

Teacher's Guide

Marvelous Me!



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 2 • Marvelous Me!

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LEARNING COMPANY

Three Cheers for Pre-K Authors

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Jessica Perez

Multilingual Director
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Tomball, Texas

Program Authors



Stuart J. Murphy

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



Gilberto Soto

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

Consulting Authors



Patricia A. Edwards

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



Lee Wright

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



Zachary Champagne

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

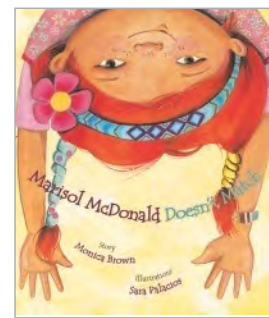
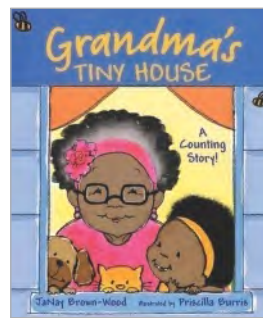
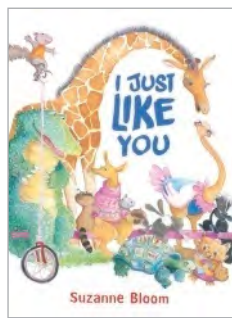


Program Components

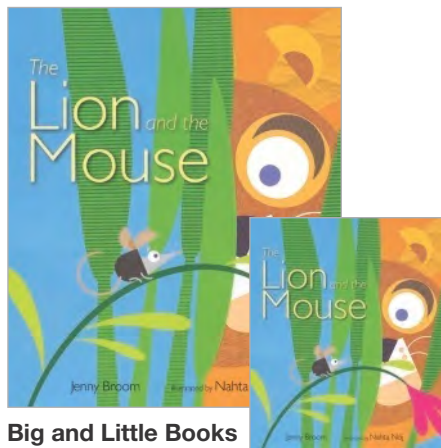
In Each of Your 9 Theme Kits



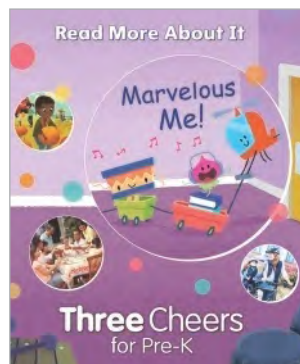
Teacher's Guides, Themes 1-9



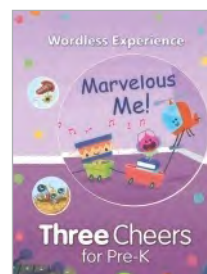
Trade Books



Big and Little Books



Read More About It



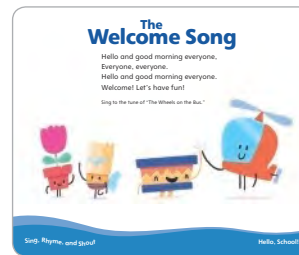
Wordless Experience Books



Theme Manipulatives



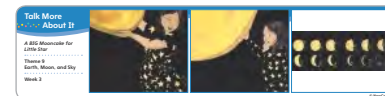
5 x 5



Sing, Rhyme, and Shout



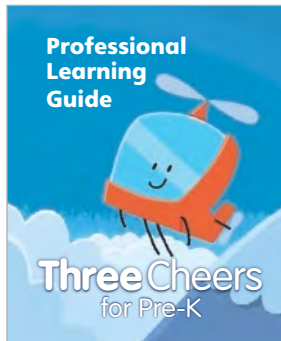
Theme and Concept Vocabulary



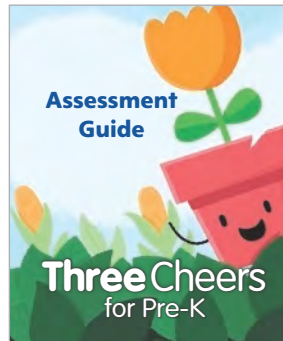
Talk More About It



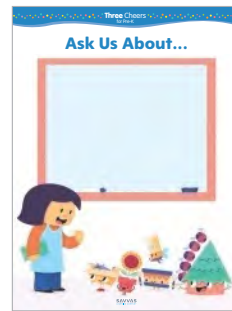
In Your Teacher Toolkit



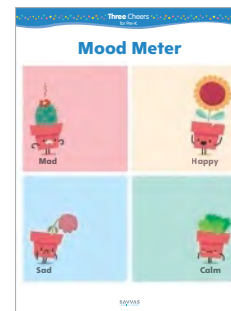
Professional Learning Guide



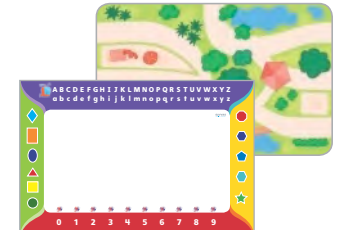
Assessment Guide



Ask Us About... Poster



Mood Meter Poster



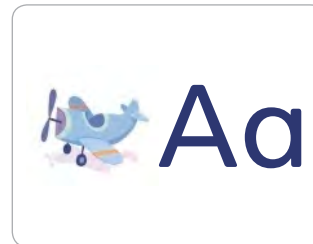
Map Mats



Center Signs



Social and Emotional Learning Cards

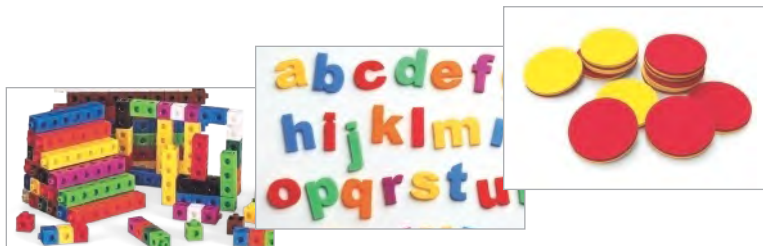


Alphabet Cards



Picture Cards

Hands-on Instructional Resources

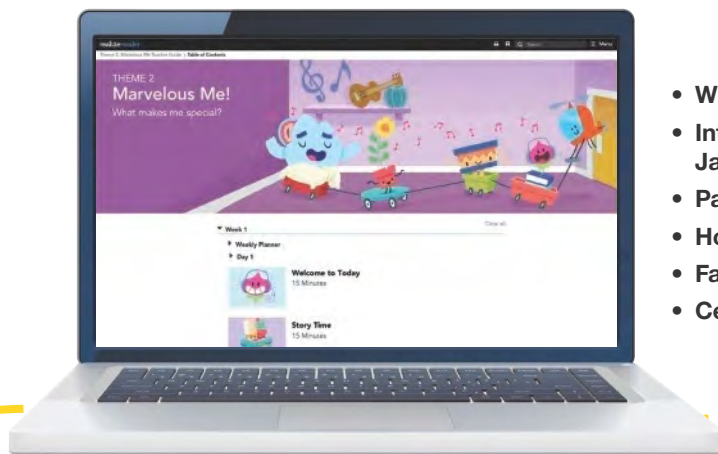


Manipulative Kit

Javi the Helicopter



Let's Go Digital



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

Themes at a Glance

Spark a Love of Reading and Learning

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

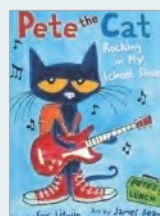
THEME 1

Hello School!

How do we learn and play at school?



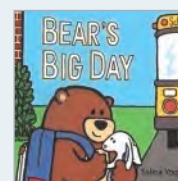
BIG BOOK



WEEK 1



WEEK 2



WEEK 3

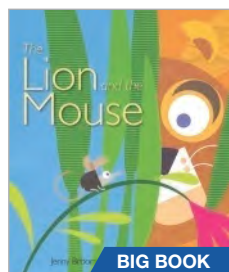


WEEK 4

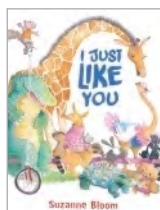
THEME 2

Marvelous Me!

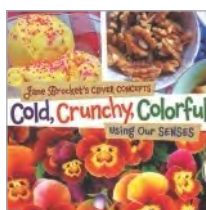
What makes me special?



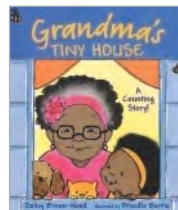
BIG BOOK



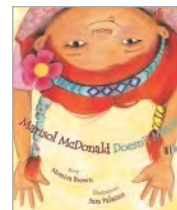
WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 3

Look Outside

How are the seasons different?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

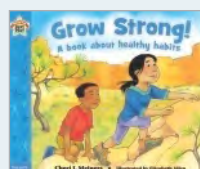
THEME 4

Taking Care

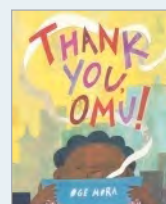
How do we care for ourselves and others?



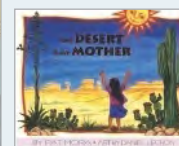
BIG BOOK



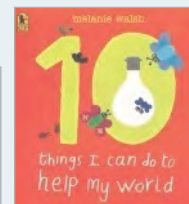
WEEK 1



WEEK 2



WEEK 3

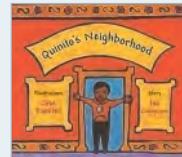
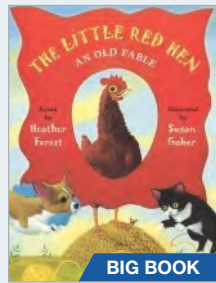


WEEK 4

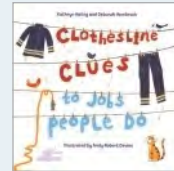
THEME 5

Everyday Helpers

How do people in our community help us?



WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 6

From Farm to Table

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



WEEK 1



WEEK 2



WEEK 3

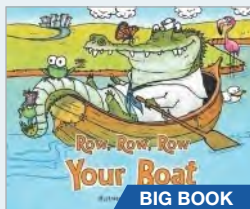


WEEK 4

THEME 7

On the Go!

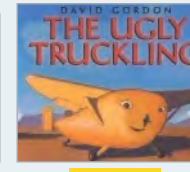
How do we get from here to there?



WEEK 1



WEEK 2



WEEK 3



WEEK 4

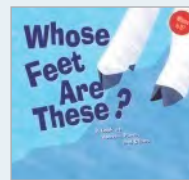
THEME 8

Animals All Around

How are animals the same and different?



WEEK 1



WEEK 2



WEEK 3

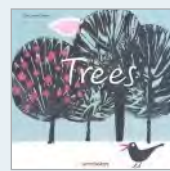
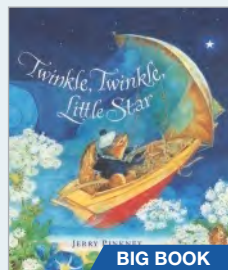


WEEK 4

THEME 9

Earth, Moon, and Sky

What do we see in the natural world?



WEEK 1



WEEK 2



WEEK 3



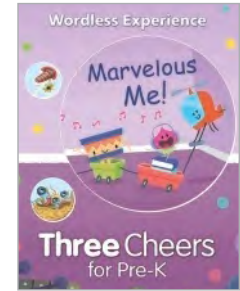
WEEK 4

Marvelous Me!

What makes me special?

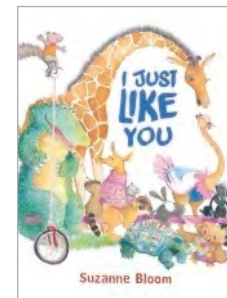
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Monitor Progress	xiv–xv	Centergize	C•185–C•203
Concept Development	xvi–xvii	English Language Development	ELD•205–ELD•216
Centers	xviii–xix		
Pacing Your Day	xx–xxi		



WEEK 1 Who am I?

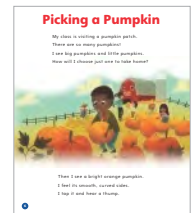
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Read More About It: "What Do Friends Do?"

WEEK 2 What do my senses tell me about myself?

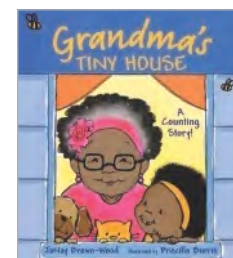
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Story Time	54, 62, 70, 78, 86	Reflect	60, 68, 76, 84, 92
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Read More About It: "Picking a Pumpkin"

WEEK 3 Why are friends and family important?

Plan Your Week	93–97	Centers and Small Group	102, 110, 118, 126, 134
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Story Time	100, 108, 116, 124, 132	Reflect	106, 114, 122, 130, 138
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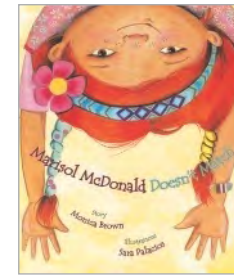
Read More About It: "We're a Family"

WEEK 4

What are some of my favorite things?

Plan Your Week 139–143
Centerize C•185–C•203
Daily Lessons
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 Story Time 146, 154, 162, 170, 178
 Literacy Circle 147, 155, 163, 171, 179

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



Read More About It: “Favorite Things”

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

Theme Kit

5 x 5



Sing, Rhyme, and Shout: “I Am Special”



Theme and Concept Vocabulary



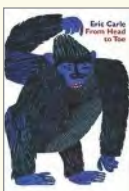
Theme Manipulative

Three Cheers for Pre-K
Talk More About It
 Theme 2
Marvelous Me!

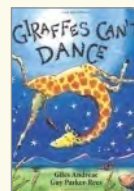
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Talk More About It: Marvelous Me!

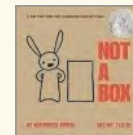
Gather books to read that develop the theme, Marvelous Me!



From Head to Toe
 written by Eric Carle
 illustrated by Eric Carle
 published by HarperFestival
 Elephants stomp, alligators wiggle, and giraffes bend. Can you move like that too?



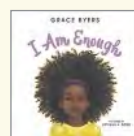
Giraffes Can't Dance
 written by Giles Andreae
 illustrated by Guy Parker-Rees
 published by Cartwheel Books
 Gerald the giraffe really wants to dance, but it's harder for a giraffe than you might think.



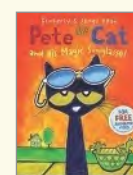
Not a Box
 written by Antoinette Portis
 illustrated by Antoinette Portis
 published by HarperCollins
 A box is a box, until it's not! It can be a rocket ship, a mountain, or anything else you can imagine.



Full, Full, Full of Love
 written by Trish Cooke
 illustrated by Paul Howard
 published by Candlewick
 Sunday family dinner at Granny's house is full of hugs, kisses, and tasty dishes.



I Am Enough
 written by Grace Byers illustrated by Keturah A. Bobo
 published by Balzer + Bray
 We are all enough. Love yourself, respect others, and be kind to one another.



Pete the Cat and His Magic Sunglasses
 written by Kimberly and James Dean
 illustrated by James Dean
 published by HarperCollins
 Pete starts the day grumpy, but his magic sunglasses help him see that a good mood has been inside of him all along.

Go Digital!

SavvasRealize.com

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

Plan

Digital is portable!

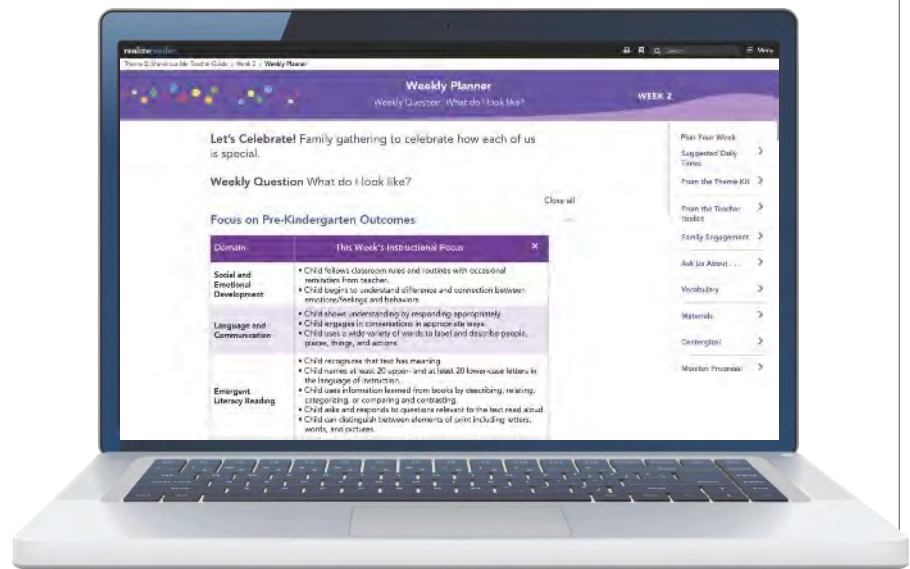
Do your planning any place, any time from SavvasRealize.com.

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.



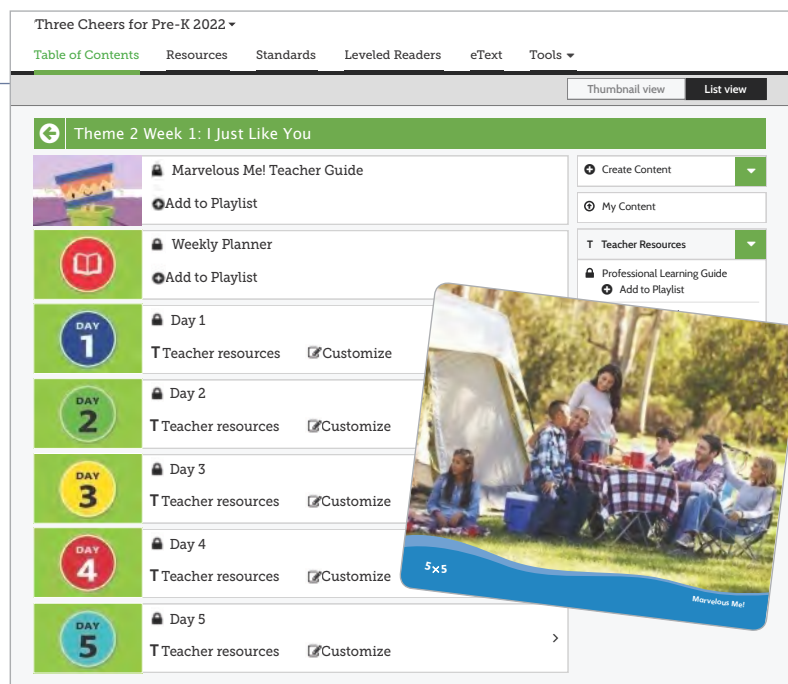
Teach

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.



Marvelous Me! 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

Rhyming Words
Blend Syllables

Alphabet Knowledge

Introduce *Bb* /b/
Review *Bb* /b/

Mathematics

Classification

Science, Social Studies, and Health

This Is Me!
Life Sciences
Eyes, Ears, and Nose
Gross Motor Development
I Am Alive!
Living Things
Same and Different
People
There's Something About Me!

Theme Vocabulary

special



Concept Vocabulary

choose
include
like
same
shy



WEEK 2

Phonological Awareness

Segment Syllables
Rhyming Words

Alphabet Knowledge

Introduce *Tt* /t/
Review *Tt* /t/
Review

Mathematics

Patterns

Science, Social Studies, and Health

So Much to See!
Living Things
Noisy Animals
Our Senses

Theme Vocabulary

senses



Concept Vocabulary

hear
see
smell
taste
touch



On our way to Kindergarten!



WEEK 3

Phonological Awareness

Blend Syllables
Rhyming Words
Segment Syllables

Alphabet Knowledge

Introduce Aa /a/
Review Aa /a/
Review Ss /s/, Mm /m/, Bb /b/, Tt /t/,
Aa /a/

Mathematics

Counting
Number Sense

Science, Social Studies, and Health

With My Family
People
I Can
Life Sciences
Grandma's House
Families
Grow and Change
What Families Do
Families

Theme Vocabulary

family



Vocabulary Marvelous Me!

Concept Vocabulary

grandma
house
neighbors
backyard
space



Vocabulary Marvelous Me!

WEEK 4

Phonological Awareness

Segment Syllables

Alphabet Knowledge

Review Bb /b/, Tt /t/, Aa /a/
Review

Mathematics

Measurement

Science, Social Studies, and Health

Here I Am
Living Things
Colors in Common
People
Growing Up
We Are Different

Theme Vocabulary

favorite



Vocabulary Marvelous Me!

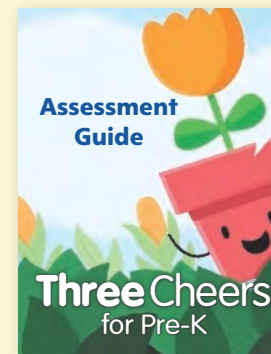
Concept Vocabulary

match
reason
surprise
unique
decide



Vocabulary Marvelous Me!

Assessment Guide



Progress Monitoring Resources

Use these Assessment Guide resources in Theme 2:

Weekly Observational Checklists

Week 1.....	p. 16
Week 2.....	p. 17
Week 3.....	p. 18
Week 4.....	p. 19

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

Marvelous Me!

Concept Development

THEME 2

Marvelous Me!

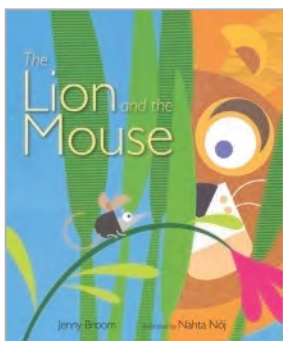
What makes me special?

Theme Concepts

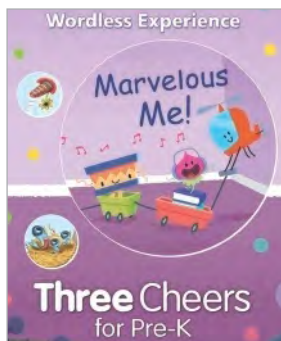
- Children learn about their preferences and the preferences of others.
- Children learn what makes them happy and sad.
- Children learn that they are lovable and capable.
- Children learn about their senses and physical characteristics.
- Children learn about their families.
- Children learn what makes them and others special.
- Children learn about culturally responsive learning.

Theme Vocabulary

special family
senses favorite



Big Book: *The Lion and the Mouse*



Wordless Experience Book: *Marvelous Me!*

WEEK 1

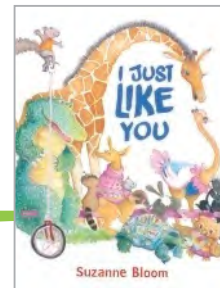
FOCUS:

Who Am I?

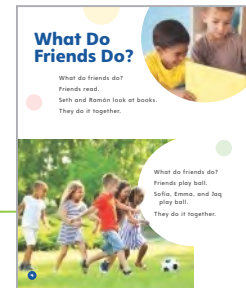
Who Am I?

Concept Vocabulary

shy choose
same like
include



I Just Like You



"What Do Friends Do?"

WEEK 2

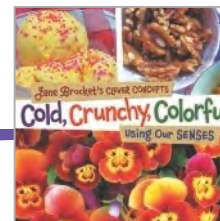
FOCUS:

My Body and Senses

What do my senses tell me about the world?

Concept Vocabulary

see smell
touch hear
taste



Cold, Crunchy, Colorful



"Picking a Pumpkin"

WEEK 3

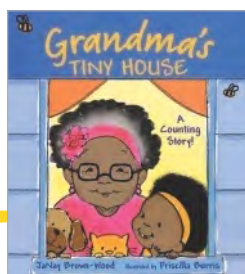
FOCUS:

My Family and Friends

Why are friends and families important?

Concept Vocabulary

grandma space
neighbors backyard
house



Grandma's Tiny House



"We're a Family"

Social and Emotional Intelligence

- follow classroom routines with occasional reminders from teacher
- can express pride in age-appropriate abilities
- is aware of where his own body is in space
- shows reasonable opinion of his own abilities
- can communicate basic emotions/feelings

Let's Celebrate

- Families are invited to the Marvelous Me! Celebration.
- The rich experience will include the songs, routines, stories, and an eye-color chart.
- Children will demonstrate activities in Centergize.
- Children and their families will stroll through the wall of self-portraits and family drawings.
- A theme reflection will end the celebration.

Supporting English Learners

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

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

WEEK 4

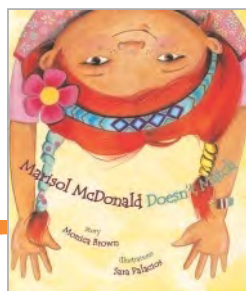
FOCUS:

Things That I Like

What are some of my favorite things?

Concept Vocabulary

match reason
surprise unique
decide



Marisol McDonald Doesn't Match



"Favorite Things"



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.

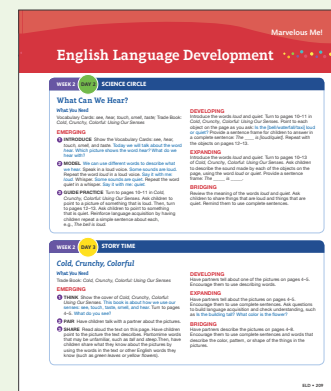
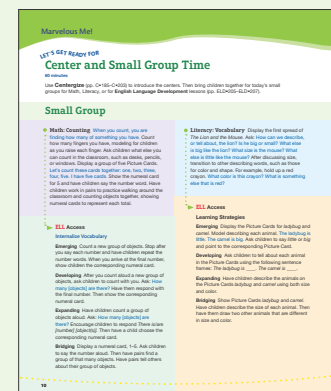
10 minutes per group

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

Marvelous Me!

Launch the Theme

What makes me special?

Introduce children to the theme’s Guiding Question. We’re going to read, learn, and play to try to answer this question: *What makes me special?* We’ll learn all about ourselves, our favorite things, and our families. We’ll learn new things and have lots of fun! We’re going to start by playing a game called “Javi, Javi, Can You See . . .”

Game

Javi, Javi, Can You See . . .

Set Up

This game is similar to “I Spy with My Little Eye.”

Introduce the Game

Use Javi the Helicopter to help you explain the game.

- This is Javi the Helicopter. I will help him play this game. A spy will look around the room to find a favorite thing. The spy will not say what the thing is. We will guess from the spy’s clues.
- The spy might say, “Javi, Javi, can you see . . . something that is purple.” Or, “Javi, Javi, can you see . . . something that you build with.”
- We will raise our hands if we have a guess. We will take turns guessing until someone figures out the favorite thing.

Practice the Game

Help children say, “Javi, Javi, can you see . . .” Select the first spy. Guide children to take turns guessing until the favorite thing has been identified. The child who guessed correctly becomes the next spy.



Close the Theme

Let's Celebrate!

Marvelous Me!

The culminating, rich experience to wrap up Theme 2 will be enjoyed by your children and their families.

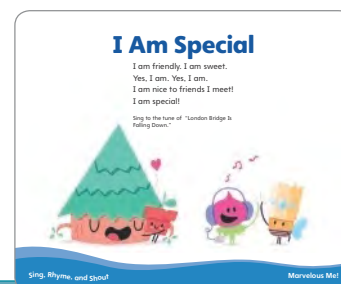
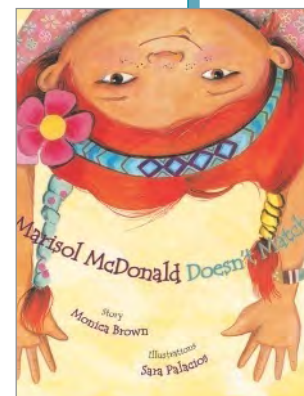
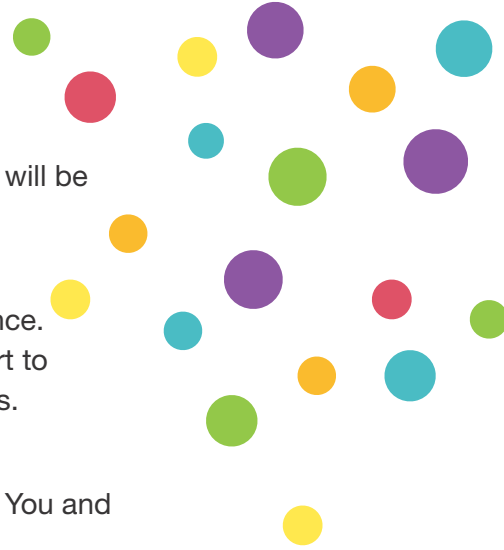
Prepare

Guide children as they practice speaking to an audience. Collect children's self-portraits and the eye-color chart to display. Help children write invitations for their families.

Celebration Day

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

- Greet families at your door, or play a video.
- Families match self-portraits of individual children and families.
- Share and summarize the eye-color chart.
- Guests join children in playing the Friendship Circle.
- Read *Marisol McDonald Doesn't Match* aloud, and have children explain what Marisol taught us.
- Children and guests draw self-portraits together.
- Sing "I Am Special" to wrap up the celebration.
- Everyone reflects on the time shared by reciting a rhyme:
Our celebration is at last done.
We and our guests had lots of fun.
And we know for sure at the end of the day,
We are all marvelous in every way.



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 shows self-awareness and can express pride in age appropriate abilities and skills. Pages 12, 14, 19, 20, 22, 30, 36, 44, 46 Child follows classroom rules and routines with occasional reminders from teacher. Pages 7, 15, 23, 31, 39
Language and Communication	<ul style="list-style-type: none"> Child perceives differences between similar-sounding words. Pages 32, 40 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. Page 8 Child uses sentences with more than one phrase. Pages 16, 20
Emergent Literacy Reading	<ul style="list-style-type: none"> Child blends syllables into words. Pages 24, 32, 40, 44 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Pages 40, 44 Child asks and responds to questions relevant to the text read aloud. Pages 24, 28, 32
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•202–C•203 Child shares and celebrates class-made and individual written products. Pages C•202–C•203
Mathematics	<ul style="list-style-type: none"> Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. Pages 11, 19, 27, 35, 43; C•192–C•193
Science	<ul style="list-style-type: none"> Child observes, investigates, describes and discusses the characteristics of organisms. Pages 12, 28 Child describes life cycles of organisms. Page 44
Social Studies	<ul style="list-style-type: none"> Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences. Pages 36, 38; C•198–C•199
Fine Arts	<ul style="list-style-type: none"> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 7, 15, 23, 31, 39
Physical Development	<ul style="list-style-type: none"> Child coordinates sequence of movements to perform tasks. Pages 12, 20, 36, 38, 44, 46; C•200–C•201
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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

Ready for Kindergarten!

Language

Pre-Kindergarten Outcomes

- 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. **Page 8**
- Child uses sentences with more than one phrase. **Pages 16, 20**

Kindergarten Literacy Goals

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

Reading Readiness

Pre-Kindergarten Outcomes

- Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. **Pages 40, 44**
- Child asks and responds to questions relevant to the text read aloud. **Pages 24, 28, 32**

Kindergarten Literacy Goals

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

Phonological Awareness

Pre-Kindergarten Outcomes

- Child perceives differences between similar-sounding words. **Pages 32, 40**
- Child blends syllables into words. **Pages 24, 32, 40, 44**

Kindergarten Literacy Goals

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

Writing

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

- Write informative and narrative texts that include details.
- Share writing in various ways, such as a class-made book, class blog, or oral presentation.

