questions of other children appropriately?

Centergize!

Ideas to refresh this center throughout the theme



See Me Move

Add animal Picture Cards *(optional)*

Have children take turns choosing a Picture Card from the pile and moving like that animal. Their friends guess what animal they are. (If preferred, you can allow children to pick the animal they want to move like.)



Zookeeper for a Day

Add stuffed animals *(optional)*

Have children imagine that they are the zookeeper. They can feed and house the animals. Suggest that children imagine that an animal is new to the zoo. How will they help the animal settle into its home? Or perhaps an animal is hurt. How will they care for it?



Draw It

Add white board and markers; animal Picture Cards or other pictures of animals

Have children take turns choosing a Picture Card from the pile. The child with the Picture Card will draw the animal on the white board as their friends guess what animal it is. Have children take turns.



Who Am I?

One child will pick an animal. Other children ask questions about the animal until they figure out the animal. Remind children to take turns asking the questions.



Animal for a Day

Children think about what animal they would like to be for a day. They tell friends about this animal and why they would like to be that animal.

Theme Center: Math Fun

Learning Outcomes

The child

- informally recognizes weights of objects or people.
- informally compares weights of objects or people.
- uses simple measuring devices to learn about objects.

What You Need

- various classroom objects
- rocker balance or seesaw scale
- animal Picture Cards, cups, manipulatives, Patterns: Numeral Cards 0–9, drawing paper, pencils, crayons, markers

Academic Vocabulary

heavy	more
light	less
heavier	lighter

Which Weighs More?

Prepare the Center

Provide classroom objects of various sizes and shapes.

Introduce

- 1 Look and See** Have children look at the objects you have gathered. Ask them to tell anything they notice about the objects.
- 2 Connect** *How can you tell if you can lift an object? Sometimes we can tell if something is heavy by looking at it. Other times it is hard to tell.*
- 3 Model** Hold up two objects and ask children which they think weighs more. Model how to hold an object in each hand to compare the weight. Pass around the objects and have children informally compare the weights. Then, show them how to use the rocker balance or seesaw scale to compare the weights.

Have children work together to choose objects to compare, guess which weighs more by looking at the objects, informally compare the weights by holding one object in each hand, and then confirm by weighing them on the rocker balance or seesaw scale.

Engage

- 1 Join the Group** Ask children to share their thinking. *Which did you think was heavier? Why? How did you check?*
- 2 Redirect** If children are uninvolved, ask them to find two favorite toys or other objects in the classroom to compare.

Observe

Look for children who look, feel, and weigh to compare the weight of objects. Listen for children who use academic vocabulary to discuss their findings.

Recognize Weights Do children recognize the difference in the weights of various objects?

Compare Weights Do children compare weights by holding one object in each hand? Do children use words and phrases like *heavier* or *weighs more* to compare the weights of objects?

Use Simple Measuring Devices Do children use a rocker balance or seesaw scale correctly?

Centergize!

Ideas to refresh this center throughout the theme



Sorting Same Objects

Remove classroom objects used previously

Add groups of three or more of the same object but of different sizes, such as rocks or pumpkins

Ask children to put the objects in order from lightest to heaviest. Encourage them to compare the weights by putting one in each hand and to check their assessment with the rocker balance or seesaw scale.



Sorting Different Objects

Remove classroom objects used previously

Add groups of three or more objects that are the same size but different weights

Provide children with various objects and ask them to put the objects in order from lightest to heaviest. Encourage them to compare the weights by putting one in each hand and to check their assessment with the rocker balance or seesaw scale.



Counting

Remove classroom objects used previously

Add 2 cups of the same size; manipulatives; Patterns: Numeral Cards 0–9

Have children work with a partner. Each partner should draw a number card and put that number of manipulatives into a cup. Then, partners should decide which cup will weigh more. Have them check with a rocker balance or seesaw scale.



Compared to Me: Sorting

Remove classroom objects used previously

Add picture cards with animals

Ask children to look at the animal in each picture. **Does the animal weigh more or less than you?** Have children sort the animals by putting animals that weigh more on the table and animals that weigh less under the table.



Compared to Me: Drawing

Add drawing paper, folded in half; pencils, crayons, and/or markers

Ask children to draw something that is lighter than they are on one side of the page and something that is heavier on the other. Provide the picture cards of animals used in the previous Centergize Refresher as examples, as needed.

Theme Center: Writer's Club

Learning Outcomes

The child

- independently writes to communicate his/her ideas for a variety of purposes.
- shares individual written products.
- moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.
- begins to experiment with punctuation when writing.

What You Need

- Patterns: Story Paper
- books and/or magazines with pictures of animals
- drawing paper, crayons and pencils
- Trade Book: *David, Fish, Penguins . . .*

Theme Vocabulary

features cycle
habitat

Academic Vocabulary

animals

My Favorite Animal

Prepare the Center

Children will draw an animal with special features and write the name and a description of it. Papers will be shared during Let's Celebrate! at the end of the theme. Look for simple animals that you can draw for your example if needed. Display a piece of the Story Paper pattern so children can see you write.