Mathematics

Pre-Kindergarten Outcomes

- Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. **Pages 11, 19, 27, 35, 43; C•192–C•193**

Kindergarten Mathematics Goals

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.



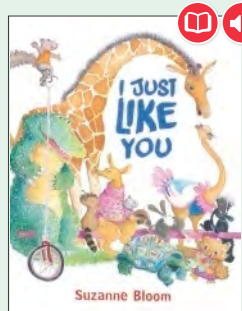
THEME 2 WEEK 1

Marvelous Me!

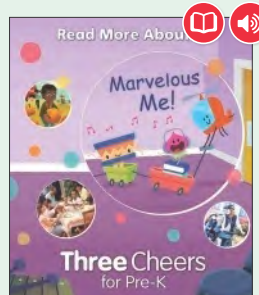
What makes me special?

Weekly Question: Who am I?

From the Theme Kit Print and Digital



Trade Book



Read More About It:
"What Do Friends Do?"



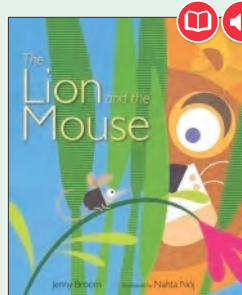
5x5



Theme and
Concept
Vocabulary



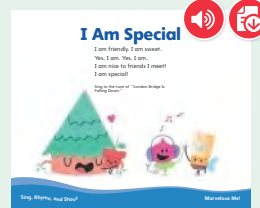
Theme Manipulative



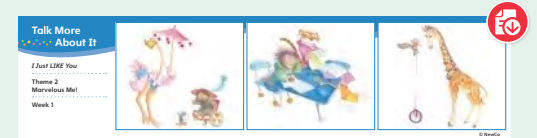
Big Book and Little
Books



Wordless
Experience Book:
Marvelous Me!

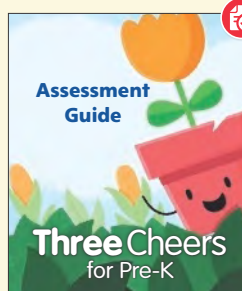


Sing, Rhyme,
and Shout: "I Am
Special"



Talk More About It: *I Just Like You*

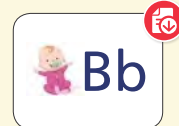
From the Teacher Toolkit Print and Digital



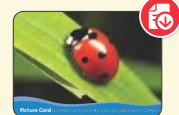
Assessment Guide



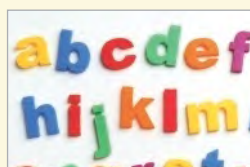
Social and Emotional
Learning Cards



Alphabet Cards



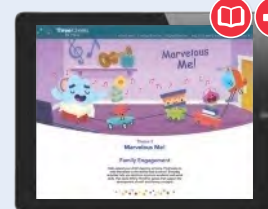
Picture Cards



Manipulatives



Family Engagement Digital



Three Cheers for
Pre-K Parents!



Three Cheers
for Games!



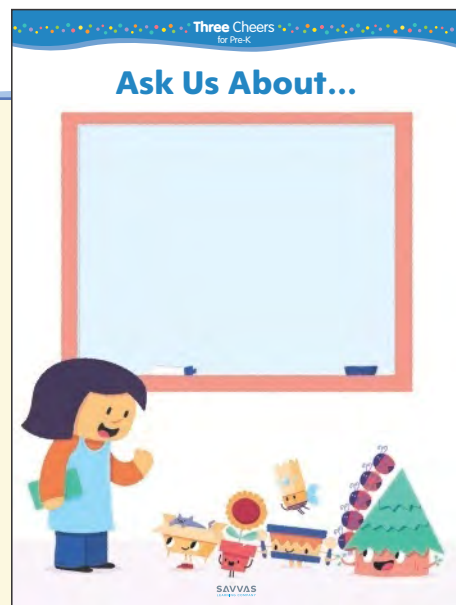
Digital Bookshelf

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.

- In the book *I Just Like You*, what makes the giraffe special?
- What is something you can do that makes you feel proud?
- How are our shoes the same? How are they different?

Day 1 pp. 7–14

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “I Am Special”
- Morning Meeting

Story Time

- What makes me special?
- 1st Read Big Book *The Lion and the Mouse*

Literacy Circle

- Concept Vocabulary Introduce
- Oral Language Development Describing Things
- Alphabet Knowledge Introduce *Bb /b/*

Center Time and Small Groups

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

Math Circle

- Classification
- Snack Time Pride in Abilities

Science Circle

- This is Me!
- Life Sciences
- Outdoor Play Coordinate Movements

Learn and Play and Centers

- Let’s Move!
 - How Many Leaps, Ms. Lion?
 - Obstacle Courses
- Let’s Talk Pride in Abilities
- Let’s Read Print Concepts, Vocabulary
- Rest Time Connect to Story Time

Reflect

- 5×5 What I Can Do
- Social and Emotional Learning Pride in Abilities
- Let’s Talk About It

Day 2 pp. 15–22

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “I Am Special”
- Morning Meeting

Story Time

- Who am I?
- 1st Read Trade Book *I Just Like You*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Rhyming Words
- Alphabet Knowledge Review *Bb /b/*

Center Time and Small Groups

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

Math Circle

- Classification
- Snack Time Pride in Abilities

Health Circle

- Eyes, Ears, and Nose
- Gross Motor Development
- Outdoor Play Coordinate Movements

Learn and Play and Centers

- Let’s Move!
 - How Many Steps, Ms. Giraffe?
 - Obstacle Course
- Let’s Talk Pride in Abilities
- Let’s Read Sentence Structure, Rhyming Words
- Rest Time Connect to Story Time

Reflect

- 5×5 Describing Words
- Social and Emotional Learning Pride in Abilities
- Let’s Talk About It

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

Day 3 pp. 23–30**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout “I Am Special”
Morning Meeting

Story Time

Who am I?
2nd Read Trade Book *I Just Like You*

Literacy Circle

Concept Vocabulary Practice
Phonological Awareness Blend Syllables
Alphabet Knowledge Review *Bb /b/*

Center Time and Small Groups

Small Group Options

- Math: Classification
- Literacy: Alphabet Knowledge

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

Math Circle

Classification
Snack Time Pride in Skills

Science Circle

I Am Alive!
Living Things
Outdoor Play Coordinate Movements

Learn and Play and Centers

Let's Move!

- How Many Steps, Ms. Rabbit?
- Obstacle Courses

Let's Talk Pride in Skills
Let's Read Respond to Questions, Blend Syllables
Rest Time Relaxation

Reflect

5x5 Classifying
Social and Emotional Learning Pride in Skills
Let's Talk About It

Day 4 pp. 31–38**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout “I Am Special”
Morning Meeting

Story Time

Who am I?
Read More About It “What Do Friends Do?”

Literacy Circle

Concept Vocabulary Review
Perceive Differences Similar-Sounding Words
Phonological Awareness Blend Syllables
Alphabet Knowledge Review *Bb /b/*

Center Time and Small Groups

Small Group Options

- Math: Classification
- Literacy: Blend Syllables

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

Math Circle

Classification
Snack Time Pride in Skills

Social Studies Circle

Same and Different
People
Outdoor Play Coordinate Movements

Learn and Play and Centers

Let's Move!

- How Many Steps, Mr. Bear?
- Obstacle Course

Let's Talk Pride in Skills
Let's Read Blend Syllables, Alphabet Knowledge
Rest Time Calm Bodies

Reflect

5x5 Same or Different
Social and Emotional Learning Pride in Skills
Let's Talk About It

Day 5 pp. 39–46**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout “I Am Special”
Morning Meeting

Story Time

Who am I?
Compare *I Just Like You* and “What Do Friends Do?”

Literacy Circle

Concept Vocabulary Check for Understanding
Perceive Differences Similar-Sounding Words
Phonological Awareness Blend Syllables
Alphabet Knowledge Review

Center Time and Small Groups

Small Group Options

- Math: Classification
- Literacy: Concept Vocabulary

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

Math Circle

Classification
Snack Time Self-Awareness

Science Circle

There's Something About Me!
Living Things
Outdoor Play Coordinate Movements

Learn and Play and Centers

Let's Move!

- How Many Steps, Mr. Turtle?
- Obstacle Courses

Let's Talk Self-Awareness
Let's Read Compare and Contrast, Blend Syllables
Rest Time Visualization

Reflect

5x5 Follow Directions
Social and Emotional Learning Self-Awareness
Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Marvelous Me!
special

Concept Vocabulary

Conceptually related words to teach this week
choose
include
like
same
shy

Academic Vocabulary

Terms used in this week's instruction

General

friends
name
routine
schedule
sunny

Literacy

author
compare
describe
letter
lowercase
pictures
rhyme
similar

uppercase
word part
words

Mathematics

alike
belong
different
group
same
similar
sort

Science

air
alive
arms

body
ears
eyes
feet
food
head
human
legs
living
mouth
nonliving
people
water
weather

Social Studies

clothing

Social and Emotional Learning

able
proud
skill

Story Words

Words from the literature to explain and use this week

Trade Book

fancy shy stories
flip-flops speedy tall

Big Book

great little proudly
happy mighty

Read More About It

do paint
look play
make

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

cardboard boxes
chenille sticks
computers or other digital devices
craft sticks
cups
dry-erase markers
headphones
mirror(s)

modeling clay
name strips
painter's tape
sand and water table
shovels
sieves
spray bottle of water
tape
yarn

Small Groups

bins (one large, two small)
brightly colored objects (three colors)
building blocks
large circles in (three different colors)
objects to count
small objects or toys to sort

Circle Times

brightly colored paper
hoop (or string, rope, or similar)
images of homes and meals
nonliving objects
objects that share a characteristic
pictures with children at various stages of growth
sets of objects that can be sorted
video-recording device

Centergize!

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

Reading and Listening

Read It to Me Follow along while listening to audio for the Big Book.

ABC Fun

What's in a Name? Use letter manipulatives to find the letters and build their names.

Math Fun

Numeral Hopscotch Choose a magnetic number, name it, and play hopscotch using the number indicated.

STEM

I Can Build Use a variety of materials to build models of homes.

Pretend and Learn

My World Create a family of stick puppets.

Sand, Water, and More

My Senses and Sand Explore sand and water using the senses.

Creativity Station

Draw a Portrait Explore how we are alike and different through self-portraits.

Writer's Club

A Book About Me Write and Illustrate books about themselves to share with classmates.

Monitor Progress



Assessment Guide

Observe

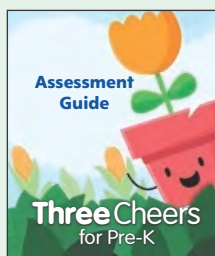
Observational Checklists

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



SCOUT

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



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Progress Monitoring Assessment 1 should be administered at the end of Theme 3.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Reading and Listening** anecdotal records about how children choose to engage in the reading activities
- **Sand, Water, and More** photographs of children investigating the sand
- **What's in a Name?** photographs of children with the letters that form their name

Marvelous Me!



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them warmly as you emphasize each child's name.
- Have children continue to practice identifying and describing their mood by placing their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Marvelous Me! Introduce the new theme, Marvelous Me!, using the lyrics and illustrations on the card.

- Each of you is *special!* That means there is nobody else like you! As we sing our new song, we will greet *special* friends in our class.
- Have children first listen to the song and then sing along. Invite children to point to themselves when they sing the first line and greet friends with a handshake when they sing the third line.
- If time allows, have children share something that makes them *special*.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "I Am Special"
- attendance chart, helper chart
- Alphabet Cards

Theme Vocabulary

special

Academic Vocabulary

letter

name

skill

Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart. Ask volunteers to match an Alphabet Card to the first letter of their name.
- 2 Helper Chart** Assign new helper jobs and have a few children model how they would act out the jobs.
- 3 Weather** *What was the weather like this weekend?* Have children describe the weather.
- 4 Today's Events** *What are we going to do today?* Discuss today's plans and mention any *special* visitors if it applies.



DIFFERENTIATED SUPPORT

3-Year Olds

Morning Meeting Review classroom routine sequence with younger children to help them stay engaged. After each step in Morning Meeting, prompt them to recall and share what comes next. For example: *What do we do next after we take attendance? We look at the helper chart.* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe things.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- distinguishes between elements of print including words.
- distinguishes between elements of print including pictures.

What You Need

- Big Book: *The Lion and the Mouse*
- Vocabulary Cards: *special, shy, same, include, choose, like*
- Alphabet Card: *Bb*

Marvelous Me!

? **What makes me special?** Ask children the guiding question *What makes me special?* Display Vocabulary Card *special*. This picture shows that these parents think their child is *special*. The word *special* means “different and better in some way.” We will find ways in which we are all *special*.

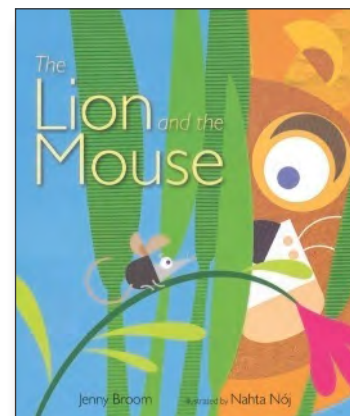


The Lion and the Mouse

Today you will read *The Lion and the Mouse*.

1 Introduce Show the front cover and read the title aloud.

Guide children to distinguish between the elements of print, including words and pictures. Open the book to the first page, and point to the word *Once*. I am pointing to a word. I will read the words, and the words will tell the story. Then point to the illustrations of the mouse and the lion. These are the pictures that tell about the story. The pictures show us what is happening.



2 Read Together As you read the book aloud, use the cues in the print to modulate your voice as you read. For example, use a small, squeaky voice when you read the smaller font about the mouse and a big, booming voice when you read the boldfaced text about the lion. Prompt children to point out which parts of the book are words and which are pictures.

3 Connect When you finish the story, say: *The lion and the mouse are special because they are different in their own ways. We are special because we are different in our own ways. What makes the lion special? What makes the mouse special?* Model an answer, such as: *The lion is special because he is strong.*

Invite volunteers to share something that makes them *special* using this sentence frame: *I am special because _____.*

DIFFERENTIATED SUPPORT

Extra Support

Connect If children cannot tell you what is special about the lion or the mouse, tell them to act out being a lion or a mouse. *How does the animal move? How does the animal sound?*

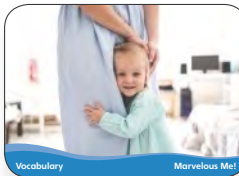
KINESTHETIC

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *Who am I?* Display Vocabulary Card *shy*. Some people are *shy*, or very quiet, and that makes them *special*. Display each of the Vocabulary Cards for this week (*same*, *include*, *choose*, *like*) and briefly explain how each relates to the question *Who am I?*

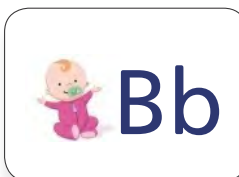


Oral Language Development

Describing Things Children will use a variety of words to describe things. Display the *The Lion and the Mouse*. Say: In the story, the author, or the person who wrote the book, describes the lion as great and mighty. The words *great* and *mighty* are words that can tell about, or describe, things. We could say that a large dog is *mighty*. What words describe, or tell about, the mouse? Yes, the mouse is *hungry* and *little*. Brainstorm other words with children that can be used to describe, or tell about, things, such as *colorful*, *big*, *round*, or *tiny*. Guide children to use these words to describe things in the classroom.

Alphabet Knowledge

Introduce Bb /b/ Tell children that today they are going to learn about the letter *B*.



- Letter Name** Display the Alphabet Card *Bb*. Point to uppercase *B*. This is uppercase *B*. Point to lowercase *b*. This is lowercase *B*. Say the letter name with me: /bē/. Point to the uppercase letter. What is the name of this letter? Point to the lowercase letter. What is the name of this letter?
- Letter Sound** Children will recognize at least 20 distinct letter sounds in the language of instruction by learning the sound /b/ spelled *b*. The sound that the letter *b* spells sounds like this: /b/. Say it with me: /b/. Point to each letter and ask children the sound it spells.
- Letter Formation** Trace the uppercase *B* 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 *b*.

Transitions

Chant and Rhyme

Invite children to stand and stretch. Have children echo you as you model the fingerplay. Then have them join in.

I am special.	(point to self)
I can sing.	(cup hands around mouth)
I can do	(point to self)
most anything!	(open arms wide)

Theme Vocabulary

special

Concept Vocabulary

choose	include
like	same
shy	

Academic Vocabulary

author	letter
describe	pictures
words	



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty using words to describe something,

THEN . . . show the child a small book and a big book. Which book is little? Prompt child to use this sentence frame to answer: *This book is small*. Repeat with the larger book. Then ask the child to find other things in the classroom that are small or large.

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–ELD•207).

Small Group

- **Math: Counting** When you count, you are finding how many of something you have. Count how many fingers you have, modeling for children as you raise each finger. Ask children what else you can count in the classroom, such as desks, pencils, or windows. Display a group of five Picture Cards. Let's count these cards together: one, two, three, four, five. I have five cards. Show the numeral card for 5 and have children say the number word. Have children work in pairs to practice walking around the classroom and counting objects together, showing numeral cards to represent each total.

▶ ELL Access

Internalize Vocabulary

Emerging Count a new group of objects. Stop after you say each number and have children repeat the number words. When you arrive at the final number, show children the corresponding numeral card.

Developing After you count aloud a new group of objects, ask children to count with you. Ask: **How many [objects] are there?** Have them respond with the final number. Then show the corresponding numeral card.

Expanding Have children count a group of objects aloud. Ask: **How many [objects] are there?** Encourage children to respond *There is/are [number] [object(s)].* Then have a child choose the corresponding numeral card.

Bridging Display a numeral card, 1–5. Ask children to say the number aloud. Then have pairs find a group of that many objects. Have pairs tell others about their group of objects.

- **Literacy: Vocabulary** Display the first spread of *The Lion and the Mouse*. Ask: **How can we describe, or tell about, the lion? Is he big or small? What else is big like the lion? What size is the mouse? What else is little like the mouse?** After discussing size, transition to other describing words, such as those for color and shape. For example, hold up a red crayon. **What color is this crayon? What is something else that is red?**

▶ ELL Access

Learning Strategies

Emerging Display the Picture Cards for *ladybug* and *camel*. Model describing each animal. **The ladybug is little. The camel is big.** Ask children to say *little* or *big* and point to the corresponding Picture Card.

Developing Ask children to tell about each animal in the Picture Cards using the following sentence frames: *The ladybug is _____. The camel is _____.*

Expanding Have children describe the animals on the Picture Cards *ladybug* and *camel* using both size and color.

Bridging Show Picture Cards *ladybug* and *camel*. Have children describe the size of each animal. Then have them draw two other animals that are different in size and color.

Math Circle

15 minutes

Classification

Tell children that today they are going to play a game where they look at a *group* of objects and decide how they are similar, or how they are alike.

- 1 Engage** Without explaining why, have two children who share a characteristic stand side-by-side. *How are these friends alike?* Model thinking aloud about an answer. *Are they wearing the same color shirt? No. Do they both have bracelets? No. Do they both have brown hair? Yes, that's it!*

Repeat the activity with a few more pairs of children who share a distinct characteristic with each other, such as both wearing stripes or the same color shirt. Be mindful not to call out anything that children might be sensitive about.

- 2 Develop** Show children several sets of objects. The objects should share one obvious characteristic but also have differences to help children clearly identify how they are similar. For example, blocks that are the same shape but not the same size, balls that are all round but not the same material, or crayons of the same length but not the same color. Ask questions such as: *How are these blocks the same? In what way are they alike?*
- 3 Practice** Have children work in pairs and go on a scavenger hunt in the classroom to find objects that share a characteristic. Give prompts such as: *Find two objects that are the same color. Now find two objects that are the same shape.* As partners return with their “treasures,” have them take turns describing what is the same about their objects.

Learning Outcomes

The child

- uses language to describe how the groups are similar.

What You Need

- sets of objects that share a characteristic
- SEL Card: *proud*

Academic Vocabulary

alike	group
same	similar



CHECK FOR UNDERSTANDING

IF . . . a child is not able to find two objects that share a characteristic,

THEN . . . simplify your instructions to provide more support, such as identifying two similar objects and saying *I see two toy cars that are the same color. Can you find them and bring them to me?*



Snack Time

15 minutes

Pride in Abilities Display the SEL Card: *proud*. *How do you think this child feels? I think happy and proud! What kinds of things make you feel proud of what you can do?*

As children transition to snack time, give them opportunities to express pride in their own age-appropriate abilities, such as helping to set out water cups or saying thank you when they are served.

Science Circle

15 minutes

Learning Outcomes

The child

- can express pride in age appropriate abilities.
- observes the characteristics of organisms.
- investigates the characteristics of organisms.
- coordinates sequence of movements to perform tasks.

What You Need

- Big Book: *The Lion and the Mouse*
- Picture Card: *family*
- drawing materials, such as paper and crayons

Theme Vocabulary

special

Academic Vocabulary

people	living
head	body
eyes	ears
mouth	arms
legs	feet
proud	

Outdoor Play

20 minutes

Coordinate Movements In the story, the mouse scurries and leaps. What does *scurry* mean? It means to move quickly with short steps. Demonstrate moving quickly with short steps. What does *leap* mean? Then model how or ask a volunteer to demonstrate the meaning of *leap*. Continue defining and modeling movement verbs from the story, such as *crouch*, *reach*, *scamper*, and *catch*.

This is Me!

The following chant can be spoken or sung to the tune of “Are You Sleeping?” As you say the chant or sing, have children echo as the words repeat.

I have two eyes.	
I have two eyes.	(point to your eyes)
I can see.	
I can see.	(circle your eyes like glasses)
My two feet can help me,	
My two feet can help me,	(point to your feet)
Run, run, run,	
Run, run, run!	(run in place)

Life Sciences

- Engage** Display Picture Card *family*. Ask children to describe what they see.
- Develop** Point out that this is a picture of many people. People are living things. You are a living thing. You are *special*. You are a living thing! We are all living things. Have children observe the people in the card. People have a head and body with many parts. Point to the different parts of the people in the picture. People have eyes, ears, a mouth, a nose, arms, legs, and feet. Ask children to point to their body part as you say it. You are *special*. You have eyes... ears... a mouth... a nose... arms... legs... and feet. Living things need food, water, air, and a place to live. People need food, water, air, clothing and a place to live. People are living things. Explain to children that people can do things that other living things cannot do. People wear clothes. People go to work and school.
- Practice** Use chart paper and a marker to model how to draw a picture of yourself. I am going to draw a picture of me. Here are my eyes... I have curly hair... I am going to draw two arms and two legs. Have children draw a picture of themselves. Remind them to show the *special* features discussed.



Learn and Play

90 minutes

Let's Move

How Many Leaps, Ms. Lion? Have children stand in a row. Explain that one child will be the lion, and the other children will be the mice. Choose a volunteer to play Ms. (or Mr.) Lion. The volunteer stands at the opposite end of the room.

- Lead children in chanting: **How many steps, Ms. Lion?**
- Ms. Lion should give an answer that includes a number of steps between 1 and 5.
- Repeat until the first child reaches Ms. Lion. That child becomes the next Ms. Lion.

Obstacle Courses During outdoor play, use sidewalk chalk to create obstacle courses. For example:

- Draw bubble shapes. Children jump, leap, walk, or scurry from one to the next.
- Make a windy, curvy line. Children walk along the line as if they are on a balance beam.

Let's Talk

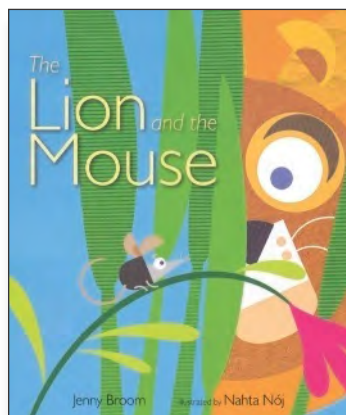
Pride in Abilities As children play, circulate and watch for children demonstrating age appropriate abilities. Stop and call attention to the child, praising their actions and modeling how to show pride in their abilities. For example: **Wow, I saw you reaching that toy on the top shelf all by yourself. I am so proud that you can stretch like that! You can say you feel good about what you can do by saying you are proud!**



Let's Read

Print Concepts Display *The Lion and the Mouse*. Have children take turns flipping through the pages and pointing to pictures or words, showing they can distinguish between the elements of print.

Vocabulary Reinforce describing words as you reread *The Lion and the Mouse*. Organize children into small groups and give each group a word to listen for: *great, little, mighty, happy, and proudly*. Together signal when you hear them.



Center Time

30 minutes

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

Rest Time

35-40 minutes

Connect to Story Time Remind children of the line from the story: "It was a hot day, and the lion lay sleeping under the sun, stretching out his paws . . ." Invite children to pretend they are little lion cubs stretching out their paws to take a nap in the sun. Help children transition to rest time by speaking softly. **Okay, lion cubs, close your eyes. Do you feel the sun keeping you warm and cozy?**

DIFFERENTIATED SUPPORT

Engage and Extend

Obstacle Courses If children are ready for a challenge, extend the obstacle course activity to an obstacle course on the playground equipment if available. Give children two or three steps at a time, such as **Walk across the bridge and go down the slide. Now go under the swing.** KINESTHETIC

Reflect

10 minutes

5x5

What I Can Do Ask children to point to the friends in the picture and tell what they are doing. Tell children you want to have a “show and tell,” meaning each child will show something they can do and then tell about it. Ask each child to do a brief action of their choice. Have them tell about it using this sentence frame: *I can _____!*



Learning Outcomes

The child

- can express pride in age appropriate abilities.

What You Need

- 5x5 Card: Moving in Our Own Ways
- SEL Card: *proud*
- Javi

Academic Vocabulary

proud

✓ CHECK FOR UNDERSTANDING

IF . . . a child needs help understanding how to express pride,

THEN . . . name something you know or have observed the child can do. Then model expressing pride in that ability in a complete sentence, such as *I am proud of you for being able to hang up your jacket and backpack!* Ask the child to express the same idea in their own words, using this sentence frame: *I am proud of myself because _____.*



Social and Emotional Learning

Pride in Abilities Display the SEL Card *proud*. This child painted a picture. She did a great job! I wonder how she feels. Explain what it means to feel *proud*. *When we are proud, we feel good about something we did. This child feels proud of her painting. When you feel good about something you did, you can say: I feel proud!* Have children repeat the sentence *I feel proud!*



Let's Talk About It

Tell children that it is time to reflect, or think about their morning and what they learned. *We learned about what makes us special and how to be proud of what we can do.* Give children opportunities to express pride in their own age appropriate abilities. Hold Javi and model sharing a statement, such as *I am proud that I can put on my own jacket.* Have children take turns holding Javi and saying something that they were able to do today and share that with pride.

DIFFERENTIATED SUPPORT

Extra Support

Pride in Abilities To help children understand what it feels like to be proud, recall what they shared in the 5x5 activity *What I Can Do*. *When you showed us something you can do, you felt happy with yourself. That is feeling proud.* KINESTHETIC



Welcome to Today

15 minutes

Meet and Greet

- Greet children with a handshake as they enter the classroom. Invite them to shake a friend's hand.
- Ask children to share how they are feeling today by adding their stickers to the Mood Meter.



Sing, Rhyme, and Shout

Marvelous Me! Display the card for this week.

- What are the friends in the picture doing? How do you like to greet your friends?
- Have a volunteer *choose* a greeting, such as a wave or high five, and invite them to greet each classmate as you play the song.
- Play the song again, and give a new volunteer a turn. Encourage each child to *choose* a new greeting.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "I Am Special"
- attendance chart, helper chart

Theme Vocabulary

special

Concept Vocabulary

choose

Academic Vocabulary

count

letter

Morning Meeting

- Attendance** Have children place their name cards on the attendance chart as you call on them. *I'm looking for someone whose name starts with the letter S. Raise your hand.* Continue until all children have had a turn to add their name. *Let's count the number of children who are here today.*
- Helper Chart** Use the helper chart to review who is assigned to each job. As you name the jobs, have volunteers describe each one.
- Question of the Day:** *Are you 4 years old?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- Today's Events** *Do you have any news to share or something special that is happening after school?* Have children take turns sharing ideas.

DIFFERENTIATED SUPPORT

Extra Support

Attendance Some children will need additional support in identifying the first letter in their names. As you ask for children to place their name cards on the attendance chart, you may call on specific children. *I'm looking for someone whose name starts with the letter S. I know Sam starts with the letter S. Sam, will you please come place your name card on the chart so we know you're here?* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses sentences with more than one phrase.
- recognizes rhyming words.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.

What You Need

- Trade Book: *I Just Like You*
- Vocabulary Cards: *special, choose, include, like, same, shy*
- Picture Cards: *bat, bed, box, cat, feet, fox, house, nail, nest, pail*
- Alphabet Card: *Bb*

Marvelous Me!

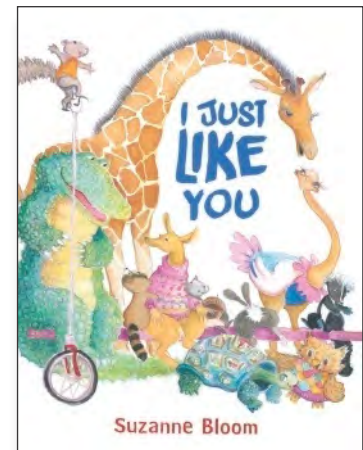
? **Who am I?** Remind children of the weekly question. Then display Vocabulary Card *special*. *Each one of you is special. You are all different.* Have volunteers share a detail about themselves, such as *I am a sister.* or *I like yellow!* Point out these things make each of us *special*.



I Just Like You

Tell children you will read *I Just Like You*.

- 1 Introduce** Display the front cover of the book. Tell children that this book is about animal friends who look different and like to do different things, but are all *special* in their own ways.
- 2 Read Together** As you read the book aloud, encourage children to chime in on the repetitive text, such as “You just like me” and “I just like you.” Have volunteers come up and point to items in the illustrations mentioned in the story, such as *flip-flops* and *glasses*. Point out text that rhymes, such as *me* and *see*.
- 3 Connect** After reading, model how to say something nice about someone in the class using more than one phrase, and then have the class chime in on the phrase *we like you just the way you are!* For example: *We like Sabu. We like Sabu because he likes exploring. Sabu, we like you just the way you are!*



DIFFERENTIATED SUPPORT

ELL

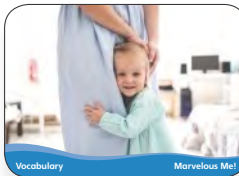
Introduce Work with children to identify ways in which two animals in the book are different. Name basic color and size words for children as needed. VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

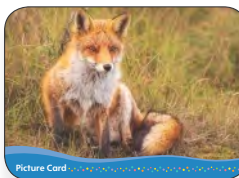
Develop Remind children of the weekly question: *Who am I?* Display Vocabulary Card *shy*. This picture shows a child who is *shy*. Say the word *shy* with me: *shy*. When might you feel *shy*? Display each Vocabulary Card (*same, include, choose, like*) and ask children questions about each one that ties the word to the theme or weekly question.



Phonological Awareness

Rhyming Words Children will recognize rhyming words. Say: *The book I Just Like You has some words that rhyme. Words rhyme when they end in the same sounds.*

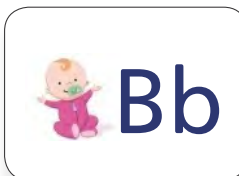
- Read pp. 9–11 aloud. Then say: *The word walk ends with the same sounds as another word. Does talk rhyme with walk? Yes, walk and talk are rhyming words. They end in the same sounds.*
- Display pairs of Picture Cards and have children recognize the rhyming words by raising both hands if the word pairs rhyme. Use Picture Cards *box/fox, bed/house, nail/pail, bat/cat, and nest/feet*.



Alphabet Knowledge

Review Bb /b/ Children will review the letters *Bb* and recognize sound /b/ is spelled with those letters. This will help children name at least 20 uppercase and lowercase letters and recognize at least 20 distinct letter sounds in the language of instruction.

- 1 Review Letter Name** Display Alphabet Card *Bb* and have children name each letter.
- 2 Review Letter Sound** Display Picture Card *bat*. This is a bat. The sound that the letter *b* spells sounds like: /bē/. Say it with me: /bē/.
- 3 Review Letter Formation** Trace both uppercase and lowercase *Bb* on the Alphabet Card and review the order of movements to form the letter. Have children trace the letter in the air.



Transitions

Chant and Rhyme

Ask children to stand up and slowly bend down to touch their toes and then stand tall again. Have them find a seat and echo you as you model the fingerplay. Then ask them to join in.

- | | |
|------------------------|------------------------------|
| Open them, shut them | (open and shut hands) |
| Open them, shut them. | (repeat) |
| Let your hands clap. | (clap your hands) |
| Open them, shut them. | (open and shut hands) |
| Open them, shut them. | (repeat) |
| Drop them in your lap. | (put your hands in your lap) |

Theme Vocabulary

special

Concept Vocabulary

choose	include
like	same
shy	

Academic Vocabulary

letter	lowercase
rhyme	uppercase



CHECK FOR UNDERSTANDING

IF . . . children have difficulty forming the letters *Bb* in the air,

THEN . . . write uppercase letter *B* and lowercase letter *b* on a sheet of paper. Have children use their fingers, guided by your hand, to trace the letters in the correct movement order.

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–ELD•207).

Small Group

- **Math: Classification** Remind children of the scavenger hunt from the previous day. *We were looking for two objects that are similar or alike. Let's play that game again but in a way that's a little different: I need a helper.* Alternate volunteers, asking them to think of prompts for the game, such as finding two or three children in the class wearing the same color clothing or two backpacks that are alike in some way.

▶ ELL Access

Academic Vocabulary

Emerging Display Vocabulary Card *alike*. *These two children look alike. Their hair is the same color. Their clothes are the same. They are alike.* Ask children to say the word *alike* with you.

Developing Display Vocabulary Card *alike*. Say: *These children are alike.* Have children repeat. Then show two pictures or objects that are not alike and say: These [objects] are not alike. Display other pairs of objects and ask: *Are these things alike?*

Expanding Display Vocabulary Cards *alike* and *same*. Show children pairs of similar objects. Say: *These two [objects] are alike. Tell us—what is the same about them?*

Bridging Display Vocabulary Cards *alike* and *same*. Have children use each word to tell about a pair of objects. Ask them to tell why the objects are the same/alike.

- **Literacy: Phonological Awareness** Recite a familiar nursery rhyme, such as “Twinkle, Twinkle, Little Star.” After you say the rhyme, talk about the rhyming words. For example: *I hear some words that rhyme. Do the words *high* and *sky* rhyme? Yes, they do. *High* and *sky* have the same ending sounds: /ī/. Does the word *pie* rhyme with *sky*?* Have children raise their hands to show they recognize the rhyming words. Repeat with other rhyming words.

▶ ELL Access

Learning Strategies

Emerging Display Picture Cards *bat*, *cat*. Say each word as you point to the picture. Have children give a thumbs up if the words rhyme. Repeat with Picture Cards *can*, *fan*; *hat*, *bat*.

Developing Display Picture Cards *man*, *fan*. Say each word as you point to the picture. Have children give a thumbs up if the words rhyme, or a thumbs down if they don't. Repeat with Picture Cards *book*, *bat*; *bat*, *hat*; *cub*, *dog*; *mouse*, *house*.

Expanding Use Picture Cards *mug*, *rug*; *rocks*, *socks*; *house*, *mouse*; *rake*, *cake*. Name each picture word and have children repeat. Then have children use the following sentence frame using the words: ____ and ____ rhyme.

Bridging Use Picture Cards *mug*, *hat*; *rocks*, *socks*; *house*, *mouse*; *rug*, *cake*. Name each picture word and have children repeat. Then have children use one of the following sentence frames for each pair of words: ____ and ____ rhyme. or ____ and ____ do not rhyme.

Math Circle

15 minutes

Classification

Remind children that the previous day they played a game where they decided how groups of objects are the same or alike. Explain that today they will have to decide how groups of objects are different, or not the same.

- 1 **Engage** Hold up two toy cars (or other objects) that are very similar other than their color. **How are these cars different?** Model thinking aloud about an answer. **Does one car have wheels, and the other does not? No, that is not what is different. Is one big and one small? No, they are about the same size. I know what's different! They are different colors.**
- 2 **Develop** Lay out sets of objects that are alike except for one characteristic, such as pasta noodles of varying shapes or stuffed toys of different animals. Have children observe the objects, directing their attention to one group at a time. Ask children to identify what is different about the items. Ask questions such as: **How are these noodles different from each other? In what way are the toys different?**
- 3 **Practice** Place a set of small objects in cups. Include one that is different than the rest, such as one large pom-pom when the rest are small or one yellow bead in a cup of purple beads. Give one cup to each pair of children. Have pairs tell the rest of the group what is different in their cup. If needed, provide a sentence frame to help children describe the difference: **This one is different because _____.**

Learning Outcomes

The child

- can express pride in age appropriate abilities.
- uses language to describe how the groups are different.

What You Need

- sets of objects that are alike except for one characteristic

Academic Vocabulary

same

different



CHECK FOR UNDERSTANDING

IF . . . a child is uncertain how to express what is different,

THEN . . . revisit the set of objects and describe together first what is alike to assist the child in contrasting what is different. **These are alike because they are all blocks. They are all made of wood. But this block is red and this one is yellow. Their colors are different.**



Snack Time

15 minutes

Pride in Abilities Engage children, asking them to show you the steps to wash their hands and prepare for a snack. **Look at what you know how to do!** Look for additional opportunities for children to express pride in their abilities, such as how well they clean up the classroom before snack time.

Health Circle

15 minutes

Learning Outcomes

The child

- can express pride in age appropriate abilities.
- uses sentences with more than one phrase.
- recognizes rhyming words.
- retells or re-enacts a story after it is read aloud.
- coordinates sequence of movements to perform tasks.

What You Need

- Trade Book: *I Just Like You*

Theme Vocabulary

special

Outdoor Play

20 minutes

Coordinate Movements Explain that you will give children instructions for how to move from place to place. In groups, have children take turns following the sequence of movements you determine using only the verbs *crouch* or *scamper*. For example: **First crouch beside the tree. Then scamper to the next tree.** Occasionally include a two-step direction using another familiar action word. **Scamper to the jungle gym and pretend to pick berries.**

Eyes, Ears, and Nose

Have children stand to join you in saying and performing the actions of this poem.

Use your eyes, use your eyes. (point to eyes)

What do you see?

If you have brown eyes,
Come and stand by me.

Use your ears, use your ears. (point to ears)

What do you hear?

I hear a soft sound.

What do you now hear?

Use your nose, use your nose. (point to nose)

What do you smell?

When you think you know,
Raise your hand and tell.

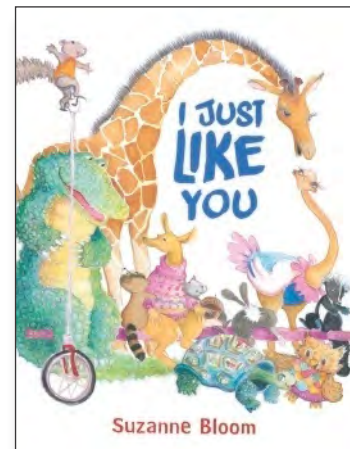
Gross Motor Development

1 Engage Do a picture walk of the book *I Just Like You*. Each animal shows how they can do something that makes them *special*. What is the ostrich doing in this picture? What are the flamingo and rabbit wearing? Point out that although the characters are animals, they are acting like people in the story.

2 Develop Pause throughout the book and ask children to tell what the animals are doing, such as playing instruments, building, and dancing.

I see these animals are finger-painting a big picture. I'll pretend to do the same thing. Model placing a hand in paint and making a print on paper.

3 Practice Prompt children to act out scenes from the story. Turn in random order to a page, name the action, and ask children to pretend to do what the animals are doing. **The animals are dancing. Show me how you dance. This animal is writing slowly. This animal is writing quickly.** Ask children to demonstrate through movement something they can do that makes them special. **What else can you do that is special? Show me how you move when you do it.**



Learn and Play

90 minutes

Let's Move

How Many Steps, Ms. Giraffe? Review the game with children. Explain that today one child will be Ms. Giraffe and the other children will be other characters from the trade book *I Just Like You*, such as raccoons and alligators!

- Assign the role of Ms. (or Mr.) Giraffe. Next, lead children in chanting: *How many steps, Ms. Giraffe?*
- Ms. Giraffe should give an answer that includes a number of steps between 1 and 5. The children respond by moving that many times.
- Repeat until the first child reaches Ms. Giraffe. The game repeats with that child as the next Ms. Giraffe.

Obstacle Course Use sidewalk chalk to create an obstacle course in your outdoor play space.

- Draw shapes in a line or path. Decide what kind of movement you want children to practice in order to move from one to the next.
- As children move from shape to shape, encourage them to count as they move to each one. How many shapes can they count?

Let's Talk

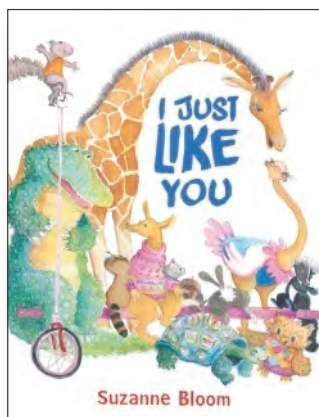
Pride in Abilities As children play, circulate and watch for children demonstrating age-appropriate abilities. Stop and point them out. For example: *That is great! I saw you share your blocks.* Encourage children to acknowledge and express pride in their abilities.



Let's Read

Sentence Structure Remind children that the animal characters in *I Just Like You* liked to do many different things. Say: *The raccoon liked to build things, and the skunk liked to explore. What do you and your friends like to do?* Work together to make sentences with more than one phrase, such as: *Kaylee likes to paint, and Edward likes to build.*

Rhyming Words Have children wiggle their fingers when they hear a word that rhymes with *walk*: *tall, talk, tan*. Ask if they can think of other words that rhyme with *walk* (*chalk, stalk*), prompting with clues as needed.



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

Connect to Story Time Have children settle in their place for rest time. Remind them that like in the story *I Just Like You*, we might all do something together even if we don't do it in the same way. *We all rest together, but some of us fall asleep and others don't. Let's try to be as quiet as a mouse. Your body will fall asleep when it's ready and you are quiet. It's also OK if you rest quietly without sleeping.*

DIFFERENTIATED SUPPORT

Extra Support

Coordinate Movements Adapt the activity as needed for children with special physical needs. For example, for children who have mobility issues, provide alternative prompts to make animal sounds or move their arms instead of their legs. KINESTHETIC

3-Year-Olds

How Many Steps, Ms. Giraffe? Younger children in general will need more support to understand the rules of a game, such as how many steps to take or the sequence of the game. As needed, restate directions and help count steps. AUDITORY



Reflect

10 minutes

5x5

Describing Words Give children examples of how you can describe things in the photo using two words. For example: **pink shirt; blue socks; curly hair**. Ask them to give their own two-word examples. Next, have everyone stand in a circle. Step into the middle of the circle while saying two words to describe something you are wearing, such as: **red belt!** Continue, having each child do the same, until everyone has had a turn.



Learning Outcomes

The child

- can express pride in age appropriate abilities.

What You Need

- 5x5 Card: Moving in Our Own Ways
- SEL Card: *proud*
- Javi

Academic Vocabulary

- able
- different
- proud



Social and Emotional Learning

Pride in Abilities Display the SEL Card *proud*. Ask children to describe how the child in the picture feels and why. Remind children that they all did such a good job washing their hands and getting ready for snack time today. **You can be proud of yourselves and all that you are learning to do!**



Let's Talk About It

Remind children that it is time to reflect, or think about their day and what they are learning. **We thought about what makes us who we are and learned about how to tell how things are different.** Ask children to share other examples of what they learned. **We learned we can be proud of what we are able to do.** Continue to give children opportunities to express pride in their own age appropriate abilities. Model sharing a statement, such as **I am proud that I can wait my turn.** Pass Javi around and have children reflect on something that they were able to do today and proudly share it.



DIFFERENTIATED SUPPORT

Engage and Extend

Pride in Abilities Some children may want more time to consider their abilities and express pride in what they are learning. Provide drawing materials and allow them to draw a picture to show something they are proud to have learned. TACTILE

Welcome to Today

15 minutes

Meet and Greet

- Greet children by name and encourage them to greet you in return using your name.
- Ask children to describe how they are feeling this morning. Assist them in noting their mood on the Mood Meter.



Sing, Rhyme, and Shout

Marvelous Me! Display the Vocabulary Card *special* and talk about how each person is *special*.

- I am excited to sing our “I Am Special” song with you today.
- After singing a few times, have children substitute the first and third lines with other phrases that tell how they are *special*.



Morning Meeting

- 1 Attendance** I am glad you all are here today to learn. Have children place their name cards on the attendance chart and point to and say the first letter.
- 2 Helper Chart** Review which children have which jobs using the helper chart. Ask children to share what jobs they do at home.
- 3 Weather** What kind of weather do you like best? Do you like it sunny? Who loves the rain? Record today’s weather by posting an icon or drawing a picture to represent the weather.
- 4 Today’s Events** Walk through today’s activities with children, reminding them of the sequence of the day. We get to read the story *I Just Like You* again! We also will learn more about living things.

Learning Outcomes

The child

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

What You Need

- Vocabulary Card: *special*
- Sing, Rhyme, and Shout: “I Am Special”
- attendance chart, helper chart

Theme Vocabulary

special

Academic Vocabulary

name

sunny

weather

DIFFERENTIATED SUPPORT

ELL

Weather Support English language learners by reviewing additional weather vocabulary they can use to express preferences in Morning Meeting. Use Picture Cards or other visuals to help name different types of weather. For example: **This is a picture of rain. This is a picture of the sun. This picture shows a windy day.** VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- engages in various forms of nonverbal communication with those who do not speak her native language.
- blends syllables into words.
- names at least 20 upper and at least 20 lower case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- responds to questions relevant to the text read aloud.

What You Need

- Trade Book: *I Just Like You*
- Talk More About It Card: *I Just Like You*
- Vocabulary Cards: *special, choose, include, like, same, shy*
- Alphabet Card: *Bb*

DIFFERENTIATED SUPPORT

3-Year Olds

Retell Help children find the pages in the book to find the *Talk More About It* images. Once they find an image, read the text on that page to them. Guide them to tell what happens on that page. AUDITORY

Engage and Extend

Retell Have children pretend to be the characters and act out the story. Give them time to act out the story for a small group. KINESTHETIC

Marvelous Me!

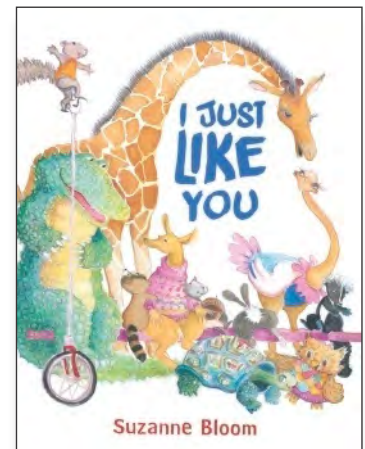
? Who am I? Remind children of the weekly question. Then display Vocabulary Card *special* and remind children of the meaning of the word. *Each one of you is special. You are all different. How are you special?* Have volunteers share something *special* about themselves.



I Just Like You

Tell children you will read *I Just Like You* again.

1 Remember Display the book cover and have children respond to questions relevant to the text. *Who is this book about? Is everyone in the book the same? How are they different?* For your English language learners, they may respond by engaging in various forms of nonverbal communication with those who do not speak their native language. Ask them to use gestures or point to details in the illustrations to respond.



2 Reread Explain to children that you need their help as you reread the book. Tell them that when you point to them, you want them to repeat the words “You just like me!” and “I just like you!” Reread the story aloud and prompt children to repeat the phrases.

3 Retell As a group, have children use the *Talk More About It* Card to retell important details from the story. Prompt children with questions as needed, such as: *What is happening in this picture? What did the animals in this picture say to each other?*

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards *shy*, *same*, *include*, *choose*, and *like*. Have children identify each one. Some of these words are things we can do. Can we *like* a friend? Yes. Can we *include* a friend? Yes. Can we *shy* a friend? No! Repeat with *same* and *choose*.



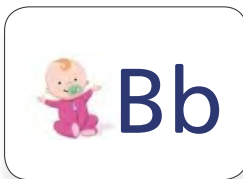
Phonological Awareness

Blend Syllables Children will blend syllables into words.

- Words can have more than one part. Listen as I say a word with one part, and I will clap once for the word part: *book*. Now I will say a word with two parts and clap for each part: *kit-ten*. What word am I trying to say? Have children blend the syllables and say the word *kitten*.
- Encourage children to clap for each word part as you say the following syllables. Then have them blend the syllables into words: *pa-per*, *dog-house*, *pup-py*, *sand-wich*.

Alphabet Knowledge

Review Bb /b/ Children will review the letters *Bb* and recognize sound /b/ is spelled with those letters. This will help children name at least 20 uppercase and lowercase letters and recognize at least 20 distinct letter sounds in the language of instruction.



- 1 Review Letter Name** Display Alphabet Card *Bb*. This is a *baby*. The word *baby* starts with the letter *b*. Point to each letter and have children name them.
- 2 Review Letter Sound** The word *baby* starts with the sound /b/. What letter spells this sound? (*b*)
- 3 Review Letter Formation** Trace both uppercase and lowercase *Bb* on the Alphabet Card. Have students trace the uppercase and lowercase letters in their palms.

Theme Vocabulary

special

Concept Vocabulary

choose	include
like	same
shy	

Academic Vocabulary

letter



CHECK FOR UNDERSTANDING

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

THEN . . . provide them with additional support. Display Vocabulary Card *same*. This shows that two things are the same. Things that are the same are alike. Continue with the other words.

DIFFERENTIATED SUPPORT

ELL

Review Letter Sound English learners may have difficulty with sound /b/ because there may not be an equivalent sound in their home language. Say several words that begin with /b/, and have children watch the way your mouth moves as you pronounce the sound. Encourage them to repeat sound /b/ after you say each word. AUDITORY/VISUAL

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•205–ELD•207).

Small Group

- **Math: Classification** When we say that things are different, we mean that they are not the same. Hold up two magnetic letters of the same color. These are the same color, but not the same shape. Each one is a different letter. Line up several building blocks of the same shape and size; all but one should be the same color. Have children identify what is different. Which block is different? Continue showing sets of objects that share characteristics but are different in one distinct way.

▶ ELL Access

Learn Language Structures

Emerging Show two crayons of the same color. Say: Same color. Then show two crayons of different colors. Say: Different color. Have children repeat each phrase after you. Show other pairs of objects and ask questions like: Same shape? Different shape? Have children use thumbs up or down to respond.

Developing Show children pairs of objects and ask why the objects are alike or different. Encourage children to respond with phrases, such as Same shape or Different color.

Expanding Have children explain in their own words what is different about one object in a set of like objects. Have children respond, This one has a different [color/size/shape].

Bridging Prompt children to use complete sentences to express what is different about one object in a set of like objects.

- **Literacy: Alphabet Knowledge** Place magnetic letters B, b, M, m, S, and s on a table, spread out and not in any order. I am looking for uppercase letter B. Can someone help me find uppercase letter B? After the letter is found, put it back with the other letters and reshuffle their positions on the table. Continue until each child has a chance to identify a familiar letter.

▶ ELL Access

Sounds and Letters

Emerging Display Alphabet Card Bb. Point to each letter and say its name. Have children repeat after you.

Developing Display Alphabet Card Bb and have children identify each letter using this sentence frame: This is ____.

Expanding Display Alphabet Cards Bb, Mm, Ss and have children identify each letter using this sentence frame: This is ____ letter _____. Example: This is uppercase letter B.

Bridging Display Alphabet Cards Bb, Mm, Ss. Point to each letter and have children identify it using a complete sentence.

Math Circle

15 minutes

Classification

Tell children that today they are going to do an activity where they sort or put objects into groups.

- 1 Engage** Give a piece of brightly-colored paper to each child. Make sure there are at least two children with the same color to form a group.

There are lots of colors here! Let's put the colors into groups. Call a color and organize those children in a particular area. You all have the same color paper.

Continue by calling out each color and guiding children to sort into groups that are alike.

- 2 Develop** When all groups are sorted by color, ask children to tell what is the same in each group. Do you see how the paper in this group is the same color? Discuss how when we sort, we are putting things into groups that are the same. This time we were sorting by color.
- 3 Practice** Give each child a cube. Hold up three cubes of the same color and place them in a hoop in the center. Have children place their cube in the hoop if they think it belongs in the group. Ask them to explain their decision. Provide a sentence frame: My cube does/does not belong in the group because _____. Repeat with three different cubes.

Learning Outcomes

The child

- sorts objects that are the same into groups.
- uses language to describe how the groups are similar.

What You Need

- brightly-colored paper
- cubes of different colors
- hoop (or string, rope, or similar)
- SEL Card: *proud*

Academic Vocabulary

group	different
similar	same
sort	belong



CHECK FOR UNDERSTANDING

IF . . . a child is struggling to sort the objects,

THEN . . . give the child a sheet of paper in the dominant color. Ask them to find all three items that are the same color as the paper and set them on top of the paper.



Snack Time

15 minutes

Pride in Skills Display the SEL Card: *proud*. This child looks like they have learned a new skill, or how to do a new job. You are learning new skills too. You can feel proud!

At the beginning of snack time, teach children a new skill such as folding a napkin or pouring water from a small pitcher. Continue to give children opportunities to express pride in their own age appropriate skills.

Science Circle

15 minutes

Learning Outcomes

The child

- responds to questions relevant to the text read aloud.
- observes the characteristics of organisms.
- investigates the characteristics of organisms.

What You Need

- Big Book: *The Lion and the Mouse*
- Trade Book: *I Just Like You*
- nonliving objects

Academic Vocabulary

air	alive
food	human
living	nonliving
water	

Outdoor Play

20 minutes

Coordinate Movements Tell children you will give them instructions for how to move from place to place using words from *The Lion and the Mouse*. Have small groups of children take turns following the sequence of movements you determine using only the verbs *sleeping, stretching, or prowling*. For example: *First stand by the swing and stretch out your arms. Then lie down on the bench and act like you are sleeping.*

I Am Alive!

Have children stand up and gently sway like a tree in the wind. Tell them the wind has calmed and it is time to listen quietly to the following chant and repeat after you when they are ready.

My head nods. (nod your head like saying “yes”)
I am alive!

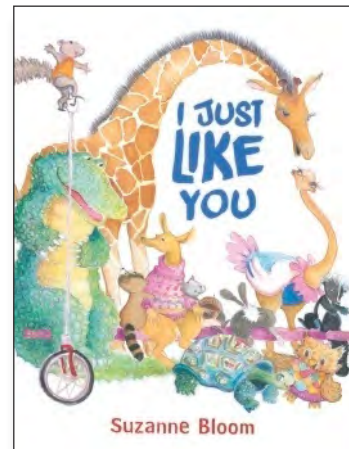
My fingers wiggle. (wiggle your fingers)
I am alive!

My arms hug. (hug yourself)
I am alive!

My feet walk. (walk in place)
I am alive!

Living Things

1 Engage Hold up a ball and a plant. Have children tell which is a living thing. Explain: *This ball is a nonliving thing. It cannot move on its own. A ball cannot grow. It does not need air and water to live. The plant is a living thing. Living things can move, grow, and change. Living things need air, food, water, and a place to live.* Explain that there are living things, like plants, animals, and humans, and there are nonliving things, like rocks, toys, and cars.



2 Develop *An animal is a living thing. Animals need air, food, water, and a place to live.* Point to an illustration of an animal in *I Just Like You*. *An owl is a living thing. The owl can move, grow and change. It needs air, food, water, and a place to live.* You may want to point out that the animals in this story are pretend and do many humanlike things in the story.

3 Practice Have children decide which things are living and which are nonliving. Name various nonliving things, such as toys or supplies in the classroom, and living things, such as animal names and the names of children in the class. Ask children to respond by saying *nonliving* or *living*.

Learn and Play

90 minutes

Let's Move

How Many Steps, Ms. Rabbit? Review the rules of the game with children. Invite volunteers to help you. Explain that today one child will be Ms. Rabbit and the other children can be other animals from the book *I Just Like You*, such as an owl or a skunk!

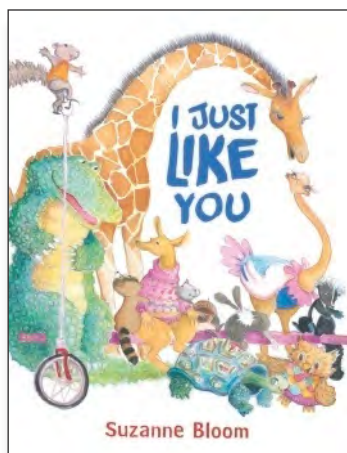
- Choose who will be Ms. (or Mr.) Rabbit. Then children chant: How many steps, Ms. Rabbit?
- Ms. Rabbit responds with a number of steps between 1 and 5. The children then move that many steps.
- This question-and-answer pattern repeats until all children reach Ms. Rabbit. If time allows, play again, having the first child who reached Ms. Rabbit become the next Ms. Rabbit.

Obstacle Courses In your outdoor play area, create one or more obstacle courses with chalk. Review or explain the steps for children to move through the obstacle course.

- Add numbers that correspond to the order children should follow. Encourage them to count, or count aloud for them, as they go through the shapes you have drawn. Tell children what kind of movement you want them to practice in order to move from one step in the course to the next.

Let's Talk

Pride in Skills As children play, circulate and watch for children demonstrating age-appropriate skills. Model how to show pride in their skills. For example: *I am so impressed. You are doing a great job holding your crayon like I showed you. You have been practicing hard. You should be proud of yourself!* Encourage children to express self-pride.



SEL Let's Read

Respond to Questions Interview children about *I Just Like You*. Ask which parts they liked best and which illustrations they enjoyed. Reinforce print elements by asking children to point to pictures or words.

Blend Syllables Review that words have parts. Say children's names, clapping as you say each syllable. Then have children blend the syllables in each word.

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

Relaxation Have gentle music playing as children transition to rest time. Encourage children to breathe slowly, first filling up their lungs and then letting the air out through their mouths. Remind them to relax their bodies so they can rest and have energy for the rest of the day.



CHECK FOR UNDERSTANDING

IF . . . a child is not able to distinguish between living and nonliving things,

THEN . . . explain that living things can grow, move, and breathe and review that they need air, water, and food. Then hold up a book, asking the child if the book can move on its own, grow, or needs food. Emphasize that it is a nonliving thing. Guide the child to understand that he or she is a living thing and will need to eat today and can move or grow.

DIFFERENTIATED SUPPORT

Extra Support

How Many Steps, Ms. Rabbit? Hold hands and act as a partner to any child who has difficulty following the rules of the game. Link hands and guide them in performing the correct number of steps. KINESTHETIC

Reflect

10 minutes

5x5

Classifying Have children look around the room. Tell them that everyone is special because they have different haircuts. Mention that people can have long, short, curly, or straight hair. Say: **Who are the people who have very short hair? Let's count them together.** Point and count aloud as children join in with you. **Now who are the people who have longer hair? Let's count them too!** Point and count again. Afterwards, ask children who have very short hair to stand up and tap their heads. Then have children who have longer hair stand and pretend they are combing their hair.



Learning Outcomes

The child

- can express pride in age appropriate skills.

What You Need

- 5x5 Card: Moving in Our Own Ways
- SEL Card: *proud*
- Javi

Academic Vocabulary

proud



Social and Emotional Learning

Pride in Skills Display the SEL Card *proud*. This girl is proud that she can paint. Do you think she could paint like that when she was a baby? Sometimes it takes a long time to practice and learn how to do something! What is something that you practiced and learned how to do? Point out that when we work hard to learn something, it is good to feel proud of what we are able to do. We can also show pride in a skill a friend has learned.



Let's Talk About It

Remind children that it is time to reflect, or think about their day and what they are learning. **We learned more about who we are as living things and how to be proud of things we have learned.** Give children opportunities to express pride in their own age appropriate skills. You may wish to use a sentence frame as a starting point, such as: *I am proud I can ____*. Pass around Javi and have children reflect on a skill they used today, such as putting on their shoes or brushing their teeth, and share that with pride.



DIFFERENTIATED SUPPORT

Extra Support

Pride in Skills Modify the activity from having children verbally express pride in their skills. Have children who need more time to process begin by acting out a skill they have learned. Have them describe what they are doing as a way to express pride in their skills.

KINESTHETIC

Welcome to Today

15 minutes

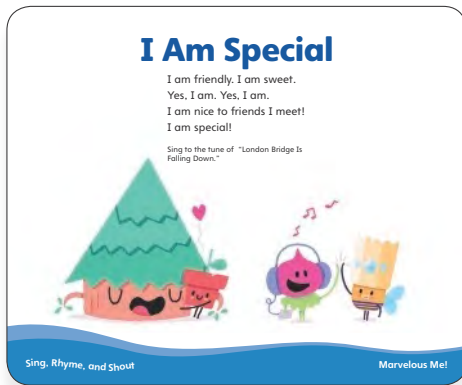
Meet and Greet

- Greet children and say “Good morning!” as you welcome them to the classroom.
- After they put away their belongings, remind them to update the Mood Meter and ask them how they feel.