Introduce

- 1 **Look and See** Show them the books and/or magazines that contain pictures of animals.
- 2 **Connect** Today, we are going to write about our favorite animals. We will share our work for Let's Celebrate!
- 3 **Model** One of my favorite animals is a _____. I will draw a picture of it on this part of the paper. Model using knowledge of letter-sound correspondence to help write the name of the animal, such as: When I say *f-f-f-ferret*, I hear the sound /f/ at the beginning. This sound is spelled with the letter *f*, so I can write that letter on the lines here. If I say *ferret-t-t-t-t*, again, I hear the sound /t/ at the end. I know that the sound /t/ is spelled with the letter *t*, so I can write that letter too. Have children draw animal features and write about them.

Engage

- 1 **Join the Group** Have children draw and write about their animal. Guide them with questions, such as: *What animal are you writing about? What sound do you hear at the beginning of that animal name? What letter spells that sound?*
- 2 **Redirect** If children are distracted, ask questions: *What features of the animal will you draw? How would you describe your animal?*

Observe

Writes Independently Do children independently write about their ideas?

Punctuation Do children experiment with punctuation?

Shares Written Products Do children share their writing?

Letter-Sound Correspondence Do children use their knowledge of letter-sound correspondence to try to write about their animals?

Centergize!

Ideas to refresh this center throughout the theme



Animal Features

Have children talk, draw, and write about the features of the animal they have chosen.



Animal Story

Add *David, Fish, Penguins . . .*

Have children think about the Trade Book *David, Fish, Penguins...* Remind them that David played with different animals in his imagination. Encourage them to talk, draw, and write about an activity they would like to do with their animal if they could. Tell them to use their imagination.



Where Does It Live?

Have children talk, draw, and write about where their animals live.



My Favorite Stuffed Animal

Have children write about and draw their favorite stuffed animal.



Imaginary Animal

Ask children to create an animal from their imagination. Tell them to draw and write about the animal. Then have children share their writing and drawing with a friend.

Theme Center: Creativity Station

Learning Outcomes

The child

- describes life cycles of organisms.
- uses a variety of art activities for sensory exploration.
- uses art as a form of creative representation.
- shows increasing control of tasks that require eye-hand coordination.

Materials

- pictures showing the four stages of a butterfly
- art supplies: white modeling clay, green chenille sticks, cardstock, safety scissors, crayons, glue
- Patterns: Butterfly Outline
- scraps of construction paper or tissue paper; books or magazines with pictures of animals; Patterns: Tiger Outline; crayons or markers; old magazines

Theme Vocabulary

animals cycle
features

Teacher Note

Depending on the time available, children can focus on just one of the four stages of a butterfly's life cycle or focus on all four parts. Alternatively, have children work in pairs or small groups, with different children creating different stages of the life cycle.

Life Cycles

Prepare the Center

Make photocopies of the butterfly page from the Patterns book. Display modeling clay, chenille sticks, and cardstock, as well as a completed project showing how these can be used to show the life cycle of a butterfly.

Introduce

- 1 Look and See** Show children pictures of the four stages of a butterfly's life (egg, caterpillar, chrysalis, butterfly). *All animals go through life cycles. A butterfly begins as a tiny egg and then becomes a caterpillar and then a chrysalis before it is a butterfly.*
- 2 Connect** Ask children to tell about any times they have seen caterpillars or butterflies before.
- 3 Model** *Today, we're going to show the four stages of a butterfly's life.* Show how to use a variety of activities to make the stages of the butterfly. Encourage children to explore their options as they work. Model how to make tiny eggs and a chrysalis from white modeling clay and a caterpillar from a green chenille stick. Explain that children can then color the butterfly outline and glue their artwork onto cardstock to show the butterfly's life cycle.

Engage

- 1 Join the Group** Reinforce understanding of the life cycles of animals. Encourage children to use the Theme Vocabulary by asking guiding questions, such as: *What features does a butterfly have?*
- 2 Redirect** If children leave their art project partially completed, ask them to tell you about what they have created so far. What do they plan to do next?

Observe

Look and listen as children use the art materials to create the life cycle of a butterfly.

Describe Life Cycles Can children describe the life cycle of the butterfly?

Creative Representation Do children use the art materials to represent the different stages of a butterfly's life cycle?

Eye-Hand Coordination Can children manipulate the dough and chenille sticks into desired forms? Can they cut out the butterfly outline?

Centergize!

Ideas to refresh this center throughout the theme



Colorful Butterfly

Add scraps of construction paper or tissue paper, Patterns: Butterfly Outline

Provide children with another copy of the butterfly outline from the Patterns book. Have them glue construction paper or tissue paper to the outline to create a colorful butterfly.



Animal Life Cycle

Add books or magazines with pictures of animals

Ask children to draw a picture showing another animal's life cycle. On the top of a piece of paper, ask them to draw the animal as a baby and on the bottom they can draw the animal as an adult.



Color My Stripes

Add Patterns: Tiger Outline, crayons or markers

In the spirit of *David, Fish, Penguins . . .*, have children color the stripes of the tiger in whatever color(s) they choose. Have children share their drawings.



Animals in Dough

Have children use modeling clay to make one or more animals of their choice. If desired, children may make an animal for the Classroom Zoo Theme Celebration Day.



Animal Collage

Add old magazines

Have children cut out pictures of animals from magazines and glue them to cardstock or construction paper to make a collage. Invite them to share their collages and to tell which pictures show baby animals and which show adult animals.

Theme Center: STEM

Learning Outcomes

The child

- combines more than one idea using complex sentences.
- describes the characteristics of organisms.
- describes the relationship of organisms to their environments.