SEL Sing, Rhyme, and Shout

Marvelous Me! Revisit the essential question: What makes me *special*? Ask children to explain what *special* means in their own words. Display Vocabulary Card *special* to serve as a prompt.

- Let’s sing the song “I Am Special” together. Join me when you feel comfortable.
- Have children use describing words to tell what makes them *special*.



Learning Outcomes

The child

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

What You Need

- Vocabulary Card: *special*
- Sing, Rhyme, and Shout: “I Am Special”
- attendance chart, helper chart
- Alphabet Cards

Theme Vocabulary

special

Academic Vocabulary

name	letter
routine	schedule
weather	

Morning Meeting

- 1 Attendance** Hold up Alphabet Cards in random order as a prompt to take attendance. For example, say: *I am looking for someone whose name begins with the letter L. Yes, Leo is here!* Point to the first letter.
- 2 Helper Chart** Talk to children about how having everyone help in the classroom is important for things to go smoothly in the day. Also share how it helps practice new skills.
- 3 Question of the Day:** *Do you have a pet?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today’s Events** Review the daily routines with children to prepare them for today’s schedule.



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

Engage and Extend

Attendance Some children may already know all of the letters in their name and not just the first letter. For those children, give them opportunities throughout the day to dictate to you as you label their work or even to write their own names. TACTILE

Story Time

15 minutes

Learning Outcomes

The child

- perceives differences between similar-sounding words.
- uses a wide variety of words to label actions.
- blends syllables into words.
- responds to questions relevant to the text read aloud.

What You Need

- Read More About It: “What Do Friends Do?”
- Vocabulary Cards: *special*, *choose*, *include*, *like*, *same*, *shy*
- Alphabet Card: *Bb*

Marvelous Me!

? **Who am I?** Display Vocabulary Card *special*. Then remind children of the meaning of the word and the question of the week: *Who am I? There is no one just like you. You are special.* Have a few volunteers share what makes them *special*.



SEL Read More About It: “What Do Friends Do?”

Tell children that today you are going to read a new selection called “What Do Friends Do?”

1 Introduce Display “What Do Friends Do?” on pp. 4–5 of *Read More About It*. Read the title aloud as you track the print. Tell children that this text tells us about friends and the kinds of things they do together.

Ask children to think about what they do with their friends and if the friends in this text do the *same* things or different things.

2 Read Together As you read the text aloud, point to details in the photographs that depict the actions in the text. Have children label each action. For example, after you read the first paragraph, point to the top picture and say: *These friends look at books together. What do they do? They look at books.* Encourage children to label, or name, the action words *play* and *paint*.

3 Connect Children will respond to questions relevant to the text. Have volunteers share answers to this question: *What do you do with your friends?* Ask children to label, or name, the action words used.



DIFFERENTIATED SUPPORT

3-Year Olds

Connect Younger children may find it easier to respond to what they do with their friends after looking around the classroom for games and toys they use during Centers. VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *Who am I?* Display Vocabulary Cards *shy* and *include*. This word tells about how someone might feel. Some people feel like this when they first meet a new friend. What is my word? Hold up two cards and give children clues for one of the words (*shy, same, include, choose, like*). Have children identify the word. Repeat until each word has been used at least once.

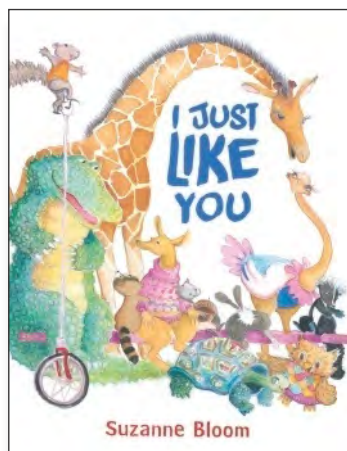
Perceive Differences

Similar-Sounding Words Children will perceive differences between similar sounding words. Listen to the sound at the beginning of these words: *bat, mat*. Are the beginning sounds alike or different? (different) Repeat with *bat* and *ball* (same). Continue with these word pairs: *fun, sun* (different); *sun, sit* (same); *bat, bug* (same); *tap, cap* (different).

Phonological Awareness

Blend Syllables Children will blend syllables into words. Some words, like *dog*, have one word part. Some words, like *pa-per*, have two word parts.

- Listen to these word parts and see if you know what word I am saying. I am going to clap for each word part: *glass-es*. Repeat if needed so children can blend the syllables to form the word *glasses*.
- Repeat with these words from the trade book *I Just Like You*: *speedy, fancy, sometimes*.



Alphabet Knowledge

Review Bb /b/ Show Alphabet Card *Bb* and ask children to name the letter. Then guide children to make the sound /b/ that the letter *b* spells.

Transition

Chant and Rhyme

Have children stand up and raise their arms and hands in the air for a big stretch. The following chant can be sung to the tune of “Are You Sleeping?” As you say or sing the chant, have children echo as the words repeat.

Can you hear me,	(put both hands
Can you hear me,	behind your ears)
Little ones?	
Little ones?	(point to the class)
I am ready.	
I am ready.	(point to self)
Let's sit down.	
Let's sit down.	(sit down)

Theme Vocabulary

special

Concept Vocabulary

choose	include
like	same
shy	

Academic Vocabulary

alike	different
word part	



CHECK FOR UNDERSTANDING

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

THEN . . . provide them with additional support. Display Vocabulary Card *include*. This picture shows children trying to include a friend. They want the friend to play with them. 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•205–ELD•207).

Small Group

- **Math: Classification** Prior to the activity, cut out large circles in the colors that correspond to groups of brightly-colored objects you have chosen for children to sort. Set out the circles where all children can reach. Give children a container of small objects in three different colors. Ask them to sort the objects by placing them in the color group where they belong. For example: If there are red, yellow, and blue beads, children would put all the red beads on the red circle, and so on. Model for children as needed.

▶ **ELL Access**

Internalize Vocabulary

Emerging Work together with children to sort the objects. Say: *These objects are the same color. They are all red. Red.* Have children repeat the color name.

Developing Name each of the colors of the objects as you sort. During and after sorting, ask simple questions, such as: *What color is this object? Are these objects all red?*

Expanding Ask children to talk about the color of the objects as they sort them. For example: *This one is blue. This one is red.*

Bridging Have children think aloud to explain how they are sorting as they work on the activity, including the name of the object and its color.

- **Literacy: Blend Syllables** Remind children that words can have more than one word part. *I am going to say two word parts. I want you to tell me what word I am trying to say. Listen: class-room.* Continue giving children additional practice blending syllables with the following words: *pa-per; pretz-el; kit-ty; swim-ming.*

▶ **ELL Access**

Listening Comprehension

Emerging Children will identify whether a word has one part or two. If a word has one part (syllable), have children show one finger. If a word has two parts, have children show two fingers. Use words such as these: *book; teach-er; class-room; dog; pa-per.*

Developing Children will identify whether a word has one part or two. Encourage them to clap for each word part as you say it. If a word has one part (syllable), have children say "one part." If a word has two parts, have children say "two parts." Use words such as these: *fly; teach-er; dog; fan; run-ning; draw-ing.*

Expanding Say a word, such as *dog*, and have children respond using one of these sentence frames: *The word ___ has ___ part. or The word ___ has ___ parts.*

Bridging First have children say words that have one word part. Then have them say words that have two word parts. Encourage them to look around the classroom if needed.

Math Circle

15 minutes

Classification

Explain to children that today you have a new sorting activity. Remind them that when we sort, we put objects into groups where they belong.

1 Engage Hold up two different objects, such as a toy car and a toy train, one in each hand. *What am I holding in each hand? Are these the same? Are they different? We can play with both things, but they are different.*

Set each toy in separate groups in front of you. Then add another car to that group and another train to that group to demonstrate how to sort objects into their respective groups.

2 Develop Ask children to tell which group other toy trains and toy cars would go into. Ask questions to determine that you are sorting by type of toy. For example, say: *If I had another toy car, where does it belong? What if it was a big toy car? Would it still go here? Why?*

3 Practice Have children practice sorting more of the two different types of toys. Provide two containers for children to use in sorting. Ask children to put the cars in one and the trains in the other. When children have sorted all the toys, have them describe the two groups and how they are different.

Learning Outcomes

The child

- sorts objects that are different into groups.
- uses language to describe how the groups are different.

What You Need

- sets of objects
- SEL Card: *proud*

Academic Vocabulary

belong	different
group	same
sort	



CHECK FOR UNDERSTANDING

IF . . . a child is not able to sort the objects correctly,

THEN . . . sort several of the same object first. Then provide an object for the other group and explain why it does not fit:

Every object we put in this group is a toy car. All toy cars go in this group. Now this one is not a toy car, so can it go in the toy car group? No, so this one should go in the toy trains group.



Snack Time

15 minutes

Pride in Skills Display the SEL Card: *proud*. Ask children to describe the picture. Ask volunteers to help with clean-up tasks such as closing a resealable bag or putting a lid on a container. Model the skill and give them opportunities to express pride in their skills.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- can express pride in age appropriate skills.
- identifies differences between himself, classmates and other children inclusive of specific characteristics.
- identifies differences between himself, classmates and other children inclusive of cultural influences.
- coordinates sequence of movements to perform tasks.

What You Need

- Vocabulary Card: *family*
- images of homes and meals
- Trade Book: *School in Many Cultures*
- Read More About It: "What Do Friends Do?"

Theme Vocabulary

family special

Academic Vocabulary

people living
 air food
 water clothing
 different

Outdoor Play

20 minutes

Coordinate Movements Have small groups of children take turns following the sequence of movements you determine using only the verbs *sleep*, *stretch*, or *prowl*. For example: **First walk under the monkey bars and then stretch up! Then prowl over to the slide.** Have children take turns giving the directions.

Same and Different

Remind children that we are each *special* in our own ways. As you say the chant, pause after each line and have children repeat after you and follow your gestures.

My hair is black, and yours might be red. (point to hair)
 Even though we are different, we are also the same!

I like bananas, and you like papayas. (pretend to eat)
 Even though we are different, we are also the same!

I prefer to wake up early, and you like to sleep late. (pretend to sleep)
 Even though we are different, we are also the same!

People

- Engage** Display Vocabulary Card *family* as an example of people. **A family is a group of people.** Remind children that people are living things. Ask: **What do people need to live? Yes, we all need air, food, and water.** Explain that people can grow, move, and change. People wear clothing and live in homes. Each person is *special*.



- Develop** Display photographs of different types of homes in rural and urban settings. **People need a place to live. These are different kinds of places people can live.** Name the different types of homes in the pictures. Show pictures of different meals. **People need food. People eat different kinds of food.** Ask children to identify differences. Reinforce that our differences are what make us *special*.
- Practice** Display the book *School in Many Cultures*. As you flip through pages, pause to ask children to describe differences they see, such as what different children wear to school, how they learn, and what their schools are like. Guide them to compare what is similar to how they learn and what is different as shown in the photographs.

Learn and Play

90 minutes

Let's Move

How Many Steps, Mr. Bear? Tell children that today the caller will be Mr. Bear, and this time the rules are a little different. Explain that in this version Mr. Bear can tell them how many steps and whether to move forward or backward.

- Designate who will be Mr. (or Ms.) Bear. Remind children to ask: How many steps, Mr. Bear?
- Have children listen for how many steps and which direction to go before they move.
- Have children continue to follow this sequence of movements to reach Mr. Bear.

Obstacle Course Utilize your outdoor space as an obstacle course. Instead of chalk, use other equipment such as hula hoops and baskets to create a new course. Review or explain the steps for children to move through the obstacle course.

Let's Talk

Pride in Skills At various times as children play, casually observe and notice when they demonstrate age appropriate skills. Draw attention to it, modeling how to show pride in their skills. *Caleb, I saw how well you just did that! You are doing a great job cutting with scissors. I know that isn't easy, but you have worked hard. You should be proud of what you can do!*



Let's Read

Blend Syllables Review that words have parts. Say a child's name that has two syllables, and step forward as you segment each syllable. Then have children blend the syllables in the name. Repeat with other names.

Alphabet Knowledge Display both pages in "What Do Friends Do?" Ask children one at a time to come forward and find the letter their names begin with. *What letter is at the beginning of your name? Where do you see the letter [S] on these pages?*



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

Calm Bodies As children settle into their spaces for rest time, tell them you are proud of how they are learning to control their bodies and keep them still while they rest. Tell them they should be proud too. Remind them now is the time to close their eyes and lie quietly to let their bodies rest.



CHECK FOR UNDERSTANDING

IF . . . a child is reluctant to describe differences in people,

THEN . . . provide more guided questions as you observe photographs together. For example, ask: *What is this child wearing to school? Is that like what you wear to school? How is it the same or different?*

DIFFERENTIATED SUPPORT

Extra Support

Practice To help children express differences, ask *yes/no* questions about the pictures in *School in Many Cultures*. For example, *Does your teacher wear a hat? Do you learn outside?* VISUAL

Reflect

10 minutes

5x5

Same or Different Talk about how the friends in the photo are the same and different. Then assign children to pairs. Have partners stand 10 feet across from one another. Give short directions and have each pair jump forward if statements are true, using the words *same* and *different*. Children will notice differences between themselves and classmates. For example: **Jump once if you go to the same school. Jump twice if you have a different name. Jump once if you speak Spanish.** Children should not jump forward if the statement does not apply. Repeat until all children have reached their partners.



Learning Outcomes

The child

- can express pride in age appropriate skills.
- identifies differences between himself, classmates and other children inclusive of specific characteristics.
- identifies differences between himself, classmates and other children inclusive of cultural influences.
- coordinates sequence of movements to perform tasks.

What You Need

- 5x5 Card: Moving in Our Own Ways
- SEL Card: *proud*

Theme Vocabulary

special

Academic Vocabulary

proud



Social and Emotional Learning

Pride in Skills Display the SEL Card *proud*. Review that the child on the card is happy when she looks at her painting. **When you feel happy about something you can do, you feel proud. What is something that you couldn't do before, but now you know how to do?** Have children tell a partner something they are proud that they can do. Then have children share with the class.



Let's Talk About It

Remind children that it is time to reflect, or think about their day so far and what they learned. For example, remind them of what you have read about and discussed: **What did we learn about people? What objects did we sort?** Transition to a time where children take turns holding Javi and expressing pride in their own age appropriate skills. Prompt them to fill in the sentence frame: *I am proud I can _____.* **Remind them of skills you have observed them mastering as needed.**



DIFFERENTIATED SUPPORT

3-Year-Olds

Pride in Skills Allow young children to demonstrate or act out their skills as a way to express pride in them before they try to express it verbally. Then ask them to describe what they are doing and how they are proud they can do it.
KINESTHETIC

Welcome to Today

15 minutes

Meet and Greet

- Give children a warm welcome and a high five as they come into the classroom and get settled.
- Ask: *And how is your mood today, Peter? Can you show us on the Mood Meter?*



Sing, Rhyme, and Shout

Marvelous Me! Ask: *What makes me special?* Display the card.

- Sing the song a couple of times with children.
- Pair children with a partner and have them stand facing each other. Then explain that you are going to change the words so they can sing the song to each other. Model substituting *you* for *I* and *are* for *am* as you sing through the song. Have children join you as they are able.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: “I Am Special”
- attendance chart, helper chart
- Alphabet Cards

Theme Vocabulary

special

Concept Vocabulary

same

choose

Academic Vocabulary

alike

different

Morning Meeting

- Attendance** As children place their names on the chart, have them *choose* the Alphabet Card that is the *same* as the first letter in each of their names.
- Helper Chart** Remind children that today is the last day for the jobs, and next week you will assign new jobs on the helper chart.
- Weather** Ask volunteers to use describing words to tell what the weather is like outside today.
- Today's Events** Preview typical classroom activities for this day. *Do you remember what day it is? What do we usually do on Fridays?*

DIFFERENTIATED SUPPORT

Extra Support

Weather Children with visual or other sensory challenges will experience the weather in unique ways. Encourage these children to describe how the weather feels or to describe it in terms that reflect their own perspectives.

KINESTHETIC/TACTILE

Story Time

15 minutes

Learning Outcomes

The child

- perceives differences between similar-sounding words.
- blends syllables into words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *I Just Like You*
- Read More About It: “What Do Friends Do?”
- Vocabulary Cards: *shy, same, include, choose, like*
- Alphabet Cards: *Bb, Ss, Mm*

Marvelous Me!

? **Who am I?** Revisit the weekly question *Who am I?* What did we find out this week about who we are? How are each of us *special*?



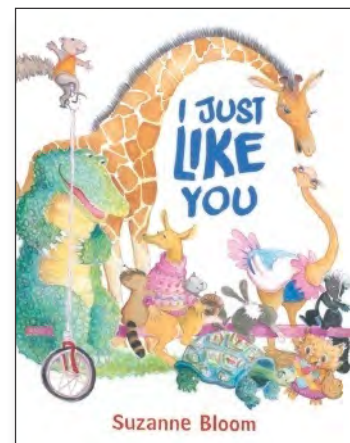
I Just Like You and “What Do Friends Do?”

Tell children you will reread *I Just Like You* and “What Do Friends Do?”

1 Remember Display the book cover for *I Just Like You*, and then display the selection “What Do Friends Do?” Briefly ask questions to prompt children to recall each one, such as: **What do you remember about this book?**

2 Reread First reread “What Do Friends Do?” Then as you reread all or a portion of *I Just Like You*, ask children to think about how the animals act with each other that shows they are good friends.

3 Compare Guide children to compare the two selections. Model how to use information from each text to make comparisons. In “What Do Friends Do?,” the friends do things together. What do they do? Point to the picture at the top of p. 5. One thing they do together is paint. Then display p. 17 in *I Just Like You*. In this story, the animals do things together. They paint together too. The friends in these two texts both like to paint. Have children find other ways the two texts are alike.



DIFFERENTIATED SUPPORT

ELL

Compare Provide additional support to English language learners as they compare the selections. Allow them to point to illustrations or photographs as they respond to questions. Encourage them to respond with a single word or brief phrase that describes what they see. 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 do you usually choose to eat for breakfast? When someone is shy, how do they act? How can you include a friend when you play? What do you like to wear to school? Why would you like to be in the same group as a friend?*



Perceive Differences

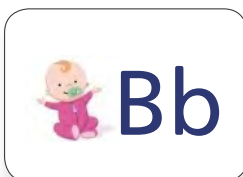
Similar-Sounding Words Remind children that some words sound alike, but they are not the *same*. Listen to the sound at the beginning of these words: *call, fall*. Are the beginning sounds alike or different? (different) Repeat with *call* and *car*. (same) Then say these word pairs and have children perceive the differences between their beginning sounds: *tip, sip* (different); *fun, far* (same); *lap, map* (different); *bag, bear* (same).

Phonological Awareness

Blend Syllables Begin by reminding children that words have one or more parts. Use oral examples from “What Do Friends Do?” Listen to this name: *Ra-món*. Let’s say the word parts together: *Ramón*. Choose other words, such as *together*. Follow the same routine, first saying the word segmented into syllables and then having children blend the syllables into a word.

Alphabet Knowledge

Review Tell children they are going to review what they know about the letters they have learned so far. One at a time, show the Alphabet Cards *Bb*, *Ss*, and *Mm* and ask children to name the letter and then find an example of the letter in environmental print. Then guide children to make each sound the letter spells together with you.



Transitions

I Am Special!

Display the Sing, Rhyme, and Shout Card. Sing the song with children to the tune of “London Bridge Is Falling Down.”

I am friendly. I am sweet.

Yes, I am. Yes, I am.

I am nice to friends I meet!

I am special!

Theme Vocabulary

special

Concept Vocabulary

choose

include

like

same

shy

Academic Vocabulary

alike

compare

friends



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty blending syllables,

THEN . . . focus on blending familiar words such as names or places they know. For example: *Your name is Gem-ma, Gem-ma. Say the word parts with me: Gemma.* Repeat with object names in the classroom that the child can see.

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–ELD•207).

Small Group

- **Math: Classification** Set out a large bin of two different types of toys or objects. Then have two smaller empty bins available into which children can sort. *Today we get to sort these toys. Do you remember how to sort? We put things into the groups where they belong.* Hold up the two different types of toys and identify them for children. Then explain they will place one group of toys in one bin and the other group of toys in a separate bin. When children have sorted all the toys, have them describe how the two groups are different.

▶ **ELL Access**

Academic Vocabulary

Emerging Model using academic language as you sort: *When I sort, I put things in different groups. I put the [blocks] in one bin and the [cars] in the other bin.* Have children repeat *sort* and *different* as well as the names of the objects.

Developing Establish which bin is for which kind of toy. Then sort toys and ask *yes/no* questions such as: *Do I sort this toy into this bin? Are these toys alike?*

Expanding Ask children to describe their actions as they sort. For example: *This is a _____. It goes into this bin.*

Bridging Have children describe, in their own words, what they are doing as they sort. For example: *The _____ go into this bin because _____.*

- **Literacy: Concept Vocabulary** Discuss and practice using concept vocabulary words with children. Place Vocabulary Cards *shy, same, include, choose, and like* on a table. Have children point to the card for which you are giving a clue. Continue the activity by asking children questions using each of the words, such as *What do you like to play at the park?*

▶ **ELL Access**

Expand Vocabulary

Emerging Display the Concept Vocabulary Cards so each child can see them. Point to one card and say the word. Have children repeat the word. Repeat for each card.

Developing Display the Concept Vocabulary Cards so each child can see them. Point to a card and have children say the word. Repeat for each card. Then mix up the cards and repeat.

Expanding Provide sentence frames such as the following so children can use the vocabulary words in complete sentences: *I _____ to play at the park. This toy is the _____ as that toy.*

Bridging Encourage children to use one of the concept vocabulary words in a complete sentence.

Math Circle

15 minutes

Classification

Tell children that today you are going to continue to think about things that are alike and different.

- 1 Engage** Explain that people choose to wear different things. Choose something some children are wearing, such as shorts or blue shoes. **Look at your shoes. If you have blue on your shoes, come stand over here. If you do not have blue on your shoes, go stand over there.** Explain how you just made two groups with different colored shoes.

Let's see the blue-shoe group jump up and down.

Now let's see the not-blue group wave their hands in the air.

Repeat the activity, this time choosing a different way by which to sort children into two groups. Focus on colors, patterns, or other neutral characteristics. Be mindful not to call out anything that children might be sensitive about.

- 2 Develop** Select 4 children to stand at the front. Choose strategically so that 2 children have a similar item of clothing and the other 2 do not. Start by placing a hand on one child's shoulder. **[Child 1's name] is wearing a short-sleeve shirt. [Child 2's name] is wearing a similar short-sleeve shirt. Let's make them into a group.** Direct the 2 students to stand together. **What about [Child 3's name]? Does [Child 3] belong in that group? No. So let's make another group.** Repeat the questioning for the remaining child. Then have children sort themselves into groups.

Have children classify and sort themselves again. Focus on a different characteristic like buttons and no buttons.

- 3 Practice** Ask children to help you think of how we can sort similar characteristics into groups, for example by hair color (brown and not brown), shirt color (green and not green), or shoe type (laces or hook and loop). Then have children practice sorting classmates into these groups. Begin to model making observations about how many are in each group. Ask children to count with you.

Learning Outcomes

The child

- sorts objects that are the same into groups.
- 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.

Academic Vocabulary

alike	similar
different	group
same	



CHECK FOR UNDERSTANDING

IF . . . a child struggles to classify,

THEN . . . make the groups easier to sort by focusing on two or three classmates and how they are similar and different.



Snack Time

15 minutes

Self-Awareness Before snack time begins, prompt children to show self-awareness. For example, say: **As you are eating, listen to your tummy and stop eating when you are full. Or if you are still hungry, you may ask for some more fruit. This way, you give your body what it needs.**

You might look for opportunities to extend this discussion about self-awareness, such as being aware of what you are able to do.

Science Circle

15 minutes

Learning Outcomes

The child

- shows self-awareness.
- blends syllables into words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- describes life cycles of organisms.
- coordinates sequence of movements to perform tasks.

What You Need

- Vocabulary Card: *special*
- pictures of children of varying ages
- Read More About It: "What Do Friends Do?"

Theme Vocabulary

special

Academic Vocabulary

grow	change
ability	skill

Outdoor Play

20 minutes

Coordinate Movements We have learned some fun ways to move this week: *crouch, scurry, leap, scamper, catch, sleep, prowl, stretch*. Have volunteers help you demonstrate each movement as a quick review.

Explain that today they are going to take turns being in charge of giving instructions for how to move from place to place using words from the stories this week: *crouch, scurry, leap, scamper, catch, sleep, prowl, stretch*. Support children as they do so. For example, ask: **Aiden, how do you want your friends to move next?**

There's Something About Me

Have children stand to join you in saying and performing the actions of this poem.

There's something about me	(point to self)
That I'm knowing.	(point to head)
There's something about me	(point to self)
That isn't showing.	
I'm growing!	(raise hands above head)

Living Things

- Engage** Display Vocabulary Card *special*. Ask children to describe what they see. **Look at the people in this picture. What do you see?**
- Develop** **Look at the baby.** Prompt children to think about how people grow and change over time. **Will this baby stay a baby? How will the baby change over time? Yes, the baby will grow and get bigger. You began as a baby. Now you are a child. You are bigger and taller! People are living things. People grow and change.**
- Practice** Display a picture with children of various stages of growth. Ask: **What can the baby do? Is this child your age? What is the child doing? How will this child grow and change as they get older?** Ask children to share specific ways they have changed and grown over time since they were babies. Then have them think about and express how they will grow next, such as new skills or abilities they will gain.



Learn and Play

90 minutes

Let's Move

How Many Steps, Mr. Turtle? Explain that one child will be Mr. Turtle, and the other children can choose other characters from *I Just Like You*. Review the rules of the game with children, using the variation of the game from the previous day where Mr. Turtle can tell them how many steps and whether to move forward or backward.

- Children begin by asking *How many steps, Mr. Turtle?*
- The group listens for how many steps and which direction to go before they move.
- Then children continue to follow this sequence of movements to reach Mr. Turtle before a new round begins.

Obstacle Courses Create obstacle courses for children in your outdoor play space. Consider creating one with chalk, such as different shapes drawn on the ground and numbered, and another using gym equipment, such as ropes and hoops. Before children begin to play, explain the sequence of movements they need to perform to move through each course.

Let's Talk

Self-Awareness As children play, circulate and watch for children working on a new skill or ability. Help them to develop self-awareness about how they are growing and changing. Occasionally, stop and point out children's development, such as: *Omar, your drawings this week are looking so pretty. How have you been practicing?* Encourage children to respond or expand upon your comments.

SEL Let's Read

Compare and Contrast Guide children to discuss and identify how the activities the children do in "What Do Friends Do?" are similar to and different from their own.

Blend Syllables Use names from "What Do Friends Do?" such as *Ramón, Shonda, Jalen, and Emma*. Say each syllable separately. Then have children blend the syllables together to make a word. Show a fist to represent each syllable. Then move your fists together to represent the word.



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

Visualization Remind children that their growing bodies need rest in order to grow and stay healthy. Guide children through a brief relaxation exercise, helping them transition to rest time and get comfortable. Have them lie down on their mats or cots and close their eyes. You may read a visualization script of your own, or use this: *Make a picture in your mind. You are standing barefoot in the middle of a big, grassy field. You can smell the flowers. Birds are singing sweetly. The grass feels soft under your feet—so soft, you want to lie down on it. So you do. Up above you now are big, white clouds. They look like animals. The wind relaxes you. You start to close your eyes. You fall asleep.*

DIFFERENTIATED SUPPORT

Engage and Extend

Obstacle Courses Some children may want a challenge with the obstacle courses. Ask them to think of a new way to design an obstacle course. They might use chalk or gym equipment, or they may want to design a course that involves a sequence of specific movements on the playground equipment. KINESTHETIC

Reflect

10 minutes

5x5

Follow Directions Remind children that friends can be very different, but they can still *like* spending time together. Review ways in which the friends in the photo are different. Tell children that everyone in their class is different, too, in some ways. Invite children to stand. Call out instructions based on characteristics and have children move if they share them. For example: *Everyone who has a brother, touch your toes. Everyone who likes to play at the park, spin around.*



Learning Outcomes

The child

- shows self-awareness.
- coordinates sequence of movements to perform tasks.

What You Need

- 5x5 Card: Moving in Our Own Ways
- SEL Card: *proud*
- video-recording device

Theme Vocabulary

special

Academic Vocabulary

proud

CHECK FOR UNDERSTANDING

IF . . . a child is unable to describe a new concept that was learned,

THEN . . . look together through this week's selections. As you reread or flip through the pages, prompt children to recall ideas that were discussed, such as how we are the same and different, what makes us who we are, and so on. Then provide a sentence frame, such as: *This week, I learned ____.*

DIFFERENTIATED SUPPORT

3-Year-Olds

Self-Awareness Young children may find it challenging to describe what they can do in a complete sentence. Build the sentence together, asking the child to think of an idea and then you add your own idea. Assist them in expressing the idea: *I can ____.*

AUDITORY

Social and Emotional Learning

Self-Awareness Begin by asking children to describe what it means to be proud. Prompt their descriptions by displaying the SEL Card *proud*. Remind them that when we work hard to learn something, we can feel proud of what we are able to do.



Have children take turns expressing pride in their skills and abilities to demonstrate self-awareness. Ask children to share what they can do. For example, model: *I can stretch. I am learning to draw. What can you do?* Help them say a complete sentence: *I can put on my coat.*

If possible, record a video of them saying their sentence, or write the sentences down. Save the videos or writing to display for a culminating experience at the end of the theme.

Let's Talk About It

Remind children that it is time to reflect, or think about what they learned today and throughout the week. Review the weekly question *Who am I?* Ask questions to prompt children to say what they learned this week. *What makes you who you are? What do you know about living things? What are you proud that you can do?*



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 is aware of where own body is in space and respects personal boundaries. Pages 58, 60, 66, 68, 74, 76, 82, 84, 90, 92 Child follows classroom rules and routines with occasional reminders from teacher. Pages 53, 61, 69, 77, 85
Language and Communication	<ul style="list-style-type: none"> Child provides appropriate information for various situations. Pages 70, 76 Child demonstrates knowledge of verbal conversational rules. Pages 78, 82 Child uses sentences with more than one phrase. Page 62
Emergent Literacy Reading	<ul style="list-style-type: none"> Child can segment a syllable from a word. Pages 54, 62, 70, 74, 78 Child can recognize rhyming words. Pages 86, 90 Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Pages 54, 70; C•196–C•197 Child recognizes at least 20 distinct letter sounds in the language of instruction. Pages 54, 70 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Pages 86, 90
Emergent Literacy Writing	<ul style="list-style-type: none"> Child shares and celebrates class-made and individual written products. Pages C•202–C•203
Mathematics	<ul style="list-style-type: none"> Child recognizes and creates patterns. Pages 57, 65, 73, 81, 89
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses properties and characteristics of common objects. Pages 58, 66, 68, 74, 82, 90; C•192–C•193
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 coordinates sequence of movements to perform tasks. Pages 60, 66, 68, 82; C•200–C•201
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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

Ready for Kindergarten!

Language

Pre-Kindergarten Outcomes

- Child demonstrates knowledge of verbal conversational rules. **Pages 78, 82**
- Child uses sentences with more than one phrase. **Page 62**

Kindergarten Literacy Goals

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

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. **Pages 54, 70; C•196–C•197**
- Child recognizes at least 20 distinct letter sounds in the language of instruction. **Pages 54, 70**

Kindergarten Literacy Goals

- Recognize and name all upper- and lowercase letters of the alphabet.
- 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 86, 90**

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

- Child recognizes and creates patterns. **Pages 57, 65, 73, 81, 89**

Kindergarten Mathematics Goals

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

Writing

Pre-Kindergarten Outcomes

- Child shares and celebrates class-made and individual written products. **Pages C•202–C•203**

Kindergarten Literacy Goals

- Participate in shared research and writing projects.
- Share writing in various ways, such as a class-made book, class blog, or oral presentation.



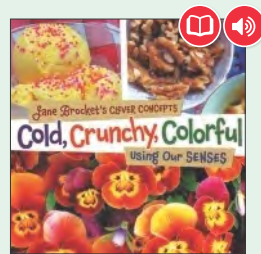
Marvelous Me!

What makes me special?

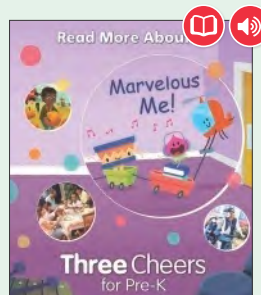
Weekly Question:

What do my senses tell me about the world?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "Picking a Pumpkin"



5x5



Theme and Concept Vocabulary



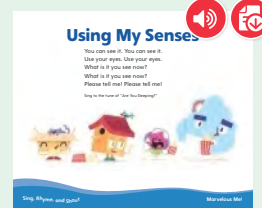
Theme Manipulative



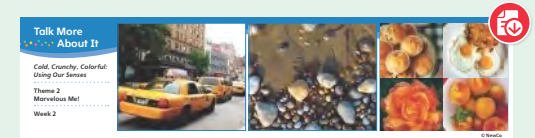
Big Book and Little Books



Wordless Experience Book: 'Marvelous Me!'

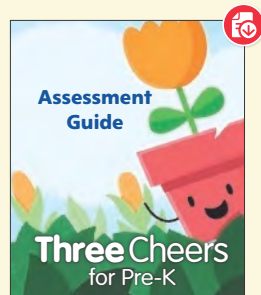


Sing, Rhyme, and Shout: "Using My Senses"



Talk More About It: 'Cold, Crunchy, Colorful: Using Our Senses'

From the Teacher Toolkit Print and Digital



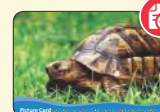
Assessment Guide



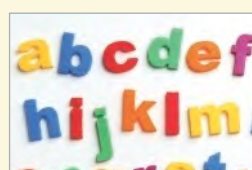
Social and Emotional Learning Cards



Alphabet Cards



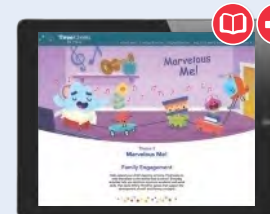
Picture Cards



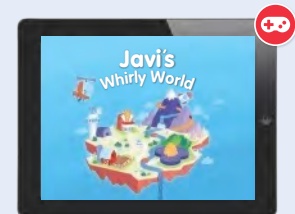
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



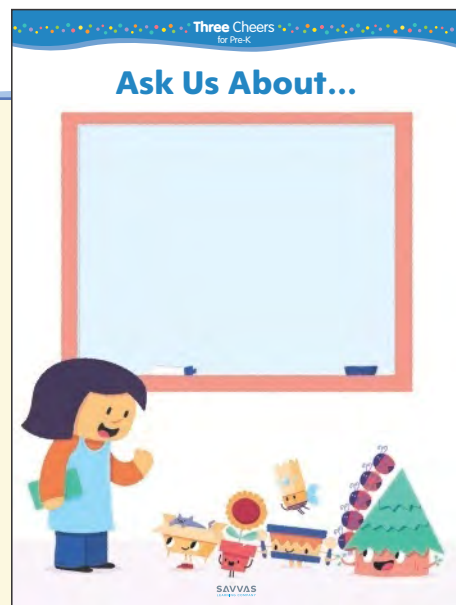
Digital Bookshelf

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 special about our eyes?
- How do you show that you respect your friends?
- What word starts with the same sound you hear at the beginning of the word *tiger*?

Day 1 pp. 53–60

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “Using My Senses”
- Morning Meeting

Story Time

- What makes me special?
- Reread Big Book *The Lion and the Mouse*

Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Segment Syllables
- Alphabet Knowledge Introduce Tt /t/

Center Time and Small Groups

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

Math Circle

- Patterns
- Snack Time** Self-Awareness

Science Circle

- So Much to See!
- Living Things
- Outdoor Play** Coordinate Movements

Learn and Play and Centers

- Let’s Move!
 - Hold Your Pose
 - How Many Steps, Ms. Mouse?
- Let’s Talk Self-Awareness
- Let’s Read Meaning of Text, Segment Syllables
- Rest Time** Connect to Story Time

Reflect

- 5x5 Patterns
- Social and Emotional Learning Self-Awareness
- Let’s Talk About It

Day 2 pp. 61–68

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “Using My Senses”
- Morning Meeting

Story Time

- What do my senses tell me about the world?
- 1st Read Trade Book *Cold, Crunchy, Colorful: Using Our Senses*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Segment Syllables
- Alphabet Knowledge Review Tt /t/

Center Time and Small Groups

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

Math Circle

- Patterns
- Snack Time** Self-Awareness

Science Circle

- Noisy Animals
- Living Things
- Outdoor Play** Coordinate Movements

Learn and Play and Centers

- Let’s Move!
 - Head, Shoulders, Knees, and Toes
 - Way to Move
- Let’s Talk Self-Awareness
- Let’s Read Sentence Structure, Vocabulary
- Rest Time** Connect to Story Time

Reflect

- 5x5 Letters and Words
- Social and Emotional Learning Self-Awareness
- Let’s Talk About It

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

Day 3 pp. 69–76**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “Using My Senses”

Morning Meeting**Story Time**

What do my senses tell me about the world?

2nd Read Trade Book *Cold, Crunchy, Colorful: Using Our Senses*

Literacy Circle

Concept Vocabulary Practice

Phonological Awareness Segment
Syllables

Alphabet Knowledge Review *Tt /t/*

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

- Math: Patterns
- Literacy: Concept Vocabulary

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

Math Circle**Patterns**

Snack Time Respect

Science Circle**Our Senses****Living Things**

Outdoor Play Coordinate Movements

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

- Hokey Pokey
- Airplane

Let's Talk Respect

Let's Read Retell, Segment Syllables

Rest Time Self-Awareness

Reflect

5x5 Sounds

Social and Emotional Learning Respect

Let's Talk About It

Day 4 pp. 77–84**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “Using My Senses”

Morning Meeting**Story Time**

What do my senses tell me about the world?

Read More About It “Picking a Pumpkin”

Literacy Circle

Concept Vocabulary Review

Phonological Awareness Segment
Syllables

Perceive Differences Similar-Sounding
Words

Alphabet Knowledge Review *Tt /t/*

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

- Math: Patterns
- Literacy: Perceive Differences

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

Math Circle**Patterns**

Snack Time Respect

Science Circle**Our Senses****Living Things**

Outdoor Play Coordinate Movements

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

- Limbo
- Pumpkin Jump

Let's Talk Respect

Let's Read Verbal Conversations,
Alphabet Knowledge

Rest Time Calm Bodies

Reflect

5x5 Tastes

Social and Emotional Learning Respect

Let's Talk About It

Day 5 pp. 85–92**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “Using My Senses”

Morning Meeting**Story Time**

What do my senses tell me about the world?

Compare *Cold, Crunchy, Colorful: Using Our Senses* and “Picking a Pumpkin”

Literacy Circle

Concept Vocabulary Check for
Understanding

Phonological Awareness Rhyming
Words

Alphabet Knowledge Review

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

- Math: Patterns
- Literacy: Phonological Awareness

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

Math Circle**Patterns**

Snack Time Respect

Science Circle**Our Senses****Living Things**

Outdoor Play Coordinate Movements

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

- Simon Says
- Marching

Let's Talk Respect

Let's Read Text Comprehension,
Rhyming Words

Rest Time Visualization

Reflect

5x5 Senses

Social and Emotional Learning Respect

Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Marvelous Me!

senses

Concept Vocabulary

Conceptually related words to teach this week

hear
see
smell
taste
touch

Academic Vocabulary

Terms used in this week's instruction

General

color
colors
create
name
sunscreen

Literacy

describes
directions
letters
parts
rhyme
words

Mathematics

blowing
breeze
clouds
damp
ears
eyes
feel
hands
investigate
loud
nose
noses
quiet
alike
count
next
order
pattern
patterns
repeating
same
shapes
squares
bitter

Science

rain
rainy
salty
scent
sound
sounds
sour
spicy
sun
sunny
sweet
tongue
warm

weather
wet

Social Studies

jobs
world

Social and Emotional Learning

respect

Story Words

Words from the literature to explain and use this week

Trade Book

buzzing
flavors
flowers
mouthwatering
peaches
pebbles
rotten
rustling
sunny
water

Big Book

hungry
little
scurried
tickle

Read More About It

bright
curved
fresh
pumpkin patch
smooth
sniff
sweet
thump

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

cardboard boxes
computers or other digital devices
construction paper
craft sticks
crayons
cups

drawing paper
dry-erase markers
glue
headphones
markers
mirror(s)
name strips
painter's tape
sand and water table
scissors
shovels

sieves
spray bottle of water
tape
yarn

Circle Times

apples of different varieties, cut into bite-size pieces
balloons in two colors
bell
building blocks
buttons or beads

drum
ice cube tray
items for children to smell
jump rope or yardstick
objects with different textures
opaque containers
white paper
yellow 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

Read It to Me Follow along while listening to audio for the Big Book.

ABC Fun

What's in a Name? Use letter manipulatives to find the letters and build their names.

Math Fun

Numeral Hopscotch Choose a magnetic number, name it, and play hopscotch using the number indicated.

STEM

I Can Build Use a variety of materials to build models of homes.

Pretend and Learn

My World Create a family of stick puppets.

Sand, Water, and More

My Senses and Sand Explore sand and water using the senses.

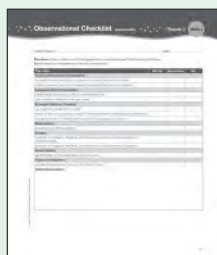
Creativity Station

Draw a Portrait Explore how we are alike and different through self-portraits.

Writer's Club

A Book About Me Write and Illustrate books about themselves to share with classmates.

Monitor Progress



Assessment Guide

Observe

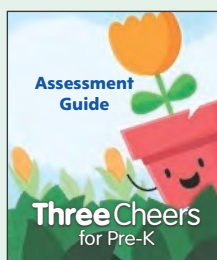
Observational Checklists

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



SCOUT

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



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Progress Monitoring Assessment 1 should be administered at the end of Theme 3.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **STEM** photographs of children building model homes
- **Creativity Station** self-portraits
- **Math Fun** anecdotal notes about how children show understanding of the game and numbers

Marvelous Me!



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them by name and model giving compliments, such as: *I like your bright shirt!*
- Remember to use the Mood Meter to gauge the mood of the classroom.



Sing, Rhyme, and Shout

Marvelous Me! Introduce a new aspect of the theme using the lyrics and illustrations on the card.

- Let's sing a song together to remember what makes our bodies special!
- Play the song and sing along. Ask children to join in on each repeated sentence.
- Have children make up and use gestures that go with the song.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "Using My Senses"
- attendance chart, helper chart

Concept Vocabulary

see

Academic Vocabulary

clouds

rain

sun

Morning Meeting

- 1 Attendance** Let's find out who's here today. Raise your hand if your name starts with the letter *L*. As children respond as you call out different letters, have them place their name cards on the attendance chart.
- 2 Helper Chart** After you assign new helper jobs, ask the child who had the job previously to explain their duties to the new helper.
- 3 Weather** Have children describe the weather. *What do we usually see on a day like today? Do we see sun? Clouds? Rain?*
- 4 Today's Events** Walk through today's activities with children. *We will get to read a story! We also will learn about our bodies today.*



DIFFERENTIATED SUPPORT

Extra Support

Attendance Some children may not yet be able to identify with which letter their names begin. You may provide more support by holding up name cards as you prompt children, asking: *Is this your name? If so, please come up and place your name card on the chart.* VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- recognizes that text has meaning.
- segments a syllable from a word.
- names at least 20 upper- and at least 20 lower-case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- retells or re-enacts a story after it is read aloud.

What You Need

- Big Book: *The Lion and the Mouse*
- Vocabulary Cards: *hear, see, smell, taste, touch*
- Alphabet Card: *Tt*
- Picture Card: *turtle, hammer, ladder, otter*

Marvelous Me!

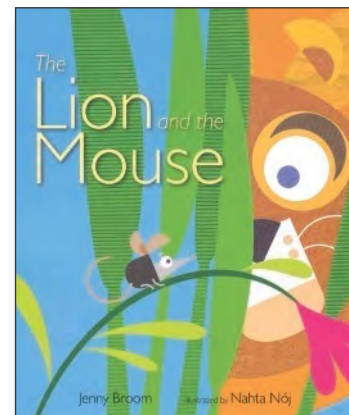
- ?** **What makes me special?** Remind children of the guiding question *What makes me special?* Tell them that this week they will find out new ways that make them *special*.



The Lion and the Mouse

Invite children to be seated. Tell them it is time to listen to a familiar story.

- 1 Remember** Display the Big Book *The Lion and the Mouse*. Ask children if they recall the name of the story as you point to the title. Read the title aloud. Ask a volunteer to point to the mouse.



- 2 Reread** Remind children that there are pictures on a page and there are also words in order to help children recognize that text has meaning. **The words tell the story. The pictures help tell the story too.** Read the book aloud, pointing to the words and pictures as you read.
- 3 Retell** Guide children to retell the story. Prompt them to think about what happens in sequence in the story. For example, ask: **What happens first in the story? What happens next?** As children retell, you may choose to use the illustrations to guide them.

DIFFERENTIATED SUPPORT

Engage and Extend

Retell Provide art materials for children who would like to draw three pictures to show what happens in order in the story of *The Lion and the Mouse*.

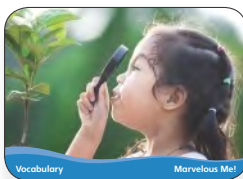
TACTILE/VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *What do my senses tell me about the world?* Display Vocabulary Card see. This shows one of our senses. We can see with our eyes and find out about the world. Display each of the Vocabulary Cards for this week (*hear, touch, smell, taste*) and briefly explain how each relates to the question *What do my senses tell me about the world?*



Phonological Awareness

Segment Syllables Children will segment syllables from words.

- I am going to say the first part of a word, and I want you to say the second part of the word. Display Picture Card *hammer*. This is a *ham—*. Have children give the missing word part (syllable). Repeat with Picture Cards *ladder; otter*.
- Then display Picture Card *hammer* again. Guide children to segment, or take apart, the syllables, or word parts, and say *ham* and *mer*. Repeat with Picture Cards *ladder; otter*.

Alphabet Knowledge

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



- 1 Letter Name** Display Alphabet Card *Tt*. Point to the uppercase *T*. This is uppercase letter *T*. Point to lowercase *t*. This is lowercase letter *t*. Say the letter name with me: /tē/. Point to each letter and have children name it.
- 2 Letter Sound** Display Picture Card *turtle*. This is a *turtle*. The sound at the beginning of *turtle* is /t/. Say it with me: /t/. The sound /t/ at the beginning of *turtle* is spelled with the letter *t*.
- 3 Letter Formation** Trace the uppercase *T* on the Alphabet Card and explain the order of movements. Have children trace the letter in the air. Repeat with lowercase letter *t*.

Transition

Chant and Rhyme

Invite children to stand up and touch their toes. Ask them to echo you as you model the finger play. Since it's familiar, children may be ready to join in the first time.

I am special.	(point to self)
I can sing.	(cup hands around mouth)
I can do	(point to self)
most anything!	(open arms wide)

Theme Vocabulary

senses

Concept Vocabulary

hear	see
smell	taste
touch	

Academic Vocabulary

words



CHECK FOR UNDERSTANDING

IF . . . a child is having difficulty identifying letters *Tt*,

THEN . . . have him or her take the Alphabet Card and match it to the letter *T* in environmental print around the classroom. Reinforce the letter name by saying the letter name and have the child repeat.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•208–ELD•210).

Small Group

- **Math: Classification** Remind children that
 - they have sorted objects and people into groups.
 - Remember that we can look at ways that we are alike and different to sort into groups. Today we are going to sort by hair length. Help children identify their own hair as short or not short. Then have children sort themselves into two groups. Discuss how each group is different, but the people in each group are alike.
 - Continue practicing how to classify by choosing other physical characteristics. Have children contribute their category ideas. What are some other ways we can sort ourselves into groups?

▶ **ELL Access**

Expand Vocabulary

Emerging Demonstrate what *not* preceding an adjective means. Say: **Big**, and point to a big object. Say **Not big**, and point to a small object. Have children repeat the words. Then use pairs of objects with other characteristics.

Developing After you display and identify objects as having a characteristic and *not* having the characteristic, ask simple questions about other objects. For example: Big or not big? Blue or not blue?

Expanding Sort a group of several objects that are alike and different into two groups. Ask children to name the groups *X* and *Not X*.

Bridging Have partners gather and sort objects into *X* and *Not X* categories for the rest of the group to guess.

- **Literacy: Alphabet Knowledge** Display Picture Card *turtle*. Say: What do you see in this picture? Yes, it's a turtle. What sound do you hear at the beginning of *turtle*? (/t/) What letter spells the sound /t/? (*T, t*). Repeat with these Picture Cards: *table, mop, teeth, bat, turn, seal, tube, mouse*.

▶ **ELL Access**

Sound and Letter Relationships

Emerging Display Picture Card *table*. This is a *table*; /t/-able. The word *table* starts with the sound /t/. The sound /t/ is spelled with the letter *t*. Have children say the word and the letter.

Developing Display Picture Card *table*. *Table* starts with the sound /t/. Have children name the picture and repeat the sound it begins with. The sound /t/ is spelled with the letter *t*. Display Picture Cards *taxi, seal, man, tire, and tube*. Have children name each and identify the ones that begin with the sound /t/.

Expanding Display Picture Card *teeth*. Have children identify the word and the sound they hear at the beginning of the word. What letter spells the sound /t/? Have children use this sentence frame to answer: The sound ___ is spelled with the letter _____. Repeat with Picture Cards *table, tire, tube, turtle*.

Bridging Display the following Picture Cards one at a time: *table, taxi, sunshine, mop, tube, mouse, bat, tire, box* and *turtle*. Have children identify each picture, the sound that begins each word, and the letter that spells the sound.

Math Circle

15 minutes

Patterns

Tell children that today they are playing a fun, new game where they look for patterns.

- 1 Engage** Display or point to an American flag in the classroom. Point to the stripes and explain: *I see a pattern on this flag. Do you see how the stripes are red and then white and then red and then white? This is a pattern where the colors go back and forth in the same order. The red and white part is the same each time.*

Point to a white stripe and then prompt children to identify the next color in the pattern by asking: *What comes next?*

- 2 Develop** Give children additional examples of visual patterns. Ask for volunteers who may have a pattern on their clothing, such as a print with a repeating shape or stripes. Identify the pattern as a class. Prompt with questions, such as: *What do you see repeating? How would you describe the pattern?* As needed, expand on answers in sentences: *Yes, I see yellow-red-yellow-red-yellow-red too!*

- 3 Practice** Create a pattern that repeats three times. Use an ice cube tray and start in one row using beads or buttons in two alternating colors. After you reveal the pattern in five sections, ask children first to identify what they see. Say the pattern together: *green-blue-green-blue-green. What is the part you see again and again?* Repeat the activity a few times to give children an opportunity to recognize patterns.

Learning Outcomes

The child

- recognizes patterns.

What You Need

- American flag
- ice cube tray
- buttons or beads
- SEL Card: *aware*

Academic Vocabulary

order	flag
pattern	same
next	



CHECK FOR UNDERSTANDING

IF . . . a child is struggling to recognize the pattern you begin,

THEN . . . give him an opportunity to work independently. Help them say out loud the pattern that is there, and then point to the repeating part. Ask them to listen for this part as you say the pattern again.



Snack Time

15 minutes

Self-Awareness As children transition to snack time, remind them to find a seat and to sit quietly in their own space. Display and discuss the SEL Card: *aware*. *How does this child feel, do you think? What do we see when we look in a mirror?* Help children make the connection between seeing ourselves in a mirror and being aware of what we are doing. Remind them that one way we can be aware of our bodies is to stay calm and still during snack time or circle time.

Science Circle

15 minutes

Learning Outcomes

The child

- is aware of where own body is in space.
- observes characteristics of common objects.
- investigates characteristics of common objects.
- observes the characteristics of organisms.

What You Need

- Trade Book: *Cold, Crunchy, Colorful*
- Vocabulary Card: *senses*

Theme Vocabulary

senses

Concept Vocabulary

see	hear
touch	smell
taste	

Academic Vocabulary

eyes	ears
shapes	

Outdoor Play

20 minutes

Coordinate Movements Lead children through a variety of yoga-like poses either using movement cards as a guide or creating your own sequence of movements, such as *Get down on your hands and knees and arch your back up like a cat. Stand with your feet and arms wide like a starfish. Make your body long like a snake.*

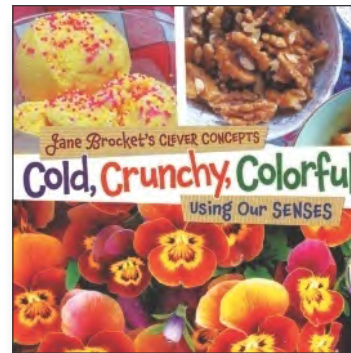
So Much to See!

Sing the song to the tune of “Row, Row, Row Your Boat.” Ask children to listen to the song and mimic your gestures. Have them chime in when they are ready.

- | | |
|----------------------------|--------------------------------------|
| See, see with my eyes. | (point to eyes) |
| I have so much to see! | (pretend to look through binoculars) |
| I use my senses every day. | (arms up and around) |
| My eyes, they help me. | (point to eyes) |

Living Things

1 Engage Let’s look through this book to find out what we can see. Page through *Cold, Crunchy, Colorful: Using Our Senses* and model making observations about colors and patterns you see.



2 Develop Display the Vocabulary Card *senses*. What does the child use to see a puppy? What does the child use to hear a puppy bark? How does the child find out how soft a puppy feels? What does the child use to smell? What does the child use to taste an apple? Explain to children that people have five senses; *see, hear, touch, smell, and taste*. We use our different *senses* to learn about things. We use our eyes to see things or people.

3 Practice What do we use to see? We use our eyes to see. Point at your eyes. Ask children to look around the room quietly and carefully. *When we look at things, we observe. We use our eyes to see.* Then have volunteers take turns sharing what they observe about the common objects in the room. Model for children by pointing at your eyes and saying: *I see with my eyes a table and chair. I see with my eyes Gina is wearing a red shirt.*

Learn and Play

90 minutes

Let's Move

Hold Your Pose Ask children to begin the activity by showing their favorite pose they learned in Outdoor Play. Tell them that you will show them more poses and they will try to make the same poses.

- Guide children through poses such as standing like a tree, with legs apart like a mountain, or arching their back like a cat.
- Create a pattern using the poses, cycling through the same few poses in the same order each time.

How Many Steps, Ms. Mouse? Review the rules of the game with children, using the variation of the game from the previous week where the caller can tell them how many steps and whether to move forward or backward. Explain that one child will be Ms. Mouse and the other children will be lions.

- Children begin by asking *How many steps, Ms. Mouse?* The group listens for how many steps and which direction to go before they move.
- A new round begins when all children reach Ms. Mouse.

Let's Talk

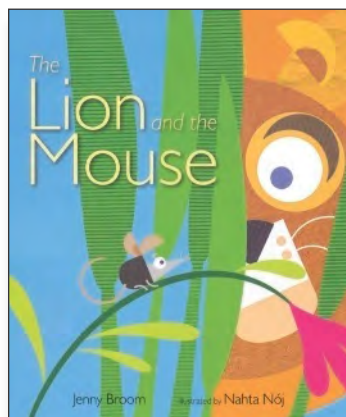
Self-Awareness As children play, periodically interject to ask questions such as: *Who is near the library books? Jasmine, could you please bring me one?* Then praise children for being aware of their surroundings and encourage them to continue playing.



Let's Read

Meaning of Text Revisit the story *The Lion and the Mouse*. As you turn to each page, point to the special phrases set in unique fonts, such as “a hungry little mouse.” Ask children to look at the size of the words and try to decide which character the words are describing.

Segment Syllables Review syllable segmentation from Literacy Circle. Repeat the activity, this time using children’s names as examples to clap and segment into syllables.



Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Connect to Story Time Explain to children that in rest time, everyone needs to be aware of their body and to lie quietly in their own space. *Pretend there is a box around you. Stay in your box as we rest!* Remind children how the story *The Lion and the Mouse* says: “. . . the lion lay sleeping under the sun, stretching out his paws . . .” Have children pretend they are little lion cubs about to take a nap in the sun. Speak gently as you guide children to rest time. *Little lion cubs, does the sun feel good on your backs? Go ahead and close your eyes.*

DIFFERENTIATED SUPPORT

3-Year-Olds

Hold Your Pose Younger children will generally be less coordinated and less able to balance during gross-motor activities. Provide modifications for them when modeling poses, such as holding arms at their sides or straight out rather than over their heads.

KINESTHETIC

Reflect

10 minutes

5x5

Patterns Explain that a pattern is something that repeats. Point to different patterns in the room, such as the tiles on the floor, a striped pattern on a child's shirt, or connecting cubes strung together in a color pattern. Then ask children if they see any patterns in the photo. Have them describe the patterns they see. *What colors are in this pattern? What do you see that repeats?*

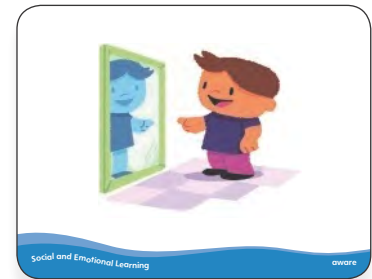


Next, help children form their own pattern. Line several children up in a simple pattern that repeats once or twice, such as child with hands on top of head, hands on knees, hands on head, hands on knees, and so on. Invite children to describe the pattern they made.



Social and Emotional Learning

Self-Awareness Display SEL Card *aware*. *What is this boy doing? He is looking in the mirror and seeing himself. Can you look down at your own body? We each have our own body. It goes everywhere with us!* Explain that it is important to pay attention to where our bodies are. *This is my body. I keep my hands to myself and I don't touch anyone. Can you show me how you sit and keep your hands in your lap?* Notice that children are aware of where their own body is in space as they keep their hands to themselves.



Let's Talk About It

Explain to children that it is time to reflect, or think about their morning and what they learned. *We learned about our sense of sight. We learned how to find and make our own patterns. What else did you learn today?* Pass Javi around as children discuss what they learned.



Learning Outcomes

The child

- is aware of where own body is in space.
- coordinates sequence of movements to perform tasks.

What You Need

- 5x5 Card: Sights and Sounds
- SEL Card: *aware*
- Javi

Theme Vocabulary

senses

✓ CHECK FOR UNDERSTANDING

IF . . . a child is not able to understand how to form the human pattern,

THEN . . . provide support in identifying what the pattern is and what would come next for the child to model. For example, you might say: *The pattern I see is hands on head, hands on knees. The last person has her hands on her knees, so what comes next? What do you need to do to follow the pattern?*

DIFFERENTIATED SUPPORT

Extra Support

Self-Awareness To reinforce the idea of keeping children's bodies to themselves, provide small mats or rugs for children to sit on. Tell them this is their spot, and their body cannot touch anything that's outside their rug. **TACTILE**

Story Time

15 minutes

Learning Outcomes

The child

- shows understanding by following two-step oral directions.
- uses sentences with more than one phrase.
- segments a syllable from a word.

What You Need

- Trade Book: *Cold, Crunchy, Colorful*
- Vocabulary Cards: *senses, hear, see, smell, taste, touch*
- Alphabet Card: *Tt*

Marvelous Me!

? What do my senses tell me about the world? Remind children of the weekly question *What do my senses tell me about the world?* Display Vocabulary Card *senses*. *We have five different senses, and they help make us special. We can see, hear, touch, smell, and taste things in our world.*



Cold, Crunchy, Colorful

Tell children you are going to read a book called *Cold, Crunchy, Colorful: Using Our Senses*.

1 Introduce Display the front cover of the book. Explain you are going to read a book with lots of interesting pictures that help us think about the things we can *hear, see, smell, taste, and touch*.



2 Read Together Before reading, explain the meaning of the words *crunchy* and *colorful*. Discuss what senses we might use to experience each word. Then read the book aloud.

After reading, flip back through the pages and reread the patterned text: *We use our ___ to ___*. for each sense. Have children practice using sentences with more than one phrase. Ask one child to say the first part of the sentence, such as *We use our hands*, and then ask another child to complete the sentence, such as *to touch the ball*. Then have children say the sentence with more than one phrase together, such as: *We use our hands to touch the ball*.

3 Connect Children will show understanding by following two-step oral directions. *I am going to give you some directions. Directions tell you what to do and how to do it.* Give directions that have children using their senses, such as: *Point to the ears you hear with and then touch the eyes you see with. Smell with your nose and then touch your toes. Touch the mouth you taste with, and then point to the eyes that you see with.*

DIFFERENTIATED SUPPORT

ELL

Read Together English language learners can benefit from making connections between words and images to learn new vocabulary. Point to a common object in a photograph, name it, and have children repeat the name after you. Repeat with other objects. VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *What do my senses tell me about the world?*

Display Vocabulary Card *see*. This picture shows a child looking through a magnifying glass to see something. Say the word *see* with me: *see*. What

can you see when you go to the park? Display each Vocabulary Card (*touch, taste, smell, hear*) and ask children a question about each one that ties the word to the weekly question.



Phonological Awareness

Segment Syllables Children will segment syllables from words.