What You Need

- bulletin board or wall mural
- Patterns: Animals
- tape
- Picture Cards of animals, old magazines, safety scissors, glue sticks, art supplies

Theme Vocabulary

animals habitat

Animal Habitats

Prepare the Center

Prior to the center, create a bulletin board or wall mural showing the natural habitat of animals. Include water, one or more trees, and above and below ground.

Introduce

- 1 Look and See** Point out the mural. Explain that different *animals* make their homes in different places. *In this Center, we are going to talk about where different animals live. Then, we will tape the cards to our class mural to show their homes.*
- 2 Connect** Show children the animals page from the Patterns Book. *What is a bird's home? That's right, birds live in nests in the trees.* Ask children to think about where some animals live.
- 3 Model** Show children the different parts of the mural. *On our mural, the tree is here. I am going to color the bird. Then, I will cut out my picture and tape it to the tree. You can work together to decide which animals go where on our mural.*

Engage

- 1 Join the Group** Ask children to talk about where animals live and the homes that they make. Encourage them to explain the relationship of organisms to their environment by using complex sentences and to use the theme vocabulary words *animal* and *habitat*. *What can you tell me about this animal? Does it live on land or in the water?*
- 2 Redirect** If children become distracted, ask them to tell you about the animals that are already on the mural. Ask about an animal they like. *Where do you think this animal might live?*

Observe

Complex Sentences Do children use complex sentences to combine ideas about how animals relate to their habitat?

Listen and look for children who can match the animals to their habitats.

Characteristics of Organisms Do children accurately describe the characteristics of the animals?

Relationship of Organisms to Their Environments Do children talk about what animals need to survive? Can they determine where the animals live?

Centergize!

Ideas to refresh this center throughout the theme



Animal Sort

Add picture cards of animals

Have children sort animal picture cards according to a specific feature, such as the number of legs or whether they have fur, feathers, or scales.



My Own Animal Mural

Add old magazines, safety scissors, glue sticks

Have children cut out pictures of animals from a magazine and glue them to construction paper. Suggest that they use blue paper for animals that live in the water and green paper for animals that live on land. Then, invite them to draw other pictures of the animal habitat if desired.



Land Animals

Add picture cards of animals that live on land

Have children look at the pictures of animals that live on land and select one of the animals. Then, have them draw and color the animal to tape to the mural.



Water Animals

Add picture cards of animals that live in the water

Have children look at pictures of animals that live in the water and select one of the animals. Then, have them draw and color the animal to tape to the water portion of the mural.



Build an Animal

Add art supplies

Have children look at pictures of animals and select an animal they want to learn more about. Then, have them use art supplies (fabric scraps, chenille sticks, etc.) to create the animal.

Theme Center: Sand, Water, and More

Learning Outcomes

The child

- discusses [earth materials'] uses.
- creates common features in the natural environment.
- uses a variety of art materials for sensory exploration.

What You Need

- rocks, small twigs, pine needles, leaves, and other objects that children can use to create a livable environment for animals
- glue
- paper plates and recycled art materials, such as yarn or string, craft sticks, chenille sticks, construction paper, etc. (optional)
- small bowls, play dough, Picture Cards of animals or plastic animals

Theme Vocabulary

animals habitat

Academic Vocabulary

build nest
environment shelter

Animal Shelters

Prepare the Center

Children use sand and other building materials to create a natural environment for animals.

Introduce

- 1 Look and See** Provide pictures of animals in their habitat. *Animals need shelter. A shelter is a kind of home for animals. Animals need shelter to protect themselves from bad weather and other animals. Remind children that animals live in different kinds of homes, such as holes in the ground, caves, nests, and trees.*
- 2 Connect** Some animals build nests from the materials they can find around them. Today, we are going to make our sand and water table into a home for different kinds of animals. We can use rocks to make a pond for them, dig holes for them to live underground, and make nests for birds or small animals like squirrels.
- 3 Model** Model how you might use a variety of art materials. For instance, glue together pine needles and leaves to approximate a nest. (Paper plates can be used to make the project easier for young children.)

Engage

- 1 Join the Group** As children are creating their environment, ask them to describe how they are using materials: *Why did you choose these materials for your nest? How big will you make it?*
- 2 Redirect** If children become distracted, ask them what their favorite animal is. Help them find what type of home that animal needs to live.

Observe

Look and listen for interactions that demonstrate an understanding of the concepts and an ability to work together.

Uses of Earth Materials Do children use materials to make homes for the animals?

Common Features Do children use the sand table and water to create models of landforms where animals might live?

Centergize!

Ideas to refresh this center throughout the theme



More Animal Homes

Introduce new animals. *Where might these animals live? Do they live on land or in the water? What kind of home will you build them?*



Underground Animals

Add Picture Cards of animals or plastic animals

Have children decide which animals live underground. Suggest that they bury the animals in the sand. Other children can find the animals and decide whether underground is indeed a good home for them.



Creating a Pond

Remind children that animals need food and water to survive. Have children add a pond for animals to drink to the sand table. Encourage them to think about how to carve out an area of sand and then use rocks, sticks, and other natural materials to trap water.



Food and Water

Add small bowls, play dough

Remind children that animals need food and water to survive. Have them roll play dough into “food” for animals to eat.



Sink or Float?

Have children experiment with the building materials they have been using (pebbles, rocks, twigs, pinecones) to see whether they sink or float. Suggest that they make a prediction first and then see if they are right. Ask them to sort the materials that sink in one group and materials that float in another.