- How many word parts do you hear in the word *sen-ses*? The first word part is *sen* and the second word part is *ses*. If we don't say the first part, *sen*, what is left? The word part *ses* is left.
- Say each of the following words slowly, and have children tell you the word part that is left if the first part isn't included: *number*; *building*; *letter*; *hammer*.

Alphabet Knowledge

Review Tt /t/ Explain that today children are going to review letter *T*.

- Review Letter Name** As you display Alphabet Card *Tt*, have children name each letter. Encourage children to find the letters in the classroom.
- Review Letter Sound** What sound does the letter *t* spell? It spells this sound: /t/. Say it with me: /t/.
- Review Letter Formation** Trace each letter on the Alphabet Card, explaining the order of movements. Ask children to trace the letter in the air.



Transition

Chant and Rhyme

Ask children to stand up, form a circle, and hold hands. As you say the chant together, have children walk around in the circle. Provide a variation by asking children to decide on the movements when you stop.

Walk together, walk together. (walk in a circle)

Let's stop and skip. (skip in place)

Walk together, walk together. (walk in a circle)

Let's stop and clap. (clap your hands)

Theme Vocabulary

senses

Concept Vocabulary

hear see

smell taste

touch

Academic Vocabulary

directions



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty associating the letter *t* with the sound /t/,

THEN . . . write each letter on a sheet of paper. Have the child trace each letter, naming the letter and saying the sound it spells: /t/.

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–ELD•210).

Small Group

- **Math: Patterns** Remind children what they learned about patterns the previous day. *What kind of pattern did we find on the flag? Yes, we found a pattern made with stripes. Let's look for some patterns today and tell what makes them a pattern.* Display page 16 in *Cold, Crunchy, Colorful* and point to the striped socks. *What pattern can you see here?* Discuss how this is a different pattern from the one on the flag but it also has stripes. Have children search for striped patterns in the classroom and model describing the first one, such as red-white-red-white. Then have children help you identify each subsequent pattern they find.

► **ELL Access**

Use Key Phrases

Emerging Describe a pattern of stripes in complete sentences. *This [sock] has a pattern. The pattern is [blue-yellow-blue-yellow].* Repeat and have children say the word *pattern* and the color words with you.

Developing Provide sentence frames for children to review describing a pattern: *This ____ has a pattern of ____.* *The pattern is ____.*

Expanding As you display an object with a pattern of stripes, have children describe the pattern to a partner. Ask the partner to repeat, and then switch roles.

Bridging Have children describe striped patterns in complete sentences to a partner. Ask the partner to repeat.

- **Literacy: Phonological Awareness** Use Picture Cards with names that are two-syllable words, such as *apple, monkey, kitten, cheetah, hammer, zipper,* and *wagon*. Display one card at a time, and ask children to say the name of the picture. Then say, for example: *This is a picture of a kitten. If I only say the first part of the word, **kit-**, what is the other word part that is left?* Once children say the second word part, have them say the whole word again. Repeat with other Picture Cards.

► **ELL Access**

Visual Support

Emerging Display Picture Cards *kitten, zipper,* and *hammer*. With children, name each picture. Then say one of the picture words in syllables, such as *kit-ten*, and have children point to the picture of the kitten. Repeat with the other cards.

Developing Display Picture Cards *kitten, zipper, sunshine,* and *hammer*. With children, name each picture. Then say the first syllable, such as *kit*, and have children say the word: *kitten*. Repeat with the other cards.

Expanding Display Picture Card *ladder*. Have children name the picture and then guide them to say the word in syllables, or word parts. Repeat with Picture Cards *kitten, otter, hammer, sunshine, monkey, apple*.

Bridging Display Picture Card *ladder*. Have children name the picture, say the word in syllables, or word parts, and then say just the second word part. For example, children will say: *ladder; lad-der; -der*. Repeat with Picture Cards *kitten, otter, hammer, sunshine*.

Science Circle

15 minutes

Learning Outcomes

The child

- is aware of where own body is in space.
- observes characteristics of common objects.
- investigates characteristics of common objects.
- investigates the characteristics of organisms.
- coordinates sequence of movements to perform tasks.

What You Need

- bell, drum
- Trade Book: *Cold, Crunchy, Colorful*

Theme Vocabulary

senses

Concept Vocabulary

see	hear
touch	smell
taste	

Academic Vocabulary

eyes	nose
ears	tongue
loud	hands
sound	quiet

Outdoor Play

20 minutes

Act Like the Animal! Have children stand in a circle. Then tell them that you're going to make an animal sound and that you'd like them to act like that animal. For example, say "neigh, neigh." Have children respond by galloping like horses around the circle. Then invite children to take turns making an animal sound. Encourage the rest of the class to act like that animal.

Noisy Animals

Ask children to listen carefully as you say the riddle and give them some clues. Then ask them to respond by saying the name of the animal you would hear making that sound.

What am I?

I make the sound "cock-a-doodle-doo"!

What am I?

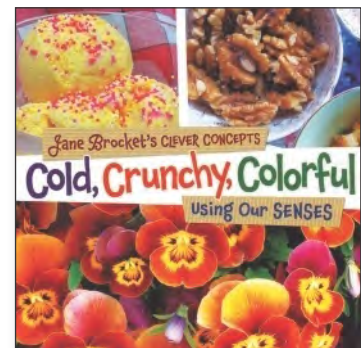
I make the sound "woof-woof"!

What am I?

I make the sound "tweet-tweet-tweet"!

Living Things

1 Engage Review with children that our bodies have five senses. As you say each of the following, point to the body part that corresponds to each sense. Encourage children to follow along with you. *We use our different senses to learn about things. We use our eyes to see things or people. We use our ears to hear sounds. We use our hands to touch something. We use our nose to smell. We use our tongue to taste.*



2 Develop Display page 10 of *Cold, Crunchy, Colorful: Using Our Senses*. Let's look through this book to find things that make sounds we can hear. Point to each photograph in this section and describe the sounds each object makes. For example, say: *This bell makes a loud sound we can hear. The taxi drivers can also make a loud sound by honking their horns. These objects make quiet sounds. What sounds are they?* Invite children to describe their own observations, focusing on what can be heard.

3 Practice We will practice using our sense of smell. Ask children to close their eyes. *Listen to the sound. Raise your hand if you can guess what makes the sound.* Make familiar sounds such as ringing a bell, closing a drawer, or banging a drum.

Learn and Play

90 minutes

Let's Move

Head, Shoulders, Knees, and Toes Introduce a new but likely familiar movement song to children: “Head, Shoulders, Knees, and Toes.” Tell children you will sing the song and demonstrate the movements, then they can join you the second time. Start slowly and then increase the speed as children get more comfortable with the sequence of movements.

Way to Move Remind children of some of the interesting movement words you read in the story *The Lion and the Mouse*, including *sleeping*, *stretching*, and *prowling*. Ask a volunteer to demonstrate with you the meaning of each word.

- Give children instructions for how to move from place to place using only the verbs *sleeping*, *stretching*, or *prowling*.
- Have small groups of children take turns following the sequence of movements.

Let's Talk

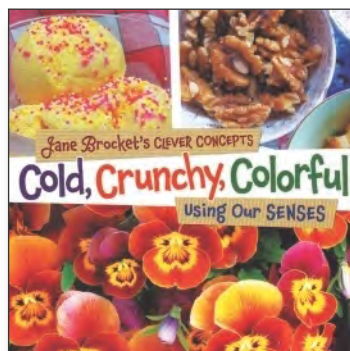
Self-Awareness As children play, periodically interject to ask questions such as: *Who is near the alphabet magnets? Emilie, could you please bring them to me?* Then praise children for being aware of their surroundings and encourage them to continue playing.



Let's Read

Sentence Structure Reread *Cold, Crunchy, Colorful* aloud, pausing at sentences with more than one phrase. Read the sentence as two different sentences. Then ask children to help you say them in one sentence, such as: *Pebbles are hard and sand is grainy.*

Vocabulary Have children page through *Cold, Crunchy, Colorful* and choose a picture to tell about. Remind them to think about their *senses* and how they can talk about what they *see*, *smell*, *taste*, *touch*, and *hear*.



Center Time

30 minutes

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



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty identifying what sounds are,

THEN . . . allow them to use another sense, such as that of sight, to help make connections between the object and the sound first. Then ask them to close their eyes as you make each of the sounds again and ask them to decide which object is making the sound.

Rest Time

30 to 45 minutes

Connect to Story Time Have children get settled for rest time. Remind them about the quiet sounds they read about in the book: *There were bees buzzing, clocks ticking, a cat purring, and leaves rustling. We should be quiet now too. Pretend you are in your own little box. Everyone should stay in their box so we don't bother each other. Our bodies need rest so we can move and play later today.*

DIFFERENTIATED SUPPORT

ELL

Head, Shoulders, Knees, and Toes

It can be difficult for English language learners to say new words quickly, so as you increase speed, let children simply do the motions or focus on saying one or two short phrases, such as “head, shoulders” or “eyes and ears.” VISUAL

Reflect

10 minutes

5x5

Learning Outcomes

The child

- is aware of where own body is in space.
- distinguishes between elements of print including letters.
- observes characteristics of common objects.

What You Need

- 5x5 Card: Sights and Sounds
- SEL Card: *aware*



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty being aware of where his or her own body is in the space,

THEN . . . demonstrate by creating a small box on the floor with masking tape that is large enough for the child to stand in. Then create another similar-sized box for yourself. As you each stand in one of the spaces you have made, point out that we usually do not have visible lines around us but these lines show what space you are in. Then have the child swap spots with you and ask him or her to stay in the space until you say it's time to swap again.

Letters and Words Display the card. Guide children to distinguish between elements of print. Ask: *Where do you see letters in this picture?* Point the word out to children and read the word. Then point to each letter and name it. Have children echo the letter names after you.



Social and Emotional Learning

Self-Awareness Display SEL Card *aware* as a reminder that we can be aware of our bodies. *This boy is looking at himself in the mirror. I can look down at my own body and see where I am too.* Model describing where you are: *I am next to the classroom door.* Have children practice an awareness of their own bodies in the same way. If needed, prompt them by asking, *Max, can you tell me where you are? Think about what is nearby or who is next to you.*



Let's Talk About It

Tell children that it is time to reflect, or think about their morning and what they have learned. *We learned about one of our senses. Which one did we learn about? Yes, it was our sense of hearing! We learned how to listen for and make our own patterns with sounds. What else did you learn today?*

Finish by asking children to take turns describing what they can hear from where they are sitting.



Story Time

15 minutes

Learning Outcomes

The child

- provides appropriate information for various situations.
- uses a large speaking vocabulary, adding several new words daily.
- segments a syllable from a word.
- names at least 20 upper- and at least 20 lower-case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.

What You Need

- Trade Book: *Cold, Crunchy, Colorful*
- Talk More About It Card: *Cold, Crunchy, Colorful*
- Vocabulary Cards: *senses, hear, see, smell, taste, touch*
- Alphabet Card: *Tt*

Marvelous Me!

? **What do my senses tell me about the world?** Remind children of the weekly question. Display Vocabulary Card *senses*. *What can we find out about the world with our senses? We can see bright colors and smell fresh fruit.* Tell children they will think more about their *senses* and how they tell us about the world.



Cold, Crunchy, Colorful

Explain to children that today you are going to reread the book *Cold, Crunchy, Colorful*.

- 1 Remember** Display the cover of the book. Children should provide appropriate information in response to the question, *What do you remember about Cold, Crunchy, Colorful?*
- 2 Reread** As you read the book aloud, have children use the pictures to talk about what they see using a large speaking vocabulary. Have children note such sensory details as traffic honking, a cat purring, sharp spikes, or a rotten apple. Ask children to identify which sense is used for each sensory detail.
- 3 Retell** As a group, have children use the images on the *Talk More About It* Card to retell important information from the selection. Prompt children with questions as needed, such as: *What do you see in this first picture? What might you hear if you were standing near a taxi or car? What does the book say we can hear?* Remind children, if needed, that the text says “Traffic honking” with this picture. Continue similarly with the remaining two images.



DIFFERENTIATED SUPPORT

Extra Support

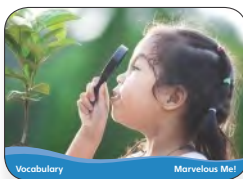
Reread Some children may benefit from a multi-sensory approach to learning new words. In addition to connecting new words with the images in the selection, add sound effects or pantomimed gestures as you use a new word from the text. **AUDITORY/ KINESTHETIC**

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards *hear*, *see*, *smell*, *taste*, and *touch*. Have children identify each one. Each of these words names one of our five senses. Do we *hear* with our fingers? No. Do we *hear* with our ears? Yes, we *hear* with our ears. Continue similarly with the remaining words.



Phonological Awareness

Segment Syllables Children will segment syllables from words.

- Read page 20 in *Cold, Crunchy, Colorful* aloud again. I read the word *noses*. Model segmenting the syllables from the word: The word *noses* has two parts: *no-ses*. If I say the word without the first syllable, we just have *-ses*. If I say the first syllable and not the second, we just have *no-*.
- Use the following words for children to segment, or separate, the syllables in them: *sandal*; *retell*; *senses*; *special*. Then ask children what is left when the first (or second) syllable is removed.

Alphabet Knowledge

Review Tt /t/ Tell children they are going to review what they know about the letter *T*. Show Alphabet Card *Tt*. Point to the letter and have children join you in saying the sound that the letter *t* spells: /t/. Then have children hunt for the letter *t* in classroom print such as on labels, books, or signs. As each child finds *T* or *t*, ask them to name the letter.



Transition

Rhyme

Invite children to stand and stretch their arms overhead to reach for the sky. Then have children join you in singing the familiar fingerplay:

The itsy, bitsy spider climbed up the water spout.

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain.

And the itsy, bitsy spider climbed up the spout again.

Theme Vocabulary

senses

Concept Vocabulary

hear	see
smell	taste
touch	

Academic Vocabulary

noses	parts
-------	-------



CHECK FOR UNDERSTANDING

IF . . . children have difficulty retelling the important information in *Cold, Crunchy, Colorful*,

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

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•208–ELD•210).

Small Group

- **Math: Patterns** Review with children that patterns can be seen, like stripes on a shirt, and patterns can be heard like a sound repeating. *We're going to listen for some more patterns we can hear.* Demonstrate an auditory pattern, such as: snap-clap-snap-clap-snap-clap. *What did you hear?* Repeat the pattern but pause after a snap and ask: *What comes next?* Guide children to understand that a pattern continues in the same way for as long as you want. *See how long you can continue the pattern as a group.* Repeat the activity using new patterns. You might like to use musical instruments or simple patterns of claps, taps, stomps, and finger snaps.

▶ **ELL Access**

Listening

Emerging Make a sound, such as tapping on a desk. Say and gesture to your ear: *Sound. We hear sounds.* Then create a sound pattern and say *Pattern. Sounds make a pattern.* Have children repeat the key words.

Developing Perform a simple sound pattern. Then describe it in words. For example: *Tap-clap-clap-tap.* Create a new pattern, and then ask: *Is this pattern "tap-clap-clap-tap"? I hear the ____.* *It sounds like ____.*

Expanding Ask children to describe a sound pattern you perform. Supply a word for each type of sound.

Bridging Have children create their own sound patterns for others to describe.

- **Literacy: Concept Vocabulary** Provide extra support for the Concept Vocabulary words. Display Vocabulary Card *touch*. *What can we touch? What do we use to touch things?* Use Vocabulary Cards *see*, *taste*, *smell*, and *hear* to reinforce the words and their meanings for children.

▶ **ELL Access**

Expand Vocabulary

Emerging Display Vocabulary Card *see* and say the word. Have children point to what they use to see. Repeat with Vocabulary Cards *hear* and *taste*.

Developing Display Vocabulary Cards *see*, *touch*, *taste*, *smell*, and *hear* one at a time. Identify the word for children if needed. Then have them use a sentence frame to talk about each word, such as: *My ____ can ____.* (Example: My eyes can see.)

Expanding Display Vocabulary Cards *see*, *touch*, *taste*, *smell*, and *hear* one at a time and have children identify the word for each. Then have children tell something about each word, such as: *I can hear with my ears.*

Bridging Display Vocabulary Cards *see*, *touch*, *taste*, *smell*, and *hear* one at a time and have children identify the word for each. Have children use each word in a sentence.

Math Circle

15 minutes

Patterns

Revisit the concept of identifying patterns with children. Remind children that we see patterns everywhere in our world, such as stripes on the flag or on our shirts or tiles on the floor.

- 1 **Engage** Display pages 6–7 in *Cold, Crunchy, Colorful*. Point to the photograph on the far right and model describing the pattern: **Here is a pattern on the side of a building. It's a checkerboard pattern with squares. Do you see the colors repeating, or going back and forth, in the pattern? Dark-light-dark-light-dark-light.** You might want to point out that some of the light squares have yellowed, but there is still a pattern.
- 2 **Develop** Point to the left photograph on the spread. Model describing the pattern on each flower, this time to expand children's concept of what a pattern can be: **Look at these beautiful flowers! Each flower has a pattern on it. Look at the colors.** Point to the petals on a single flower. **This is a very interesting pattern!**
- 3 **Practice** Ask children to help you as you create your own special pattern with blocks. Make a pattern with three colors repeating, such as blue-orange-purple-blue-orange-purple. Have children give you the next color you request, such as: **Elias, can you please hand me an orange block?** After you create the pattern, ask children to describe the pattern they see, and say it together. Then ask them which colors you would need to continue the pattern. Use these colors to continue the pattern one more time and say the pattern together.

Learning Outcomes

The child

- recognizes patterns.

What You Need

- Trade Book: *Cold, Crunchy, Colorful*
- building blocks
- SEL Card: *aware*

Academic Vocabulary

colors	pattern
repeating	respect
squares	

SEL Snack Time

15 minutes

Respect Display the SEL Card: *respect*. **What do you see on this card? This card can remind us to pay attention and respect each other. We don't want to run our bodies into each other or sit in someone else's spot.** Point out that we respect others when we keep our bodies calm, stay in our own seats, and do not bother the person next to us. Continue to give children opportunities to show respect for personal boundaries.



CHECK FOR UNDERSTANDING

IF . . . a child is unable to respond to color prompts,
THEN . . . hold up an example of that colored object as you ask for that particular color.

Science Circle

15 minutes

Learning Outcomes

The child

- respects personal boundaries.
- uses a large speaking vocabulary, adding several new words daily.
- segments a syllable from a word.
- observes characteristics of common objects.
- investigates characteristics of common objects.

What You Need

- items for children to smell, opaque containers
- 5x5 Card: Sights and Sounds
- SEL Card: *respect*

Outdoor Play

20 minutes

Coordinate Movements Have children join you in a sequence of movements based on the yoga-like poses you model. Ask them to contribute their ideas for which poses they like best or would like to put together. Involve children in deciding the next pose in the sequence. Try to look for opportunities to work in patterns, such as after a few different poses, then go back and repeat the sequence.

Our Senses

Remind children of the five senses. As you say the chant, pause after each pair of lines and encourage children to repeat the second line and complete the gesture.

Repeat after me:

My eyes can see! (point to eyes)

Say it loud and clear:

My ears can hear! (point to ears)

Let me hear you yell:

My nose can smell! (point to nose)

Don't let it go to waste:

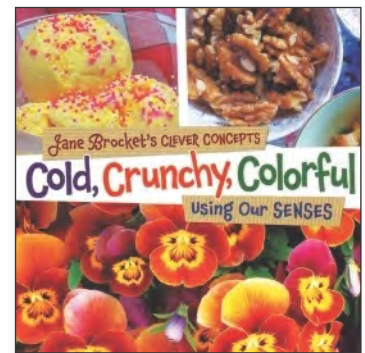
My tongue can taste! (stick out tongue)

Let me hear you squeal:

My fingers can feel! (wiggle fingers)

Living Things

1 Engage As you say each of the following, point to the body part that corresponds to each sense. Encourage children to follow along with you. **We use our different senses to learn about things. We use our eyes to see things or people. We use our ears to hear sounds. We use our hands to touch something. We use our nose to smell. We use our tongue to taste.** Show the photographs in *Cold, Crunchy, Colorful: Using Our Senses* pages 20–23. **These pictures tell us about things we can smell.**



2 Develop Continue to point to the photos and describe. **I love to walk in the garden and smell flowers. Have you ever baked at home and smelled what you were baking in the oven? Or maybe you walked by a bakery and could smell delicious scents?** Then ask volunteers to share smells they can think of.

3 Practice We are going to practice using our sense of smell. Ahead of time, gather items such as a cinnamon stick, a cut citrus fruit, a dryer sheet, and some potting soil. Place each item in its own container that has a lid with holes. Make sure the item is not visible. Pass around each container one at a time. Ask children to guess the smell. Track their ideas on a chart. Once all the containers have been passed, reveal the items.

Learn and Play

90 minutes

Let's Move

Hokey Pokey Introduce the sequence of movements in this traditional movement song.

- Have children stand in a circle. Start with a simple direction about one body part and whether to put it in or out of the circle. **You put your hand in. You put your hand out. You put your hand in, and you shake it all about.**
- Then finish with the refrain: **You do the hokey pokey, and you turn yourself about. That's what it's all about!**
- Continue with additional verses, using new body parts, such as head, foot, leg, and whole self.

Airplane Play an airplane game with children as another way to practice playing together and respecting others' space. Have children stand, extending arms out like airplane wings. Define this as their "personal space" for this game. Then have children "fly" slowly around the area without touching any other airplanes' wings.

Let's Talk

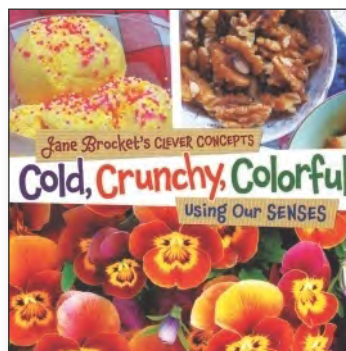
Respect Circulate as children play and point out respectful behavior you see in each group of children. For example, say: **I see how you are being careful with your body as you play with Sam so that you don't bump into him. I also see you taking turns and showing respect to each other.** Encourage discussion about how this makes the group feel when playing together.



Let's Read

Retell Flip through pages of *Cold, Crunchy, Colorful* without reading or talking. Ask children to use the photos to remind them what the book says about our senses. You might prompt them to use concept vocabulary by asking, for example: **What can you see here?**

Segment Syllables Review that words have parts. Use examples from *Cold, Crunchy, Colorful*, such as *lemons, lettuce,* or *frosting*. Have children segment a syllable from the word. Say the word, then say only one of the syllables, and have children fill in the missing syllable.



Theme Vocabulary

senses

Concept Vocabulary

see	hear
touch	smell
taste	

Academic Vocabulary

nose	respect
scent	

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Self-Awareness As children settle down for rest time, tell them you are proud of how they are learning to keep their bodies still while they rest. **You are learning to respect your friends too, so that they can rest.** Remind children now is the time to close their eyes and lie quietly. Remind them that their bodies need rest to have energy to learn and play.

DIFFERENTIATED SUPPORT

Engage and Extend

Hokey Pokey If children are ready for a challenge in the game, you can add more than one body part at a time to your directions, such as, **You put your arm and leg in.** You could also add directional words such as *left* and *right*, but you may need to stand in front of children to demonstrate. KINESTHETIC

Reflect

10 minutes

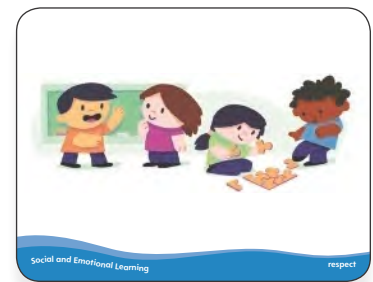
5x5

Sounds Draw children's attention to the scene in the photo. *What sounds would you hear if you were here?* Have children explain why they think those are sounds they would hear.



Social and Emotional Learning

Respect Display SEL Card *respect*. Point to the child on the right. *When we walk in the classroom, we do not step on other children's toys. This boy is being careful not to step on his friend's puzzle. Being careful around other people is one way we show that we respect them. When we respect someone, we care about them and their things.* Lead a short walk around the classroom and tell children to respect each other by not touching them or their things. Notice that they are respecting personal boundaries during the walk.



Let's Talk About It

Remind children that it is time to reflect on, or think about, the day and what new ideas they have learned. *What did you learn today about our senses? Where do you see the letter T in the room?*

Pass Javi around and allow children to talk about their favorite thing they did today. Notice that they are respecting other children's boundaries as they pass Javi around.



Learning Outcomes

The child

- respects personal boundaries.
- provides appropriate information for various situations.

What You Need

- 5x5 Card: Sights and Sounds
- SEL Card: *respect*
- Javi

Theme Vocabulary

senses

Concept Vocabulary

hear

Academic Vocabulary

respect sounds

CHECK FOR UNDERSTANDING

IF . . . a child is not able to identify sounds they would hear at a fair,

THEN . . . narrate a short story that could accompany the image to try to make it come alive for the child. Tell what is happening in the scene and include vivid descriptions of the sights, sounds, and smells you would experience if you were there. Then ask: *What could you hear if you were there?*

Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, say hello and invite them to choose their greeting for the day.
- Have children walk with a partner to the Mood Meter and update how they feel this morning on the poster.



Sing, Rhyme, and Shout

Marvelous Me! Use the song and the Vocabulary Card to reinforce the weekly question: What do my *senses* tell me about the world?

- As you play the song, ask children to try to sing as much as they can now that they have some practice. Ask them to follow your gestures.
- Let's think about a list of things we can *taste*. What did you eat for breakfast? What is in your lunch?



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "Using My Senses"
- Vocabulary Card: *senses*
- attendance chart, helper chart
- Alphabet Cards

Theme Vocabulary

senses

Concept Vocabulary

taste

Academic Vocabulary

jobs

Morning Meeting

- 1 Attendance** Guide children to place their name cards on the attendance chart. Ask volunteers to match an Alphabet Card to the first letter in their name.
- 2 Helper Chart** Ask children how they help at home. Then discuss jobs at school and how when we all help, it makes the days easier for everyone.
- 3 Question of the Day:** *Do you like the sound of rain?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** *What are we going to do today?* Discuss today's plans and mention any special visitors or plans if those apply.

DIFFERENTIATED SUPPORT

Extra Support

Sing, Rhyme, and Shout Some children might need additional support to discuss the *sense* of *taste*. Provide visual support through Picture Cards (*sandwich, butter, cupcake*) or photographs of food and other items. Ask children to help you sort the pictures of objects you can *taste* and those you cannot *taste*. VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates knowledge of verbal conversational rules.
- perceives differences between similar-sounding words.
- segments a syllable from a word.
- responds to questions relevant to the text read aloud.

What You Need

- Read More About It Book: “Picking a Pumpkin”
- Sing, Rhyme, and Shout: “Using My Senses”
- Vocabulary Cards: *senses, hear, see, smell, taste, touch*
- Alphabet Card: *Tt*

Marvelous Me!

? **What do my senses tell me about the world?** Remind children of the weekly question and ask them what they know about their *senses*. Display Vocabulary Card *senses* to encourage responses.



Read More About It: “Picking a Pumpkin”

Explain to children that today you are going to read “Picking a Pumpkin.”

- 1 Introduce** Display the *Read More About It* selection “Picking a Pumpkin.” Read aloud the title as you track the print. Tell children that this is about a special field trip preschoolers take to a pumpkin patch.
- 2 Read Together** Before you read the selection aloud, tell children that you will be asking questions as you read. Children will demonstrate knowledge of verbal conversation rules by raising a hand if they want to answer a question, and waiting to talk until you’ve called on them. Read the story aloud. Pause to discuss details in the illustrations. For example, ask: **Look at the bright, orange pumpkin. How does a pumpkin feel when you touch it?** Continue with other important sensory words in the story: *sniff, fresh, and sweet*.
- 3 Connect** Guide children to make connections between the text and their own experiences as they respond to questions relevant to the text. Ask questions such as: **Have you visited a pumpkin patch or pumpkin farm? What did you see there? What did you hear? What did you smell? Have you visited a farm? What did you see and hear?**



DIFFERENTIATED SUPPORT

Engage and Extend

Read Together Bring some items to class, such as a small pumpkin, an apple, and a carrot, or find some small items in your classroom that have different colors, shapes, and textures. Have children touch each item and use their senses to investigate. Ask volunteers to describe each one. Prompt with questions such as: **Does it feel smooth or bumpy? Straight or curved? Do you smell anything? What do you see?** TACTILE

Literacy Circle

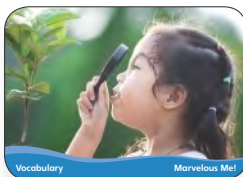
15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *What do my senses tell me about the world?*

Display Vocabulary Cards *touch* and *hear*. **This word tells about something I can do with my ears.**

What is my word? Continue to hold up two cards and give children clues for one of the words (*hear, see, smell, taste, touch*). Have children identify the word. Repeat until each word has been used at least once.



Phonological Awareness

Segment Syllables Children will segment syllables from words. Display “Picking a Pumpkin.” Read the first sentence.

- In the word *pumpkin*, there are two word parts: *pump-kin*. What is missing if I only say *pump-*? Let’s try another one together: *visiting, vis-it-ing*. I will say the first two syllables and you tell me the rest of the word: *vis-it . . .* Children should identify the syllable *-ing* as the rest of the word.
- Repeat with the words *wagon, chilly, treetop, and cover*. Say one part of each word, and have children give the missing word part. Then have children say the entire word with you.

Perceive Differences

Similar-Sounding Words Children will perceive differences between similar sounding words. Say each word pair, and if the words begin with the same sound, children should give a thumbs up. If the words begin with different sounds, children should give a thumbs-down: *kit, get; bed, Ben; tap, tip; bat, back; cold, gold*.

Alphabet Knowledge

Review Tt /t/ Tell children they will review the letter *Tt*. Display Alphabet Card *Tt* and ask children to identify the letter name. Point to the letter and have children join you in saying the sound that the letter *t* spells: /t/.



Transition

Rhyme

Remind children of the familiar *Sing, Rhyme, and Shout* song they have been singing. Ask them to sing along, then sing a second time substituting *taste* for *see* and *tongue* for *eyes*.

You can see it. You can see it.

Use your eyes. Use your eyes.

What is it you see now? What is it you see now?

Please tell me! Please tell me!

Theme Vocabulary

senses

Concept Vocabulary

hear see

smell taste

touch

Academic Vocabulary

alike sound



CHECK FOR UNDERSTANDING

IF . . . children have difficulty segmenting syllables,

THEN . . . use Picture Cards *rain, bow*. Have children identify each picture, and then tell them to say both words together. As they say the word *rainbow*, put the cards next to each other. Then separate the cards and have children name the second word part. Repeat with Picture Cards *dog, house*.

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–ELD•210).

Small Group

- **Math: Patterns** Today we will play a sound patterns game. One at a time, hold up Picture Cards *dog*, *horse*, *cat*, and *duck*. Have children decide together on the animal sounds for each card, such as: *woof*, *neigh*, *purr*, and *quack*. Then demonstrate a two-sound pattern by holding up the corresponding Picture Card, such as: *neigh-purr-neigh-purr-neigh-purr*. Repeat the pattern but pause after the first sound and ask: *What comes next?* to prompt children to continue the pattern. Remind children that a pattern continues in the same way for as long as you want. Repeat the activity but hold up Picture Cards and ask children to join you in making the animal sounds to help you create the pattern.

► **ELL Access**

Use Visual Support

Emerging Have children watch and listen as you perform the pattern. When you ask which sound comes next, let children point to the Picture Card. Say the animal sound with them.

Developing When you say and show the pattern, do the first few repetitions yourself. Then signal to children to continue the pattern in unison.

Expanding Without making sounds, hold up the animal Picture Cards to make a pattern. Have children describe the pattern using the animal sounds.

Bridging Have a volunteer start a pattern for the rest of the group to continue by holding up picture cards and saying the corresponding sounds.

- **Literacy: Perceive Differences** Say each word in each pair, isolating the beginning sound from the rest of the word. For example, say: */k/ -it* and have children repeat just the beginning sound. Repeat with these words: *get*, *cold*, *gold*, *bold*, *tap*, *tip*.

► **ELL Access**

Listening Comprehension

- **Emerging** For each word in a pair, say the beginning sound and then the rest of the word. For example, say: */g/ -et; /k/ -it*. Have children nod if the beginning sounds are the same, or shake their heads if the beginning sounds are not the same. Other word pairs to use: *cold*, *gold*; *tip*, *tap*; *log*, *dog*.

Developing For each word in a pair, say the beginning sound and then the rest of the word. For example, say: */g/ -et; /k/ -it*. Have children say “the same” if the beginning sounds are the same, or “different” if the beginning sounds are not the same. Other word pairs to use: *cold*, *gold*; *book*, *took*; *tip*, *top*; *boy*, *Bob*; *log*, *fog*.

Expanding Randomly display these Picture Cards: *ball*, *can*, *mug*, *dog*, *bed*, *cake*, *feet*, *fox*, *mouse*. Have children identify each picture. Then have children match the cards that begin with the same sound.

Bridging Randomly display these Picture Cards: *ball*, *can*, *rain*, *lip*, *mug*, *dog*, *rocks*, *bed*, *goose*, *cake*, *feet*, *fox*, *mouse*, *nose*, *nest*, *nickel*, *rabbit*, *leaf*, *game*. Have children identify each picture and then match the cards that begin with the same sound. Then have children place cards together that do not begin with the same sound.

Math Circle

15 minutes

Patterns

Tell children you have been enjoying finding patterns you can see as well as patterns you can hear. Invite them to join you in another pattern activity today.

- 1 **Engage** In advance, inflate at least eight balloons of two different colors. Ask volunteers to assist you in holding the balloons and standing in a horizontal line in front of the class to make a pattern. Then ask: *Do these balloons make a pattern together? What is the pattern? Use the color names to tell the pattern.* Give other children an opportunity to hold the balloons and form the same pattern. If needed, help children identify the color names and their order.
- 2 **Develop** Ask for a new set of volunteers to hold the balloons. Create a new pattern by changing the order in which the children are standing with the balloons. *We can create, or make, a new pattern with the balloons. What is the pattern?* Say the pattern together.
- 3 **Practice** Guide children to create and identify different kinds of patterns such as ABAB or AABB by changing the order in which the children are standing with the balloons. After children recognize the pattern, say the pattern together before you change the order again.

Learning Outcomes

The child

- recognizes patterns.
- creates patterns.

What You Need

- balloons in two colors
- SEL Card: *proud*

Academic Vocabulary

color	create
pattern	respect



CHECK FOR UNDERSTANDING

IF... a child is unsure how to extend an existing pattern,

THEN... focus on recognizing simple patterns such as two colors alternating. Then provide sentence frames for the child to use to describe the pattern *The first color in the pattern is _____. The next color in the pattern is _____. The pattern is _____.*



Snack Time

15 minutes

Respect Display the SEL Card: *respect*. Ask children to take turns describing the picture to the friend sitting next to them. Then ask volunteers to share examples of how we can respect someone else's personal boundaries or space. As needed, prompt with non-examples such as: *Do I show respect by eating my neighbor's snack? Do I show respect by sitting in my neighbor's seat instead of my own?*

Science Circle

15 minutes

Learning Outcomes

The child

- respects personal boundaries.
- demonstrates knowledge of verbal conversational rules.
- investigates characteristics of common objects.
- investigates the characteristics of organisms.
- coordinates sequence of movements to perform tasks.

What You Need

- Trade Book: *Cold, Crunchy, Colorful*
- apples of different varieties, cut into bite-sized pieces
- jump rope or yardstick
- 5x5 Card: Sights and Sounds
- SEL Card: *respect*
- Read More About It: "Picking a Pumpkin"

Outdoor Play

20 minutes

Coordinate Movements As you begin, remember to start with a warm up and have children breathe in and out deeply. Then ask children to follow your sequence of movements. Look for opportunities to work in patterns, such as after a few different poses, then go back and repeat the sequence.



Wheel of Motion

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

Our Senses

Remind children of the five senses they are learning about. As you say the chant, pause after each pair of lines and encourage children to repeat the second line and complete the gesture.

Repeat after me:

My eyes can see! (point to eyes)

Say it loud and clear:

My ears can hear! (point to ears)

Let me hear you yell:

My nose can smell! (point to nose)

Don't let it go to waste:

My tongue can taste! (stick out tongue)

Let me hear you squeal:

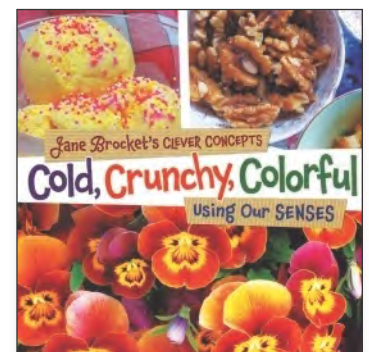
My fingers can feel! (wiggle fingers)

Living Things

- Engage** Briefly review with children what they have learned about the five senses. *We use our different senses to learn about things. We use our eyes to see things or people. We use our ears to hear sounds. We use our hands to feel something. We use our nose to smell. We use our tongue to taste.*

Explain that today they are going to learn about our sense of taste.

- Develop** Open *Cold, Crunchy, Colorful* to page 24. *Let's name the foods we can taste.* Ask children to describe what that item tastes like. Read the text before turning to the next page. Emphasize the flavor words like *salty, sweet, sour, spicy, and bitter.*



- Practice** Have children do an apple tasting to compare different flavors. As children take small bites of the apple, have them describe the taste such as: sweet or sour. Remind children they should only taste something if a teacher or parent says it is safe.

Learn and Play

Full Day: 90 minutes

Let's Move!

Limbo Tell children that in this game, they need to bend backward and go under a rope or yardstick without touching it. They can bend in any way they'd like, as long as they don't touch the rope/stick.

- Choose a child to hold the rope or yardstick with you. Have the other children form a line.
- Play music. Begin holding the rope/stick higher than children's heads so everyone can pass underneath easily. As the line of children pass through, they return to the other side. The rope/stick is lowered and play begins again.

Pumpkin Jump Tell children that today they are going to hop around a pumpkin patch. They can step on the pumpkins and vines, but they can't touch the muddy ground!

- Draw circles on the ground with chalk and tell children they are pumpkins in a patch. Draw wavy lines around them and connecting them, and tell children those are pumpkin vines.
- Have children navigate the pumpkin patch without touching the ground. They should step only in the circles and on the lines.

Let's Talk

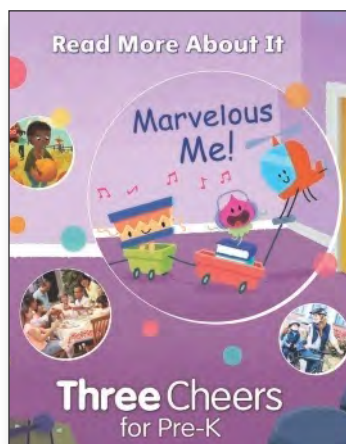
Respect As children play, circulate in the classroom and draw attention to examples of respecting personal boundaries. For example, say: *Liam, I saw how you waited for Jordan to finish washing his hands before you moved to the sink. I am proud to see you taking turns and being respectful with each other.* Discuss how this makes everyone feel comfortable and safe with each other.



Let's Read

Verbal Conversations Have children share their favorite part of "Picking a Pumpkin." Be sure that they follow verbal conversational rules, such as not speaking when someone else is speaking.

Alphabet Knowledge Display "Picking a Pumpkin." Ask volunteers one at a time to come forward and find the letter *t* or *b*. *Can you find a lowercase *t* or *b* in one of the words on this page? Can you find the uppercase *T*?*



Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Calm Bodies As children begin to settle into their places, remind them that this is the time when they need to quiet their bodies so that everyone can rest. Reinforce that you can see how they are learning to keep still and to respect their friends' space around them.

Theme Vocabulary

senses

Concept Vocabulary

see	hear
touch	smell
taste	

Academic Vocabulary

respect	salty
sweet	spicy
bitter	sour

DIFFERENTIATED SUPPORT

3-Year-Olds

Respect Invite young children to act out how they can respect personal boundaries before they attempt to express it verbally. For example, ask: *Can you show me how you wait in line to wash your hands? Should you touch the person in front of you?* Help them describe what they are doing. Then say: *That is how you respect your friends.* KINESTHETIC

Reflect

10 minutes

5x5

Learning Outcomes

The child

- respects personal boundaries.
- observes the characteristics of organisms.
- investigates the characteristics of organisms.

What You Need

- 5x5 Card: Sights and Sounds
- SEL Card: *respect*
- Javi

Theme Vocabulary

senses

Concept Vocabulary

taste

Academic Vocabulary

respect

Tastes What kinds of food do you eat at a fair? How do they taste? Tell the class to pretend they have a food stand at this fair. Have children suggest choices of healthful food to sell. Then have children tell which food they will choose. Count the number of children who choose each food and declare a favorite.



Social and Emotional Learning

Respect Display the SEL Card *respect*. Point to the children on the left. What are these children doing? One child is talking while the other is listening. Let's look at the child who is listening. Her eyes are looking at the boy, and her mouth is quiet. Can you all show me how you listen? Great job! Your eyes should be looking at me, and your mouths should be quiet. Notice throughout the day that children continue to respect each other as they talk among themselves.



Let's Talk About It

Remind children that it is time to reflect, or think about their day so far and what they learned. Pass Javi around to whomever is speaking. What did we learn about our senses? How did you get to work with patterns? What story did we read?

Finally, give children an opportunity to show they understand how to respect personal boundaries. How does Javi help us respect others?



CHECK FOR UNDERSTANDING

IF . . . a child is not able to understand how to act when someone else is talking,

THEN . . . start a conversation with them and model how you act when you listen with respect. Cup your hands over your ears and explain that you listened while they were talking. Put your finger in front of your lips and explain that you didn't speak while they were talking.

DIFFERENTIATED SUPPORT

ELL

Tastes Ask English language learners to practice telling you about a food they have tasted. AUDITORY

Welcome to Today

15 minutes

Meet and Greet

- Greet children with a handshake as they enter the classroom. Invite them to shake a friend's hand.
- Ask: *And how is your mood today? Can you show us on the Mood Meter?*



Sing, Rhyme, and Shout

Marvelous Me! Display the card and ask children: *What do my senses tell me about the world?*

- Invite children to sing the song along with you a couple of times.
- Point to an object in the room and challenge children to tell which *sense* or *senses* they can use to learn more about it.
- Sing the song again, changing the lyrics to say *touch* instead of *see* and *hands* instead of *eyes*.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "Using My Senses"
- attendance chart, helper chart

Theme Vocabulary

senses

Concept Vocabulary

see touch

Academic Vocabulary

blowing breeze

count feel

wet warm

Morning Meeting

- Attendance** Have children place their name cards on the attendance chart as you call on them. *Let's count the number of children who are here today.*
- Helper Chart** *How do you like to help in our classroom? Why is it important that we all take turns with our jobs?*
- Weather** Discuss how the weather might feel on a day like today. *Did you feel a breeze outside today? Is the wind blowing? Does it feel wet? Warm or cold?*
- Today's Events** Preview classroom activities. *Do you remember what day it is today? What do we usually do on [Fridays]?*

DIFFERENTIATED SUPPORT

ELL

Morning Meeting Supply English language learners with additional vocabulary they can use to talk about the weather in Morning Meeting. Use Picture Cards or other visuals to name and encourage the student to identify what they can feel outside with different types of weather. For example: *This is a picture of rain. I feel wet when it rains. This is a picture of the sun. I feel warm when it is sunny.* Prompt children to repeat weather-related vocabulary words. VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- recognizes rhyming words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *Cold, Crunchy, Colorful*
- Read More About It: "Picking a Pumpkin"
- Vocabulary Cards: *senses, hear, see, smell, taste, touch*
- Alphabet Cards: *Bb, Mm, Ss, Tt*

Marvelous Me!

? **What do my senses tell me about the world?** Remind children of the weekly question *What do my senses tell me about the world?* Ask children how they have used their *senses* today.



SEL *Cold, Crunchy, Colorful* and "Picking a Pumpkin"

Tell children that they will review *Cold, Crunchy, Colorful* and "Picking a Pumpkin."



- 1 Remember** Display the cover of *Cold, Crunchy, Colorful* and then hold up the selection "Picking a Pumpkin." One at a time, reread each title and ask questions to prompt children to recall the main ideas of each, such as: **What does this book talk about? What can we learn from it? Who is in this story? Where does the class go?**
- 2 Reread** Reread pp. 20–23 in *Cold, Crunchy, Colorful*, the pages that focus on our sense of smell. Reread "Picking a Pumpkin," and ask children what they learned about their sense of smell from this selection.
- 3 Compare** Guide children to compare the two selections by describing what they learned about the sense of smell from each book. Model how to use information from the text to describe and compare. **This book shows pictures and describes, or tells about, how our senses tell us about our world, the places where we go and live. When I see the picture of the flowers, I can imagine smelling them. In this story, I learned about how smells can be in the air.** Ask children to describe at least one detail from each selection, focusing on what they learned about the sense of smell in each selection.

DIFFERENTIATED SUPPORT

Extra Support

Compare If children are not readily participating, support oral expression by asking questions, such as: **What did you learn about our senses in *Cold, Crunchy, Colorful*? How is *Cold, Crunchy, Colorful* like "Picking a Pumpkin"? How are they different?**

AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Check for Understanding To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *What parts of our bodies do we use to hear? What can you see from our classroom window? What is something you might smell in a garden? What face might you make when you taste something sour? Show me how you touch your toes.*



Phonological Awareness

Rhyming Words Children will recognize rhyming words. Words rhyme if they end with the same sounds. The words *miss* and *hiss* rhyme. They both end in the sounds /iss/.

- Give additional examples of rhyming words for children to recognize: *like/trike, seed/bead, man/fan.*
- Give some examples of words, some that rhyme, and some that do not. Ask children to raise their hands if the two words rhyme. For example: *tap/lap, hear/dear, side/beak, put/foot, that/clock, air/pear.*

Alphabet Knowledge

Review Tell children that today they are going to review the letters *Ss, Mm, Bb,* and *Tt.* Distribute each of the Alphabet Cards to five volunteers. Have the volunteers stand in front of the rest of the class, and then call out a letter. Have the child holding that letter step forward and name the letter. Repeat for the other letters. Then repeat with a new group of volunteers.

Transition

Rhyme

Ask children to turn and say hello to their neighbor. Then have them echo you as you model the familiar chant, “Teddy Bear, Teddy Bear.” Have them move to follow the directions in the chant.

Teddy bear, teddy bear, turn around,
Teddy bear, teddy bear, touch the ground,
Teddy bear, teddy bear, reach up high,
Teddy bear, teddy bear, touch the sky!

Theme Vocabulary

senses

Concept Vocabulary

hear	see
smell	taste
touch	

Academic Vocabulary

describes	rhyme
sounds	world



CHECK FOR UNDERSTANDING

IF . . . a child experiences difficulty identifying letters,

THEN . . . encourage them to help you match an Alphabet Card to the same letter in the classroom. For example: *I am holding the letter M. Can you take this card and match it to another letter M in the classroom?*

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–ELD•210).

Small Group

- **Math: Patterns** When you see a color or shape repeating, or going back and forth, you may be looking at a pattern. Let's look for some patterns in the book *Cold, Crunchy, Colorful*. Display the book and turn to page 5. Ask children if they notice any patterns in the pictures and, if so, to describe them. Then turn to the next page, asking children to identify a pattern and describe what it looks like to the group. Continue flipping through the pages to look for and talk about patterns, such as the cake on page 27.

▶ **ELL Access**

Expand Vocabulary

Emerging When children point to a pattern, affirm and describe the pattern for them to repeat. For example: *Yes, the toothpaste makes a pattern. The pattern is blue - white - blue - white - blue.*

Developing Ask children simple questions about a specific pattern in the book. For example: *What color comes first? Then what happens? How can you tell what comes next?*

Expanding Have children choose one of the patterns in the book and describe it in their own words.

Bridging Have children model and solicit different ways to describe patterns in the book. For example, the cake can be described as "cake - frosting - cake" or "brown - white - brown" or "heavy - light - heavy."

- **Literacy: Phonological Awareness** Remind children that some words rhyme, which means they end in the same sounds. I want you to give me a thumbs up if these two words rhyme: *nap, tap*. Yes, these words rhyme because they end in the same sounds: /ap/. Give me a thumbs up if these two words rhyme: *turn, touch*. No, they do not rhyme. They end in different sounds. Continue saying two words and having children respond with a thumbs up if the words rhyme and a thumbs down if they do not.

▶ **ELL Access**

Listening Comprehension

Emerging Display Picture Cards *fox* and *box*. Name each picture and have children repeat. Point out that the ending sounds are the same: -ox. Tell children that the two words rhyme. Repeat with Picture Cards *bug, mug*.

Developing Remind children that words that end in the same sounds, like *box* and *fox*, are words that rhyme. Say each pair of words, and have children give a thumbs up if they rhyme: *mop, top; bug, mug; mouse, mop; tap, lap*.

Expanding Have children use a sentence frame, such as *The words ___ and ___ rhyme.* or *The words ___ and ___ do not rhyme.* to describe each pair of words: *fox, box; mouse, mop; mouse, house; mop, top; tap, tip*.

Bridging Say each pair of words, and have children identify if the words rhyme or don't rhyme. *cold, gold; mop, mug; tap, map; tip, hop; gold, cake; bug, mug*. For each word pair that rhymes, have them explain why they rhyme.

Math Circle

15 minutes

Patterns

Remind children that you have played games with patterns you can see and patterns you can hear. Explain that today they get to help you create some patterns with sound.

- 1 **Engage** Ask: *If we are listening for sound patterns, what body part will we use? Yes, we will use our ears!* Using a hand drum and an egg shaker, play each back and forth to create an ABAB pattern for children to recognize. Then ask: *Do these instruments make a pattern together? What is the pattern?* Have volunteers identify the order of the pattern.
- 2 **Develop** Choose two different instruments or sounds such as clapping and stomping. Create the beginning of a simple pattern with alternating sounds. After five sounds to start the pattern, ask children to describe what they heard or to mimic the pattern. Then ask: *What comes next in our pattern? What is the next sound?* Ask a volunteer to make that sound and continue to use volunteers for each sound you add to complete the pattern.
- 3 **Practice** Ask volunteers to share a pattern using two sounds for the rest of the class to mimic. Support children by first asking them to decide on two sounds either made with body movements or instruments. Then have them play the pattern, alternating between the two sounds. Repeat for different volunteers with two new sounds and patterns. If children are ready, have them create a pattern with three sounds.

Learning Outcomes

The child

- recognizes patterns.
- creates patterns.

What You Need

- musical instruments
- SEL Cards: *aware*, *respect*

Academic Vocabulary

sound

pattern



CHECK FOR UNDERSTANDING

IF . . . a child needs help to mimic or create a pattern,

THEN . . . engage them in choosing an instrument for the pattern or deciding which sound to make first. Then focus on having them recognize the pattern once it is created.



Snack Time

15 minutes

Respect Hold up the SEL Cards: *aware* and *respect*. *Do you remember what these cards can help us remember? Before we have our snack, can you show me how you can be aware of your body in the space around you?* Then ask volunteers to show how they can respect someone else's personal boundaries or space.

Invite children to their seats for snack time. Call out examples of children respecting others and their space. Remind children that we respect others when we keep our bodies calm, stay in our own seats, and do not bother the person next to us.

Science Circle

15 minutes

Learning Outcomes

The child

- respects personal boundaries.
- recognizes rhyming words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- observes characteristics of common objects.
- investigates characteristics of common objects.

What You Need

- assortment of objects with different textures
- Vocabulary Card: *senses*

Theme Vocabulary

senses

Concept Vocabulary

see	hear
touch	smell
taste	

Academic Vocabulary

feel	investigate
------	-------------

Outdoor Play

20 minutes

Coordinate Movements Explain to children that today you are ready to hear their ideas about how to make some changes to the activity, such as trying new poses, creating a new pattern of movements, or having different groups hold different poses.

Our Senses

Use the Our Senses chant to help children recall each of the five senses they have learned about. Now that it is familiar, children should be able to chime in and gesture along with you more readily.

Repeat after me:

My eyes can see! (point to eyes)

Say it loud and clear:

My ears can hear! (point to ears)

Let me hear you yell:

My nose can smell! (point to nose)

Don't let it go to waste:

My tongue can taste! (stick out tongue)

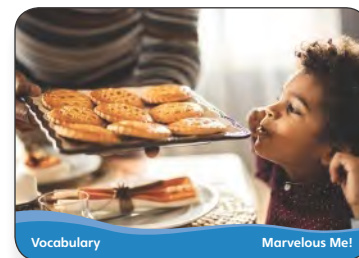
Let me hear you squeal:

My fingers can feel! (wiggle fingers)

Living Things

1 Engage Let's use our senses to investigate! When we investigate, we learn more about something. Today we get to use our *senses* to investigate different objects.

2 Develop Use Vocabulary Card *senses* to review each of the *senses* children have learned about. Then move to a table with children where you have prepared an assortment of objects with different textures, such as tree bark, an acorn, cotton balls, a whole kiwi, and popcorn. Model walking around the table and choosing an object to describe: *I can use my hands to touch this tree bark. When I touch the tree bark, it feels rough and bumpy.*



3 Practice Have children rotate around the table to take turns feeling and describing characteristics of each object. Remind children they will not be using their sense of taste for this activity. Prompt their descriptions of each object with questions such as: *How does [the object] feel under your fingers? Fuzzy? Soft? Rough? What does it look like? Does it make a noise? Does it have a smell?*

Learn and Play

90 minutes

Let's Move

Simon Says Tell children that it is time to play a favorite game. Take a quick poll to see who has played before. Then explain the rules:

- A teacher will be “Simon” and give instructions for various movements, such as: **buzz like a bee** or **pretend to honk a horn**. Try to be creative and consider using words from the literature selection.
- Children should follow the directions only when they begin with “Simon says.” Otherwise, they stand still and wait for the next instruction.

Marching Lead children in a marching game where they respond to different musical patterns. You may choose to play recorded music or create your own patterns using simple classroom instruments. Before children begin to move, explain the pattern they need to follow such as a march-clap-march-clap pattern or another you determine.

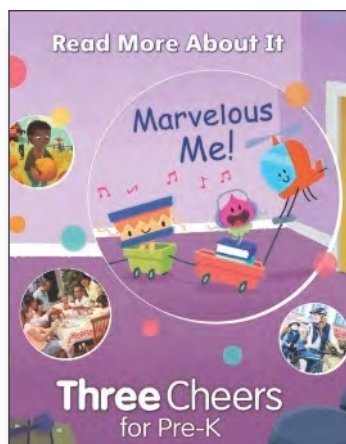
Let's Talk

Respect As children line up to go outside, or as they are being seated in a circle for an activity, praise children who are respecting their classmates' personal boundaries. Explain the behavior using child-friendly language. For example, you might say: **Hiro, I saw how you carefully lined up behind Ella and tried to give her room to stand with her backpack. Nice job!**

SEL Let's Read

Text Comprehension Have volunteers take turns as classroom reporter, asking the class what they liked about “Picking a Pumpkin.” Have children relate their own fall experiences to those the story described.

Rhyming Words Use examples of words from the story, such as *big*, *tap*, *feel*, and *now*, and say a word that rhymes. Ask children to raise a hand when they hear words that rhyme.



Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Visualization Have children lie down on their mats or cots and close their eyes. To help them settle their bodies, you may read a visualization script of your own, or use this: **Make a picture in your mind. You are in a big, cozy chair. It's so soft, and you found a squishy pillow to put under your head. You are covered in a fluffy blanket and feel nice and warm. It doesn't take long before your eyes start to flutter and then close. You are so comfortable, and your body is finally ready to rest.**

DIFFERENTIATED SUPPORT

ELL

Develop Help English language learners develop vocabulary to describe texture by showing more than one example of each texture. It is also helpful to show objects with opposite textures. For example, a stone that is smooth and a stone that is not smooth. Say: **This stone is smooth. That stone is not smooth. It is bumpy. VISUAL**

Reflect

10 minutes

5x5

Senses Point out an example of each of the *senses* in the photo: something to *see*, something to *hear*, something to *taste*, something to *touch*, something to *smell*. Use this sentence frame: *I see/hear/smell/taste/touch* _____. Then encourage children to use the sentence frame *I see/smell/taste/touch/hear* _____ to talk about something they see in the image.



Learning Outcomes

The child

- is aware of where own body is in space.
- respects personal boundaries.

What You Need

- 5x5 Card: Sights and Sounds
- SEL Card: *respect*

Theme Vocabulary

senses special

Academic Vocabulary

patterns

✓ CHECK FOR UNDERSTANDING

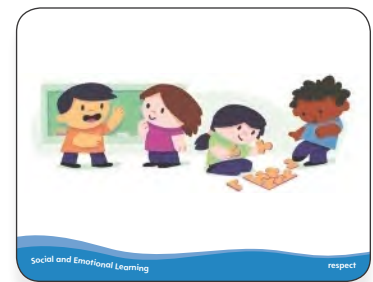
IF . . . a child is unable to describe something they learned,

THEN . . . look together through the selections *Cold*, *Crunchy*, *Colorful* and “Picking a Pumpkin.” As you reread or flip through the pages, prompt children to recall ideas that were discussed such as details about the five senses, identifying patterns, new words they learned, and so on. Then provide a sentence frame, such as: *This week, I learned* _____.



Social and Emotional Learning

Respect Hold up SEL Card *respect*. Have volunteers share examples of ways the children in the picture are showing respect for others and their own bodies. Remind them that it’s important to keep our hands to ourselves. *If someone gets too close to you, what can you do? You can tell them that you don’t like it when they stand that close. If you get too close to someone or bump them, you can say excuse me.*



Demonstrate these ideas in a tangible way for children by having them practice lining up single-file with awareness and respect. Ask them to return to their seats, also demonstrating how we should move and treat others.



Let’s Talk About It

Explain to children that it is time to reflect, or think about what they are learning. Review the weekly question *What do my senses tell me about the world?* Prompt children to describe something they are learning by asking, for example: *What is special about your senses? How can we use our senses to find patterns?*

Transition to a time when children take turns considering why we need to show respect for others’ space. *How do you feel when someone gets too close to you? Or doesn’t let you have enough room to sit? Why does everyone need their own space sometimes?*



DIFFERENTIATED SUPPORT

Engage and Extend

Respect Use Javi to model a scenario in which your personal space is invaded. Have Javi bump into you, and tell him *I don’t like being bumped. Please watch where you’re going.* Have Javi say he’s sorry. **AUDITORY**

Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child shows reasonable opinion of his own abilities and limitations. Pages 99, 103, 114, 120, 122, 130 Child follows classroom rules and routines with occasional reminders from teacher. Pages 99, 115, 123, 131
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 C•196–C•197
Emergent Literacy Reading	<ul style="list-style-type: none"> Child recognizes that text has meaning. Pages 100, 108 Child can segment a syllable from a word. Pages 112, 124 Child can recognize rhyming words. Pages 108, 112, 116, 120, 132 Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Pages 100; C•196–C•197
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages 132; C•202–C•203
Mathematics	<ul style="list-style-type: none"> Child verbally identifies, without counting, the number of objects from 1 to 5. Pages 111, 119, 127, 135 Child recognizes one-digit numerals, 0–9. Pages 135; C•200–C•201 Child uses informal strategies to separate up to 10 items into equal groups. Page 135
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses earth materials, and their properties and uses. Pages C•190–C•191
Social Studies	<ul style="list-style-type: none"> Child identifies similarities and differences in characteristics of families. Pages 104, 106 Child discusses the roles and responsibilities of family, school, and community helpers. Pages 120, 136
Fine Arts	<ul style="list-style-type: none"> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 99, 107, 115, 123, 131
Physical Development	<ul style="list-style-type: none"> Child coordinates sequence of movements to perform tasks. Pages 104, 120, 136; C•200–C•201
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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

Ready for Kindergarten!

Language

Pre-Kindergarten Outcomes

- Child shows understanding by following two-step oral directions and usually follows three-step directions. **Pages C•196–C•197**

Kindergarten Literacy Goals

- Confirm understanding of information presented orally.

Reading Readiness

Pre-Kindergarten Outcomes

- Child recognizes that text has meaning. **Pages 100, 108**

Kindergarten Literacy Goals

- Recognize that spoken words are represented in written language by specific sequences of letters.

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. **Pages 100; C•196–C•197**

Kindergarten Literacy Goals

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

Phonological Awareness

Pre-Kindergarten Outcomes

- Child can segment a syllable from a word. **Pages 112, 124**
- Child can recognize rhyming words. **Pages 108, 112, 116, 120, 132**

Kindergarten Literacy Goals

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

Writing

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

- Write informative and narrative texts that include details.

Mathematics

Pre-Kindergarten Outcomes

- Child verbally identifies, without counting, the number of objects from 1 to 5. **Pages 111, 119, 127, 135**
- Child recognizes one-digit numerals, 0–9. **Pages 135; C•200–C•201**

Kindergarten Mathematics Goals

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
- Write numbers 0–20 and compare two written numbers between 1 and 10.



Marvelous Me!

What makes me special?