English Language Development

lessons for English

language learners

that **integrate** daily instruction

with language **acquisition**

and **production**

English Language Development

Extend the language-rich environment of your classroom with daily small group lessons for English language learners that focus on language acquisition and production. Provide children with additional vocabulary development and opportunities to produce language in a variety of concepts.



WEEK 1 DAY 1 LITERACY CIRCLE

Alphabet Knowledge: Zz /z/

What You Need

Alphabet Card: Zz

Picture Cards: zebra, zipper, fox, cat, snake

EMERGING

- 1 **I SAY** Display the Alphabet Card Zz. **This is a zig-zag. Zig-zag begins with the letter Z. The letter Z spells the sound /z/. /z/ /z/ /z/ /z/ ig-zag, zig-zag.**
- 2 **WE SAY** **Say it with me: /z/ /z/ /z/ /z/ ig-zag. /z/ /z/ /z/ /z/.** Demonstrate how to hold your teeth together, if needed.
- 3 **YOU SAY** Hold up the picture of the zebra. **This is a zebra.** Hold up the picture card of the fox. **This is a fox.** Point to the word that begins with /z/. **Say the word with me: zebra.**

DEVELOPING

Use the Alphabet Card to reinforce the sound /z/. Provide children with the zebra and fox picture cards. Ask them to find the card that begins with /z/. Have children say the word.

EXPANDING

Use the Alphabet card to reinforce /z/. Then, provide them with the zebra, fox, and cat picture cards. Have children find the card that begins with /z/.

BRIDGING

Use the Alphabet Card to reinforce /z/. Then, challenge children to think of as many words as they can that begin with /z/. Give hints by showing them the picture cards or pointing to a zipper on their jacket.

English Language Development



WEEK 1 DAY 2 SOCIAL STUDIES CIRCLE

Voting for Preferences

What You Need

two stuffed animals

EMERGING

- 1 INTRODUCE** Point to each animal and tell what kind of animal it is. Have children chorally repeat. *We will vote to see which our class likes better.*
- 2 MODEL** Model raising your hand as you explain what children are to do. *If I like the [bear] better, I will raise my hand for the [bear]. If I like the [rabbit], I will raise my hand for the [rabbit]. We will count to see which gets more votes.*
- 3 GUIDE PRACTICE** Raise your hand if you like the [bear] better. Count aloud as you point to each child with a raised hand. Then, reinforce counting and English words for numbers by having children count again with you. Make a tally mark for each child on the board. Then count the tallies again and write the number. Repeat for the other stuffed animal. Put the tallies below the first animal's tallies to clearly show which has more. Use the word *more* as you explain which animal got more votes.

DEVELOPING

Point out the two stuffed animals. Explain that you are voting for one animal to be the “class” animal. Ask children which animal they will vote for. Reinforce understanding of voting: *Leon will vote for the [bear]. That means he likes the [bear] more than the [rabbit].* Have children raise their hands in a vote. Chorally count the votes for each animal.

EXPANDING

Which stuffed animal will you vote for: the [bear] or the [rabbit]? Have each child respond in a complete sentence and explain why they think that stuffed animal is a better choice for the class. Then have children raise their hands in a vote. Ask a volunteer to count the votes.

BRIDGING

Ask children to define the word *vote*. Have children discuss which stuffed animal they will vote for. Then, have children vote.

WEEK 1 DAY 3 STORY TIME

Matching Words and Pictures

What You Need

Trade Book: *David, Fish, Penguins . . .*

EMERGING

- 1 INTRODUCE** As you read the book, have children point to the pictures that are described in the story.
- 2 MODEL** Model using the cover. *The title of this story is David, Fish, Penguins . . . I see on the cover some animals. They are not fish, so I know they must be penguins. Say it with me: penguins. As we read, let's see if we can match the words to the other pictures of animals.*
- 3 GUIDE PRACTICE** Have children point to each of the animals in the story. State a sentence about the animal and what the animal is doing, for example: *This is a rooster. The rooster is singing.* Then ask a question about what you just said. *What is this animal? What is the rooster doing?*

DEVELOPING

After each page spread, have children point to the animal and tell its name. Then, ask a question that can be answered from looking at the picture. For example: *What are the chicks eating for breakfast? What will they put in their cereal?*

EXPANDING

After each page spread, have children use the picture to retell what is happening in their own words.

BRIDGING

After you finish the book, have children look back at the book and tell about the pictures. Encourage them to name the animal and describe what the animal is doing.

WEEK 1 DAY 4 LITERACY CIRCLE

Animal Names

What You Need

Vocabulary Cards: *rooster, chameleon, snail, octopus, ostrich*

EMERGING

- 1 **I SAY** Show each of the vocabulary cards. Say the name of the animal. Repeat in a sentence, providing some context to encourage understanding. *This is a rooster. A rooster is an animal. A rooster lives on a farm. A rooster says “cock-a-doodle-do!”*
- 2 **WE SAY** Show each picture card again. Say the word and have children chorally repeat the word after you. Reinforce understanding of the theme word *animal* by having children use the word in this sentence: *A _____ is an animal.*
- 3 **YOU SAY** Shuffle the cards. Hold up each card and have children recall the animal name.

DEVELOPING

Use Vocabulary Cards to review the names of animals. Then, hold up each card and have children recall the name of the animal. Ask a basic question about the animal. For example: *Does the rooster have feathers?*

EXPANDING

Use Picture Cards to review the names of animals. Then, hold up two cards and ask basic questions to have children tell you which card you are describing. For example: *Which animal has a shell?* Remind children to answer in complete sentences.

BRIDGING

Have children take turns. Provide a child with one of the picture cards to describe to the other children. The other children should guess which animal is being described.

WEEK 1 DAY 5 MATH CIRCLE

Counting to Fifteen

EMERGING

- 1 **I SAY** Count slowly from 1 to 15, carefully enunciating each number word.
- 2 **WE SAY** Have children repeat each number after you. Then, have children rote count chorally from 1 to 15 with you.
- 3 **YOU SAY** Have children count as far as they are able in English. Invite children to count in their home language, if they know how. Then, chorally count with them again in English.

DEVELOPING

Have children rote count chorally with you from 1 to 15 as you clap. Then, repeat, making the beat with other noises, such as stomping, knee tapping, or belly patting. Stop occasionally to check whether children can continue counting without you.

EXPANDING

Have children sit in a circle. Tap a child on the shoulder to begin the counting with one. Have children go around in a circle, adding a number. If children get stuck, provide the number in English and have them repeat it.

BRIDGING

Place children in pairs. Have one child clap 10 times, counting from one to 10 with each clap. Then, their partner will clap, counting from 11 to 15. Have children repeat with making beats with different noises, such as stomping, knee taps, or belly pats.

English Language Development



Build on your daily Teacher Guide instruction with these scaffolded lessons that support your English language learners across all proficiency levels. These additional activities will boost your children's English language acquisition.



WEEK 2 DAY 1 LITERACY CIRCLE

Alphabet Knowledge: Hh /h/

What You Need

Alphabet Card: Hh

Picture Cards: *hedgehog, horse, alligator, butterfly, elephant*

EMERGING

- I SAY** Display the Alphabet Card Hh. **This is a hippopotamus. Hippopotamus begins with the letter H. The letter H spells the sound /h/, as in hippopotamus.**
- WE SAY** Say it with me: /h/ /h/ /h/ h/ . . . *hippopotamus*. Show how air comes from your throat to show where the sound is made, if needed.
- YOU SAY** Hold up the picture of the horse. **This is a horse.** Hold up the picture card of the butterfly. **This is a butterfly. Point to the word that begins with /h/. Say the word with me: horse.**

DEVELOPING

Use the Alphabet Card to reinforce the sound /h/. Review the animal names on each of the picture cards. Have children tell whether each name begins with /h/.

EXPANDING

Use the Alphabet Card to reinforce /h/. Then, have children work with a partner to think of another word that begins with /h/.

BRIDGING

Use the Alphabet Card to reinforce /h/. Then, challenge children to think of as many words as they can that begin with /h/.

English Language Development

WEEK 2 DAY 2 SCIENCE CIRCLE

Animals That Crawl

What You Need

Picture Cards: *alligator, bug, iguana, bird, butterfly, dolphin, goldfish, kangaroo*

EMERGING

- I SAY** Display the picture cards. *Animals are different. They move in different ways. Some animals crawl.* Hold up the *bug* picture card: *A bug crawls.* Hold up the *iguana* picture card: *An iguana crawls.*
- WE SAY** Say it with me: *crawl.*
- YOU SAY** Have children act out the animals that crawl, as you introduce them. For example: *An iguana crawls. Can you crawl like an iguana? Say the word crawl, as you crawl. An ant crawls. Can you crawl like an ant?*

DEVELOPING

Introduce the word *crawl*. Reinforce language acquisition by having children act out the word as they say it. Then, show each picture card. Ask: *Does a [animal name] crawl?* Encourage children to answer in complete sentences. Yes, a *_____ crawls.* No, a *_____ does not crawl.*

EXPANDING

Introduce the word *crawl*. Ask: *Which of these animals crawl?* Allow children to answer verbally or point to one of the picture cards. Reinforce English language acquisition by putting their ideas in a sentence, such as: *That is right! An [iguana] crawls.*

BRIDGING

Ask children to think of animals that can crawl. Allow children to act out how the animal crawls.

WEEK 2 DAY 3 STORY TIME

Whose Feet Are These?

What You Need

Trade Book: *Whose Feet Are These?*

Vocabulary Cards: *webbed, hooves, claws, paws, prey*

EMERGING

- INTRODUCE** Show the cover of *Whose Feet Are These?* Point to the title. *The title is Whose Feet Are These?* Point to the Vocabulary Cards. *These words help us understand the story.*
- MODEL** As I read, I will use the Vocabulary Cards to better understand the story. Turn to pages 4–5. Hold up the Vocabulary Card *webbed*. *We learned a word that describes these feet. These feet are webbed. What animal has webbed feet?*
- GUIDE PRACTICE** As you read, point out the Vocabulary Cards. Have children point to the card that best matches the feet in the story. Reinforce language acquisition by naming the animal in each picture and having children point to it.

DEVELOPING

As you read, have children find the Vocabulary Card that matches the picture. If children don't remember the word on the card, say it and have children repeat it.

EXPANDING

As you read, have children match Vocabulary Cards to the pictures. Stop before turning each page, and have children make a prediction by naming the animal. Encourage them to use the vocabulary word in a sentence.

BRIDGING

As you read, have children match Vocabulary Cards to the pictures. Have children use the vocabulary word in a sentence to describe the picture.

WEEK 2 DAY 4 LITERACY CIRCLE

Concept Vocabulary

What You Need

Vocabulary Cards: *hooves, webbed, claws, paws*

EMERGING

- 1 INTRODUCE** Hold up the card *hooves*. Say the word slowly.
- 2 MODEL** These are hooves. Some animals have hooves. Hooves are this animal's feet.
- 3 GUIDE PRACTICE** Have children repeat the word *hooves* after you. Then have them repeat a sentence using the word *hooves*, such as *A horse has hooves*. Repeat with each of the other vocabulary words.

DEVELOPING

Review the meaning of each of the vocabulary words. Point to the vocabulary card and ask a basic question, such as *Does a horse have hooves?* Encourage children to use the picture for support to answer.

EXPANDING

Review the meaning of each of the vocabulary words. Then have children think of a word to describe each of the words in the picture.

BRIDGING

Review the meaning of each of the vocabulary words. Then, hold up two cards and give children clues for one of the words. Have children identify the word. Repeat until each word has been used at least once.

WEEK 2 DAY 5 MATH CIRCLE

Sorting: Big and Small

What You Need

Picture Cards: *elephant, cat, bat, bug, camel, duck, giraffe, goldfish, horse, iguana, zebra, otter, goat, deer, cheetah, dog*

EMERGING

- 1 INTRODUCE** Introduce the concept of sorting. *When we sort, we put like things together. Today, we are going to sort animals by whether they are big (open your arms wide) or small (move your hands together).* Put a large hoop on one side of the floor, and a small hoop (or paper plate) on the other. *We will put the big animals in this circle. We will put the small animals in this circle.*
- 2 MODEL** Show children the Picture Card *elephant*. *An elephant is a big animal.* Place the card in the large hoop. Show children the Picture Card *cat*. *A cat is a small animal.* Place the card in the plate.
- 3 GUIDE PRACTICE** Work with children to sort other picture cards. To facilitate language acquisition, have them chorally repeat a sentence about each animal as it is sorted, for example: *The bat is small. The camel is big.*

DEVELOPING

Have children say the name of the animal as they sort the picture cards. If they are unsure of the English word, provide it to them, and have them repeat it. Ask basic questions about the size of the animal: *Is a camel big or small?* Remind children to answer in complete sentences.

EXPANDING

Have children give a sentence about the size of each animal as they sort the cards. For example, *A camel is big.*

BRIDGING

Ask children to explain why they have sorted the animals as they have. Have children describe how the animals are the same and how they are different.

English Language Development

Expand the English language acquisition and production of your English language learners with these small group lessons that support your daily instruction. Provide the vocabulary foundation needed with these additional opportunities to produce and use the English language.



WEEK 3 DAY 1 LITERACY CIRCLE

Alphabet Knowledge: Vv /v/

What You Need

Alphabet Card: Vv

Picture Cards: *van, vest, violin, rabbit, seal, zebra, fan*

EMERGING

- 1 **I SAY** Display the Alphabet Card. **This is a volcano.** *Volcano* begins with the letter *V*. The letter *V* spells the sound /v/ . . . /v/ /v/ /v/ olcano, volcano.
- 2 **WE SAY** *Say it with me: /v/ /v/ /v/ volcano.* Model putting your teeth on your bottom lip, if needed.
- 3 **YOU SAY** Hold up the picture of the van. **This is a van.** Hold up the picture card of the zebra. **This is a zebra.** Point to the word that begins with /v/. Say the word with me: *van*.

DEVELOPING

Use the Alphabet Card to reinforce /v/. Provide children with the other picture cards. Say the name of the picture on each card. Ask children which words begin with /v/. Have children say each word.

EXPANDING

Use the Alphabet Card to reinforce /v/. Then, have children work with a partner to think of another word that begins with /v/. Provide picture cards for support.

BRIDGING

Use the Alphabet Card to reinforce /v/. Then, challenge children to think of as many words as they can that begin with /v/. Provide picture cards for support.

English Language Development



WEEK 3 DAY 2 SCIENCE CIRCLE

Life Cycle Words: First, Next, Last

What You Need

Vocabulary Cards: *caterpillar*, *transform*, *butterfly*, *chrysalis*

EMERGING

- 1 **INTRODUCE** Hold up the *butterfly* Vocabulary Card. This is a butterfly. Hold up the *caterpillar* Vocabulary Card. A butterfly begins as a caterpillar.
- 2 **MODEL** Hold up each card as you describe the life cycle of a caterpillar. First, there are eggs. Then, there is a caterpillar. Then, the caterpillar builds a chrysalis. Finally, it turns into a butterfly.
- 3 **GUIDE PRACTICE** Have children point to the card to answer basic questions. Encourage them to repeat the words *first*, *then*, and *last*. What happens first? Then, what happens to the caterpillar? What happens last?

DEVELOPING

Ask children questions about the life cycle of a butterfly, using the words *first*, *next*, and *last*: Which picture shows what happens first? What happens next? Which picture shows what happens last?

EXPANDING

Have children put the vocabulary cards in order to show the life cycle of a butterfly. Ask children questions about the butterfly's life cycle, using the words *first*, *next*, and *last*: Which picture shows what happens first? Then, what happens? Which picture shows what happens last?

BRIDGING

Have children put the vocabulary cards in order to show the life cycle of a butterfly. Then, have them use the picture cards to describe the life cycle of a butterfly. Encourage them to use the words *first*, *then*, and *finally*.

WEEK 3 DAY 3 STORY TIME

The Very Impatient Caterpillar

What You Need

Trade Book: *The Very Impatient Caterpillar*

Vocabulary Cards: *caterpillar*, *transform*, *butterfly*, *chrysalis*

Talk More About It Card

EMERGING

- 1 **INTRODUCE** Display the cover of *The Very Impatient Caterpillar*. Tell children that you are going to reread the book. Ask them to stop you if they don't understand something.
- 2 **MODEL** We will use the vocabulary cards to help us understand what is happening in the book. Hold up the *caterpillar* card. This card shows a caterpillar. Point to the caterpillars on the cover.
- 3 **GUIDE PRACTICE** As you read, use different voices to help children follow what is happening. Point to the caterpillar that is talking. After a few pages, have children point to the caterpillar (or other character) that is talking. Stop where appropriate to have children match the vocabulary cards to what is happening in the book.

DEVELOPING

As you read, stop after each page spread to ask children to match the pictures to the words. For instance: Which picture shows a caterpillar? Where is the chrysalis? Allow children to use the vocabulary cards to help them respond.

EXPANDING

After each page spread, allow children to tell what is happening in their own words.

BRIDGING

Have partners use the Talk More About It Card to tell what happens in the beginning, middle, and end of the story. Encourage them to use *first*, *then*, and *last* in complete sentences and to ask if they are unsure of a word in English.

WEEK 3 DAY 4 LITERACY CIRCLE

Perceive Differences Between Similar-Sounding Words

What You Need

Picture Cards: *van*, *fan*

EMERGING

- 1 INTRODUCE** Remind children that some words sound almost the same.
- 2 MODEL** Display the Picture Card *van*. Say the word, separating it into three sounds. **This is a van.** Then, display the Picture Card *fan*. **This is a fan.** Repeat, emphasizing the beginning sound.
- 3 GUIDE PRACTICE** Hold up the *van* card. **Say the word with me: *van*.** **Say the beginning sound: /v/.** Hold up the *fan* card. **Say the word with me: *fan*.** **Say the beginning sound: /f/.** Repeat to help children hear and feel the difference in the two words. Point to the door. Ask **Is this a door or a bore? Repeat with other words with which students may be familiar such as *bug/pug* or *cap/gap*.**

DEVELOPING

Introduce the *van* and *fan* picture cards. Ask children to repeat each of the words. Have children point to the picture of the word you are saying. Then, point to the picture and have them say the word. Repeat with other words with which students may be familiar such as *bug/pug* or *cap/gap*.

EXPANDING

Hold up the two picture cards. Give children a clue about one of the words such as **I can drive this. Have children identify the correct card.** Then, repeat without the picture cards: **This keeps me cool: Is it a van or a fan?** Repeat with the other pairs.

BRIDGING

Give children a clue about a word and then say the two words. Have children identify the word you are saying.

WEEK 3 DAY 5 MATH CIRCLE

Measurement

What You Need

calendar from the Morning Meeting

EMERGING

- 1 THINK** Remind children of the meaning of *yesterday* and *today* by providing sentences about what happened in the classroom. Use the Morning Meeting calendar for visual support. For example: Point to yesterday on the calendar: **Yesterday, we talked about the zoo.** Point to today on the calendar: **Today, we drew the letter v.** Point to tomorrow. **Tomorrow, we do not have school. I will shop.** Have children repeat the word *tomorrow* chorally.
- 2 PAIR** Ask children to talk to a partner about what they will do tomorrow. Allow them to use their home language, as needed.
- 3 SHARE** Have each child share something he or she will do tomorrow. Have them start with the sentence frame **Tomorrow I will ____.** Allow them to draw a picture or act out the activity to communicate their ideas.

DEVELOPING

Ask children yes/no questions to help them think about what they might do tomorrow. For example: **Will you go to school tomorrow? Will you play with blocks tomorrow? Will you read tomorrow?** Put their responses into a sentence. For example, **Tomorrow, Ryan and Ana will read.** Have children repeat the sentence after you.

EXPANDING

Have each child share an activity that he or she will do tomorrow, using the word *tomorrow* in their response. Provide a sentence frame: **Tomorrow, I will ____.**

BRIDGING

Lead children in a discussion of activities they will (might) do tomorrow. Then, have them take turns choosing one of the activities to act it out for the other children to guess. When they have finished, ask a child to state the activity using *tomorrow* in a sentence: **Tomorrow, [Ricardo] will ____.**

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

Concept Vocabulary: Where Animals Live

What You Need

Vocabulary Cards: *forest, grasslands, wetlands, rainforest, ocean*

EMERGING

- I SAY** Display each vocabulary card, one at a time. Hold up the card, clearly say the word, and then give a fact about the word. For example, display Vocabulary Card *forest*. *A forest is a habitat where you might see a deer.* Have children chorally repeat the word on the card.
- WE SAY** Display each card again. Have children chorally repeat the word after you.
- YOU SAY** Display two cards. Ask children: *Which is a/an ____?* Have children respond by pointing to the correct card as they repeat the word. As children gain mastery, increase the number of cards you display from them to choose from.

DEVELOPING

Use the vocabulary cards to introduce the concept vocabulary, giving examples of an animal that lives in each habitat. Then, display all of the cards, and ask basic yes/no questions about the words that can be answered by looking at the pictures, such as *Does a forest have trees?*

EXPANDING

Use the vocabulary cards to introduce the concept vocabulary, giving examples of an animal that lives in each habitat. Then, display all of the cards, and ask questions to reinforce understanding, such as *Where do fish live?*

BRIDGING

Have children choose one of the words to use in a sentence.

English Language Development

WEEK 4 DAY 2 SCIENCE CIRCLE

Reduce, Reuse, Recycle

What You Need

Picture Cards: *bird, nest, elephant*,
Vocabulary Cards: *forest, grasslands, ocean*

EMERGING

- 1 THINK** Explain that all animals need a place to live. *People live in homes. Animals live in homes, too.* Display the Picture Card *bird*. *What animal is this? Yes, this is a bird. What do you know about where a bird lives?*
- 2 PAIR** Have children talk to a partner about where a bird lives. Allow them to speak in their home language, as needed.
- 3 SHARE** Ask partners to share their thoughts and ideas. Provide support by showing the picture card of the nest and asking basic yes/no questions to help children share their thoughts. For example: *Do birds live in nests? Is a bird's nest in the ocean? Is it in a tree?*

DEVELOPING

Have children talk to a partner about where a bird lives. Then, have them share their ideas with the rest of the group. Provide access to picture and vocabulary cards that they can use as support. Encourage them to use gestures, pictures, and circumlocution to share ideas.

EXPANDING

Have children talk to a partner about where a bird lives and where an elephant lives. Then have them share their ideas with the rest of the group. Encourage them to speak in complete sentences.

BRIDGING

Have children share their ideas about where birds, elephants, and monkeys live. Encourage understanding that an animal builds a home to keep it safe.

WEEK 4 DAY 3 STORY TIME

Hooray for Today!

What You Need

Trade Book: *Hooray for Today!*
Talk More About It

EMERGING

- 1 INTRODUCE** Display the cover of the trade book *Hooray for Today!*
- 2 MODEL** Remind children that they can use the pictures to help understand the story. Read aloud page 3. *The words are spoken by Owl. The picture shows what Owl looks like. Owl is a bird.*
- 3 GUIDE PRACTICE** As you read, have children identify the animal characters and respond to other basic questions by pointing to the pictures. After reading the story, have children retell the story by drawing a picture.

DEVELOPING

As you read, ask questions that children can respond to with a word or phrase. Encourage children to respond in complete sentences by picking up the words in the question. For instance, *Who is in the picture? Where is Owl going?*

EXPANDING

Stop after each page spread, and have children tell in their own words what is happening on the pages. Encourage them to use pictures for support.

BRIDGING

After reading the book, have children retell the story to a partner. Suggest that they use the pictures in the book or the Talk More About It pictures for support.

WEEK 4 DAY 4 LITERACY CIRCLE

Sentence Formation: *and*

What You Need

Trade Book: *Hooray for Today!*

EMERGING

- 1 **INTRODUCE** Tell children that the word *and* can be used to connect words and ideas.
- 2 **MODEL** Turn to page 5 of *Hooray for Today!* Use the picture to model how to use *and* to connect words. *Owl has balloons. Owl has books. Owl has balloons and books.* Then, model how to connect ideas. *Owl packed her toys. Owl went to find her friends. Owl packed her toys and went to find her friends.*
- 3 **GUIDE PRACTICE** Use the book to have children practice using the word *and*. For example, turn to page 7. Point to Elephant and each item as you say: *Elephant has a cap. Elephant has a light. Elephant has a cap and a light.* Have children repeat each sentence after you.

DEVELOPING

Introduce the use of the connecting word *and*. Then, use the illustrations in *Hooray for Today!* as support as you provide children with two sentences to combine. For instance, *Elephant has a cap. Elephant has a light.* Ask children to use the word *and* to combine the ideas.

EXPANDING

Introduce the use of the connecting word *and*. Then, provide children with two sentences to combine. For example, *Owl went to see Elephant. Owl asks Elephant to play.*

BRIDGING

Provide the beginning part of a sentence and then ask children to take turns adding a last phrase to the sentence. Invite children to use the pictures in the book as needed, but encourage children also to add silly ideas. Model: *Owl packed her toys and . . . went to the moon.*

WEEK 4 DAY 5 MATH CIRCLE

Counting

What You Need

number line, 1–20; numeral cards, 1–9

EMERGING

- 1 **INTRODUCE** Display a number line. *No matter which number we start with, the order of the numbers stays the same.* Check to make sure that children understand the terms *start with* and *next*. *If I start with the number 3, what number will come next?* Point to the number 4. *If I start with 5, what number will come next?* Point to the number 6.
- 2 **MODEL** Point to the number 3. *I will start counting from 3.* Point to each number as you count. *3, 4, 5, 6. Now I will count from the number 4. Listen and look to see that the numbers don't change. 4, 5, 6 . . .*
- 3 **GUIDE PRACTICE** Place number cards up to 9 into a box or bag. Call on a child to select a card and hold it up. Have another child point to the number line to show where to start counting. Then, ask children to count chorally with you from that number to 20.

DEVELOPING

Use the number line to explain that the order of numbers is the same regardless of where you start. Then, place numeral cards up to 9 into a box or bag. Call on a child to select a card and hold it up. Have another child state what number the card represents. Then, ask children to count chorally from that number to 20.

EXPANDING

Place numeral cards up to 9 into a box or bag. Call on a child to select a card and hold it up. Then, have a child begin with that number and count to 20.

BRIDGING

Have a child begin counting with any number. Then, have the child next to him or her say the number that comes next. Continue around in a circle until you get to 20.

Theme 8



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