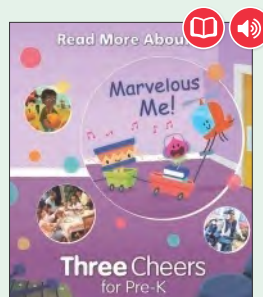
Weekly Question:

Why are friends and families important?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "We're a Family"



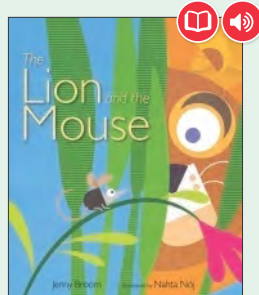
5x5



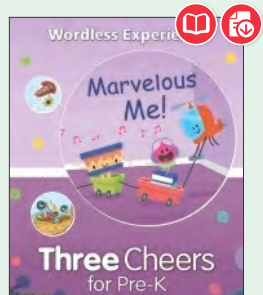
Theme and Concept Vocabulary



Theme Manipulative



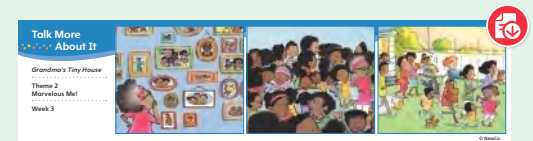
Big Book and Little Books



Wordless Experience Book: *Marvelous Me!*

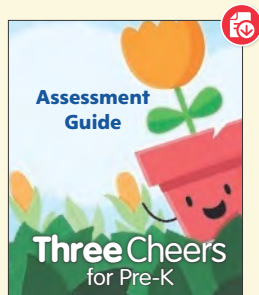


Sing, Rhyme, and Shout: "My Family Is the Best"

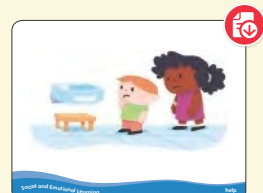


Talk More About It: *Grandma's Tiny House*

From the Teacher Toolkit Print and Digital



Assessment Guide



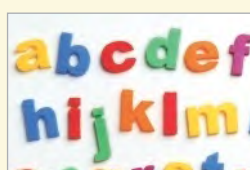
Social and Emotional Learning Cards



Alphabet Cards



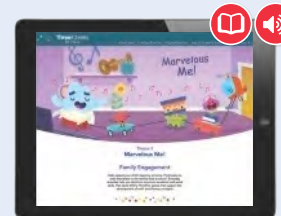
Picture Cards



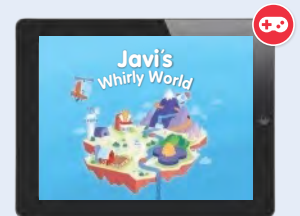
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



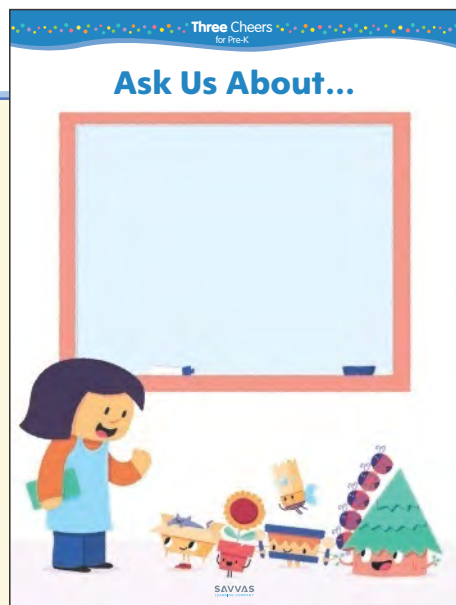
Digital Bookshelf

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.

- In the book *Grandma’s Tiny House*, why is grandma important to her family?
- What is a good way to ask for help?
- What are two words that rhyme? Do the words *cat* and *bat* rhyme?

Day 1 pp. 99–106

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “My Family Is the Best”
- Morning Meeting

Story Time

- What makes me special?
- Reread Big Book *The Lion and the Mouse*

Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Blend Syllables
- Alphabet Knowledge Introduce Aa /a/

Center Time and Small Groups

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

Math Circle

- Counting
- Snack Time Ask for Help

Social Studies Circle

- With My Family
- People
- Outdoor Play Friendship Circle

Learn and Play and Centers

- Let’s Move!
 - Sleeping, Sleeping
 - Popcorn
- Let’s Talk Ask for Help
- Let’s Read Alphabet Knowledge, Text Meaning
- Rest Time Hot Day

Reflect

- 5x5 Fun with Families
- Social and Emotional Learning Ask for Help
- Let’s Talk About It

Day 2 pp. 107–114

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “My Family Is the Best”
- Morning Meeting

Story Time

- Why are friends and families important?
- 1st Read Trade Book *Grandma’s Tiny House*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Rhyming Word Segment Syllables
- Alphabet Knowledge Review Aa /a/

Center Time and Small Groups

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

Math Circle

- Number Sense
- Snack Time Ask for Help

Science Circle

- I Can
- Life Sciences
- Outdoor Play Walking the Path

Learn and Play and Centers

- Let’s Move!
 - Growing Up
 - Obstacle Course
- Let’s Talk Ask for Help
- Let’s Read Rhyming Words, Segment Syllables
- Rest Time Cozy Chair

Reflect

- 5x5 Please and Thank You!
- Social and Emotional Learning Ask for Help
- Let’s Talk About It

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

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

Sing, Rhyme, and Shout “My Family Is the Best”

Morning Meeting**Story Time**

Why are friends and families important?

2nd Read Trade Book *Grandma's Tiny House*

Literacy Circle

Concept Vocabulary Practice

Phonological Awareness Rhyming Words

Alphabet Knowledge Review Aa /a/

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

- Math: Number Sense
- Literacy: Rhyming Words

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

Math Circle**Number Sense**

Snack Time Ask for Help

Social Studies Circle**Grandma's House****Families**

Outdoor Play Bell Practice

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

- Hokey Pokey
- Twist and Stretch

Let's Talk Ask for Help

Let's Read Rhyming Words

Rest Time Making Energy

Reflect

5x5 Counting

Social and Emotional Learning Ask for Help

Let's Talk About It

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

Sing, Rhyme, and Shout “My Family Is the Best”

Morning Meeting**Story Time**

Why are friends and families important?

Read More About It “We're a Family”

Literacy Circle

Concept Vocabulary Review

Phonological Awareness Segment Syllables

Alphabet Knowledge Review Aa /a/

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

- Math: Number Sense
- Literacy: Phonological Awareness

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

Math Circle**Number Sense**

Snack Time Ask for Help

Science Circle**Grow and Change****Life Sciences**

Outdoor Play Teamwork

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

- The More We Play Together
- Action Moves

Let's Talk Ask for Help

Let's Read Marvelous Me!

Rest Time Favorite Stories

Reflect

5x5 How We Help

Social and Emotional Learning Ask for Help

Let's Talk About It

Day 5 pp. 131–138**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “My Family Is the Best”

Morning Meeting**Story Time**

Why are friends and families important?

Compare *Grandma's Tiny House* and “We're a Family”

Literacy Circle

Concept Vocabulary Check for Understanding

Phonological Awareness Rhyming Words

Alphabet Knowledge Review Ss /s/, Mm /m/, Bb /b/, Tt /t/, Aa /a/

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

- Math: Number Sense
- Literacy: Concept Vocabulary

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

Math Circle**Number Sense**

Snack Time Ask for Help

Social Studies Circle**What Families Do****Families**

Outdoor Play Class Choice

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

- How Many Steps, Ms. Wolf?
- Second Choice

Let's Talk Ask for Help

Let's Read Children's Choice, Helpers

Rest Time Sounds to Sleep By

Reflect

5x5 Describe Actions

Social and Emotional Learning Ask for Help

Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Marvelous Me!

family

Concept Vocabulary

Conceptually related words to teach this week

backyard neighbors
 grandma space
 house

Academic Vocabulary

Terms used in this week's instruction

General

ability
 alike
 guess
 help
 member
 top

Literacy

action words
 compare

lowercase
 uppercase

Mathematics

count
 equal
 fewer
 fifth
 first
 fourth
 group
 more

object
 objects
 second
 set
 sort
 third

Science

adult
 baby
 change
 children

grow
 life cycle
 older

Social Studies

different
 healthy
 job
 role
 safe

Story Words

Words from the literature to explain and use this week

Trade Book

aunts lemonade stampede
 bulge nephews uncles
 cheesecakes nieces wooden
 dinner perfect
 dozen scrumptious

Big Book

leaped stretching
 sleeping

Read More About It

alike ride
 different together
 people visits
 play

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
 helper chart

Center Time

cardboard boxes
 computers or other digital devices
 construction paper
 craft sticks
 crayons
 cups
 drawing paper
 dry-erase markers
 glue

markers
 mirror(s)
 name strips
 painter's tape
 sand and water table
 scissors
 shovels
 sieves
 spray bottle of water
 tape
 yarn

Circle Times

boxes
 five soft toy animals
 helper chart
 items that can be easily passed
 photos or illustrations of babies, children, adults, and elderly 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

Read It to Me Follow along while listening to audio for the Big Book.

ABC Fun

What's in a Name? Use letter manipulatives to find the letters and build their names.

Math Fun

Numeral Hopscotch Choose a magnetic number, name it, and play hopscotch using the number indicated.

STEM

I Can Build Use a variety of materials to build models of homes.

Pretend and Learn

My World Create a family of stick puppets.

Sand, Water, and More

My Senses and Sand Explore sand and water using the senses.

Creativity Station

Draw a Portrait Explore how we are alike and different through self-portraits.

Writer's Club

A Book About Me Write and illustrate books about themselves to share with classmates.

Monitor Progress



Assessment Guide

Observe

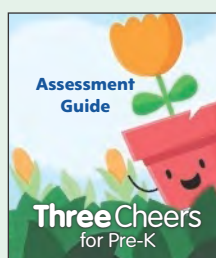
Observational Checklists

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



SCOUT

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



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Progress Monitoring Assessment 1 should be administered at the end of Theme 3.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **STEM** models of homes
- **Pretend and Learn** family of stick puppets
- **Writer's Club** anecdotal notes about how children engage in the writing process at this stage

Marvelous Me!



Welcome to Today

15 minutes

Meet and Greet

- As children arrive, shake their hands and have them greet each other to show they are friends.
- Remind children to place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Marvelous Me! Use the lyrics and illustrations on the card to introduce the weekly focus.

- Let's sing a song about some of the ways our *families* are *special* and important. A *family* is a group of people that loves each other.
- Have children participate in the music activity by singing with you then acting out things that show how their families are the best, such as *playing*, *reading*, and *eating* together.



Learning Outcomes

The child

- shows reasonable opinion of his own abilities.
- follows classroom routines with occasional reminders from teacher.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "My Family Is the Best"
- attendance chart, helper chart

Theme Vocabulary

special family

Academic Vocabulary

ability top

job

Morning Meeting

- 1 Attendance** Remind children of the morning routine. Have them place their name cards on the attendance chart. Note that friends learn together at school and *families* learn together at home.
- 2 Helper Chart** Talk about abilities children already have that will help them do their jobs well. Select new helpers for the week.
- 3 Weather** *What was the weather like yesterday?* Have children describe weekend weather.
- 4 Today's Events** *Today we will learn new games that family and friends can play by working together. What games do you like to play with your family?*



DIFFERENTIATED SUPPORT

Engage and Extend

Helper Chart Extend the discussion about abilities by helping children show reasonable opinions of their own abilities. Explain that an *ability* is a skill or something that they know how to do. Give an example, such as: *Shelly can reach the top shelf in the library so she can put books away there without help.* Provide sentence frames for children to give you an opinion of what they reasonably know how to do that will help them do a classroom job. For example: *I know how to [sort so I can put away art supplies]. I am [strong so I can push in chairs]. I know about [plants so I can water the class plants]. I am [a good cleaner so I can wipe the tables].* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- recognizes that text has meaning.
- blends syllables into words.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction
- recognizes at least 20 distinct letter sounds in the language of instruction.

What You Need

- Big Book: *The Lion and the Mouse*
- Vocabulary Cards: *backyard, house, grandma, neighbors, space*
- Picture Cards: *rain, bow, cup, cake, dog, house, apple*
- Alphabet Card: *Aa*

Marvelous Me!

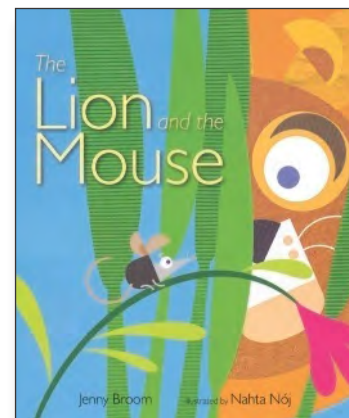
? **What makes me special?** Ask children the essential question: *What makes me special?* Review what the song “My Family is Special” told about ways a *family* is important. Explain that they will explore more about why *families* and friends are *special*.



The Lion and the Mouse

Tell children that you will reread the story *The Lion and the Mouse*.

- 1 Remember** Display the cover of the book. Read the title and ask children what they remember about the lion and the mouse. **How did the lion and the mouse become friends?** Help children recall that the lion and the mouse helped each other.



On p. 2, point to the text and review that the words tell the story, and the pictures show it. **By reading the words, we can find out how the lion and the mouse helped each other. We know that words tell us the meaning of a story.**

- 2 Focus** Read the book aloud. Pause at important points in the story, such as when the mouse leaps for a berry and the lion is in the trap. Ask children if they remember what happens next.

On p. 14, guide children to recognize that the text has meaning by saying, **The words on this page tell us the answer to this question: How did the lion help the mouse?**

- 3 Respond** Return to p. 23 and reread it. Then ask children: **How does the mouse help the lion? What do the words tell us?** Have children show that they recognize that text has meaning by answering the question.

DIFFERENTIATED SUPPORT

Extra Support

Respond Provide support for children who have difficulty explaining how the mouse helps the lion. Turn to p. 23 and read the text again. Then point out things in the picture that show what is happening. Encourage children to say how they think mouse helped the lion.
VISUAL/AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *Why are friends and families important?* Display the Vocabulary Card *grandma*. *A grandma is an important member of her family. She can help her family in many ways.* Display each of the Vocabulary Cards for this week (*neighbors, space, house, backyard*) and briefly explain how each relates to the question *Why are friends and families important?*



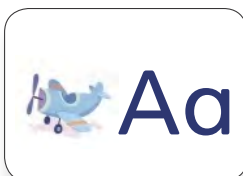
Phonological Awareness

Blend Syllables Display Picture Cards *rain* and *bow*. This is a picture of rain. This is a picture of a bow. What word do we get when we put *rain* and *bow* together? Work with children to have them blend the syllables, or word parts, to form the word *rainbow*. Repeat with Picture Cards *cup* and *cake*; *dog* and *house*.



Alphabet Knowledge

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



- Letter Name** Display Alphabet Card Aa. Point to uppercase A. *This is uppercase A.* Point to the lowercase letter. *This is lowercase a. Say the letter name with me: /ā/.* 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** Show children Picture Card *apple*. *The sound that the letter a spells at the beginning of apple sounds like this: /a/.* *Say it with me: /a/.* Hold up the Alphabet Card again and 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 A 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 a.

Transitions

Have children stand and do a big stretch. Have them echo you as you model the fingerplay. Then have children join in.

Some families are large.	(open arms wide)
Some families are small.	(bring hands close together)
I love my family best of all.	(cross arms and hug)

Theme Vocabulary

family

Concept Vocabulary

grandma	house
neighbors	backyard
space	

Academic Vocabulary

lowercase	uppercase
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CHECK FOR UNDERSTANDING

IF . . . a child has difficulty tracing letters A and a in the air,

THEN . . . use the Alphabet Card to guide the child's fingers to trace each letter.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) to introduce the centers. Then bring children together for today's small groups for Math and Literacy, or see the **English Language Development** lessons (p. ELD•211).

Small Group

- **Math: Counting** *When we count, we say the number names in order.* Review rote counting by asking children to stand in a straight line. Have them echo you as you count from 1 to 5, or another number, clapping after each number. *Now it's your turn. I'll start: One* and clap. The next person says: *Two* and claps, and so on. Have children practice in pairs by counting together and alternating numbers.

▶ **ELL Access**

Academic Vocabulary

Emerging Move from one child to the next, say a number, and have the child echo you. Tell children they can start by saying the numbers in their first language. Then have them say the numbers in English.

Developing Have children say the numbers 1 to 5 with you. Then point to or move from one child to the next as they count in order. *Start with "one." Each person says the next number until we get to "five." Then we will start again from one.*

Expanding Ask questions to confirm children's understanding of the task. *What number will we start counting at? When will we stop? What will you do each time you say a number?*

Bridging To confirm understanding, ask children to repeat the task in their own words, explaining what they are counting to and what action they will do.

- **Literacy: Phonological Awareness** Display Picture Cards *rain* and *bow* and ask children to identify the pictures. *What word do we get if we put rain and bow together?* Guide children to blend the syllables, or word parts, to say the word *rainbow*. then work with children to blend the syllables (word parts) to form new words: *sun, shine; back, yard*.

▶ **ELL Access**

Visual Support

Emerging Show children Picture Card *rain*. Say *rain* and have children repeat. Show Picture Card *bow*. Say *bow* and have children repeat. Put the pictures side-by-side. Point to *rain* then to *bow*, and have children say each word. *Let's say the words together to make one word: rainbow.* Then display Picture Card *rainbow* and have children say the word with you.

Developing Show Picture Cards *dog* and *house*. Have children identify each word. Put the pictures together. *Let's say the words together to make one word.* Have children blend the words and say *doghouse*. Repeat with Picture Cards *cup* and *cake*.

Expanding Display Picture Cards *foot* and *ball*. Have children identify each one and then blend the syllables, or word parts, together to form the word *football*. Then have them tell you what a *football* is.

Bridging Display Picture Cards *foot* and *ball* and have children identify each. Then have them blend the syllables, or word parts, using this sentence frame: *The word ___ and the word ___ make the word ___.* Challenge children to use the sentence frame for these words: *sun, shine; dog, house; cup, cake*.

Math Circle

15 minutes

Counting

Tell children that today they are going to tell the positions in a line.

- 1 **Engage** Display 5 soft toy animals in a line, all facing the same way. Ask children to count the animals. Remind them to count one per animal. **There are five animals. They are all in a line. What are some times that we line up?** Discuss a few examples of times children might line up. Then point to the animals again. **Who is at the front of the line? Who is at the back?**
- 2 **Develop** We found who is at the front and who is at the back of the line. **There are other ways we can describe where the animals are in line.** Point to the animal at the front. **This animal is first in line. It is at the start. It is before all the other animals.** Have children repeat the word *first*. Then ask: **Who is first in line?** and have children name the animal. Repeat to describe the other animals as second, third, fourth, and fifth in line.
- 3 **Practice** Say the ordinal terms together: **first, second, third, fourth, fifth.** Rearrange, or ask children to rearrange, the animals so they are in different places in line. **The animals have lined up differently now.** Ask children to count to make sure there are still five. Point to animals or name them and have children use the verbal ordinal terms to tell their positions in line. As children become more confident, ask them to take the place of an animal in the line and tell their own position. Repeat several times.

Learning Outcomes

The child

- shows reasonable opinion of his own abilities.
- counts 1–10 items, with one count per item.
- uses the verbal ordinal terms.

What You Need

- five soft toy animals

Academic Vocabulary

first	fourth
second	fifth
third	count



CHECK FOR UNDERSTANDING

IF . . . children are not able to accurately describe the position of objects in line,

THEN . . . have them take the place of an animal in order first through fifth. Each time, tell children the ordinal term and have them repeat.



Snack Time

15 minutes

Ask for Help As children transition to snack time, engage them in conversations about reasonable opinions of their own abilities and the abilities they would like to develop. Ask: **What can you easily do? What would you like to learn to do or do better with practice? Who would you ask if you needed help to do or learn something?** For example: “I want to practice folding napkins. I would ask my teacher for help.”

Social Studies Circle

15 minutes

Learning Outcomes

The child

- identifies similarities in characteristics of families.
- identifies differences in characteristics of families.
- coordinates sequence of movements to perform tasks.

What You Need

- Vocabulary Card: *family*
- drawing paper and crayons
- Big Book: *The Lion and the Mouse*
- Alphabet Cards: *Ss, Mm, Bb, Tt, Aa*

Theme Vocabulary

family

Concept Vocabulary

grandma house

Academic Vocabulary

different lowercase

Outdoor Play

20 minutes

Friendship Circle Make several friendship circles by placing children in groups of two to three, holding hands. *We have many little friendship circles. How can we make a big friendship circle?* Guide one group to approach another group to join together in a larger circle. *Please join our friendship circle.* Then help two more small groups to join together. Continue until all of the groups are joined into one large group. Lead children in a cheer for their big friendship circle.

With My Family

Have all children join in with the first part and individual volunteers in the second part. The chant can be sung to the tune of “The Muffin Man.”

Here is one thing we can do. (point to yourself; to children)
We can do, we can do.

Here is one thing we can do
With our *family*.

We can play at *grandma’s house*. (jump around)
At grandma’s house, at grandma’s house.

We can play at *grandma’s house*
With our *family*.

People

1 Engage A *family* is a group of people who love one another and like to do things together.

2 Develop Display Vocabulary Card *family*. Point out that the people in the picture are a *family*. Talk about the similarities and differences in the

characteristics of families. Families can have a few people or many people. People in families are different sizes and different ages, such as babies, children, and grown-ups like parents and grandparents. Each *family* may look different, but they are the same in many ways too. Encourage volunteers to describe a younger or an older member of their *family*.

3 Practice *I like to go to the park with my family.* Have children tell about an activity they like to do with their *family*. Write down the different activities children identify that they like to do with their family.



Learn and Play

90 minutes

Let's Move

Sleeping, Sleeping Have children stand and pretend to be sleeping. Say: *Sleeping, sleeping, all the children are sleeping. And when they woke up, they were all _____.* Fill in the blank with objects, animals, or insects. For example, say “robots.” Children move around the room like robots. Other possibilities are cats, cars, dogs, bees, airplanes, and so on.

After a couple of minutes, say: *Sleeping, sleeping, all the children are sleeping.* Children stop and pretend to be sleeping again. Choose another action for them to wake up and do. When children understand the game, call on other children to choose an action.

Popcorn Explain that popcorn begins as little kernels. Then the kernels explode and become popcorn! Tell children to pretend they are popcorn kernels waiting to pop.

- Have them crouch in a ball and be super quiet. When you clap your hands and say “pop,” they jump up and reach as high and wide as they can.

Let's Talk

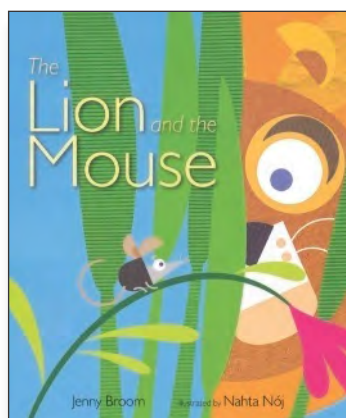
Ask for Help Watch children spontaneously helping one another and praise them. *You were kind to help.* To the child who was helped, say: *Be sure to thank the person who helps you even when you did not ask for help.* There may also be opportunities to ask an overly eager child to wait to be asked before jumping in to help someone.



Let's Read

Alphabet Knowledge Display Alphabet Cards *Ss, Mm, Bb, Tt, Aa*. Show a page in the Big Book *The Lion and the Mouse*. *Who can find a lowercase letter b on this page?* Have children raise hands. Ask a volunteer to come up and point to the letter. Continue with additional letters.

Text Meaning Reread pp. 14–15 of the Big Book. Ask children what the text tells them happens in this part of the story. Do the same with each spread on pp. 20–25.



Transitions

Have children echo your actions as you say the following:

Point to the right of me.	(point right)
Point to the left of me.	(point left)
Point up above me.	(point up)
Point down below.	(point down)
Right, left, up.	(bend down)
And down so slow.	

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Hot Day Remind children of the line from the story: *“It was a hot day, and the lion lay sleeping under the sun, stretching out his paws . . .”* Have children imagine that the day is too hot to sleep in the sun so they, as little lion cubs, find a place to curl up under a shady tree. *The cool shade is restful. So now you can rest.*

DIFFERENTIATED SUPPORT

ELL

Popcorn English language learners may not be familiar with the term “popcorn.” If possible, bring in some unpopped and popped corn. Use gestures or a video to show what happens when popcorn pops. If children recognize popcorn, ask them what it is called in their first language.

VISUAL

Reflect

10 minutes

5x5

Fun with Families Have children look at the photo and describe what they see. Have them recall the characteristics of families they talked about earlier and decide if the people in the photo are a *family*. For example, have children point out people of different ages in the photo, such as a *grandma* and child.



Tell children to pretend they are at a *special family backyard* picnic or barbecue. Encourage children to take turns miming a fun outdoor activity they like to do with *family* members. Have the rest of the class raise their hands, then choose one child to guess the activity. The child who guesses correctly goes next.



Social and Emotional Learning

Ask for Help Display the SEL Card *help*. **What are the children waiting to do? Will both children be able to use the drinking fountain? Why or why not? Who needs help?** Review ways the child might have asked for help and ways the helper might have responded. Remind children that when they ask for help they should also describe what task they need help with. Have children practice asking for help. Provide an example: *I can't button my coat. Will you please help me?*



Let's Talk About It

Tell children that it is time to reflect, or think about, their busy day and what they have learned. Hold Javi. *We talked about things we know how to do and learned about asking for help with things we do not know how to do.* Have children pass Javi around and practice asking Javi for help. Have them model saying thank you when they have been helped.



Learning Outcomes

The child

- seeks adult help when necessary.
- identifies similarities in characteristics of families.
- identifies differences in characteristics of families.

What You Need

- 5x5 Card: Together Time
- SEL Card: *help*
- Javi

Theme Vocabulary

special family

Concept Vocabulary

grandma house backyard

CHECK FOR UNDERSTANDING

IF . . . a child doesn't understand how to ask for help,

THEN . . . model asking the child to help you with an activity such as picking up crayons. Say thank you. Then ask what the child may need help with.

DIFFERENTIATED SUPPORT

3-Year-Olds

Ask for Help Young children may need help expressing their needs. If you notice a child needs help, model how to seek and ask for help from an adult. *I see you need help zipping your coat. I sometimes have trouble zipping my coat too. You can ask: Can you help me zip my coat?* AUDITORY

Welcome to Today

15 minutes

Meet and Greet

- As children come into the classroom, say hello using each child's name.
- Ask: **How are you today?** Have them place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Marvelous Me! Review the song “My Family Is the Best.”

- Let's sing the song again while we think about why friends and families are important.
- Then display Vocabulary Card: *family*. Remain sensitive to different *family* arrangements and discuss picture details.
- Praise children who participate in the discussion. Encourage them to continue showing they are able to use language for different purposes.



Learning Outcomes

The child

- is able to use language for different purposes.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “My Family Is the Best”
- Vocabulary Card: *family*
- attendance chart, helper chart

Theme Vocabulary

family

Academic Vocabulary

job

Morning Meeting

- Attendance** After name cards are placed, tell children that every day they will learn something new.
- Helper Chart** Now that children have done their jobs for one day, ask them to talk with a friend or the group about any parts they had trouble doing.
- Question of the Day:** *Is there one child in your family or more than one child?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- Today's Events** Give children a preview of activities. *Today we read a new story about families and friends.* To continue work with ordinal terms, use this routine as an opportunity to reinforce ordinals as you sequence the day's activities.

DIFFERENTIATED SUPPORT

ELL

Helper Chart As children talk about their classroom jobs, encourage English language learners to show how they could help with a part of a job someone else is having trouble doing.
KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- uses a large speaking vocabulary, adding several new words daily.
- recognizes that text has meaning.
- recognizes rhyming words.
- makes inferences about text.

What You Need

- Trade Book: *Grandma's Tiny House*
- Vocabulary Cards: *family, grandma, neighbors, house, space, backyard*
- Picture Cards: *doghouse, sunshine, rainbow*
- Alphabet Card: Aa

Wheel of Motion

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

DIFFERENTIATED SUPPORT

Extra Support

Read Together Help children make an inference about Grandma's *family* and *house* on pp. 4–5. *What is Grandma looking at? These are pictures of all the people in her family. How big is Grandma's house? It's tiny. So what is Grandma worried about?* Guide children to understand that if all the people in Grandma's *family* come to her *house* at the same time, there will not be enough *space* in the *house* for everyone. VISUAL

Marvelous Me!

? Why are friends and families important?

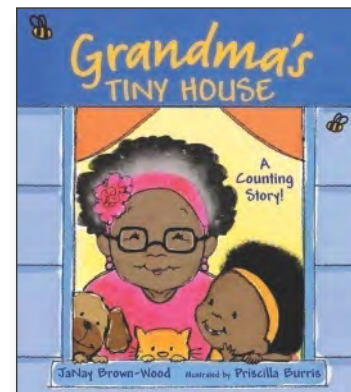
Remind children of the weekly question. Then display Vocabulary Card *family*. *This is a family. Friends are important to us. Our family is important to us too. We will read about a family today and learn how it is important.*



Grandma's Tiny House

Tell children to get ready to hear a story about a *grandma* who has a problem when *family* and friends come to visit at her *house*.

1 Introduce Display the front cover and read the title and subtitle aloud, *Grandma's Tiny House: A Counting Story!* *This book is also a counting story. Let's read to see what we will be counting!*



2 Read Together Read the first page aloud. Ask children to look at the picture. *The words say that Grandma's house is tiny in size. How does the picture show that?* Guide children to say the *house* is tiny, or small, when you look at the other houses. The other houses are larger.

Turn to pp. 4–5. Ask children to look at the picture. Guide them to make an inference about the text. *Are there a lot of people in Grandma's family? What is Grandma worried about?*

3 Connect Have children connect to the story with the following prompts. *If you have too many toys for your toy box, there isn't enough space. What could you do? If you have more books than your shelf can hold, there isn't enough space. What could you do?*

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: Why are friends and families important? These oral language activities will help children use a large speaking vocabulary, adding several new words daily that they can use when they speak. Display Vocabulary Card *grandma*. **This is a picture of a *grandma*. Say *grandma* with me: *grandma*. Do you have a *grandma*? How is she important to you?** Display each Vocabulary Card (*space*, *neighbors*, *house*, *backyard*), and ask children questions about each one that ties the word to the theme or the question. Encourage children to use these words throughout the week when they are speaking to you and to each other.



Phonological Awareness

Rhyming Words Reread pp. 3–5, and point out the words that rhyme. Then reread pp. 6–7. **What two words have the same ending sounds?** Have children identify *chair* and *air* as rhyming words.

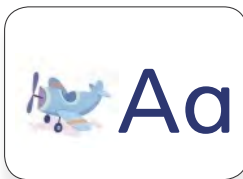
Segment Syllables Display Picture Card *doghouse*.

- **This is a doghouse. What two word parts do you hear?** Have children segment the word *doghouse* into word parts, or syllables: *dog*, *house*.
- Repeat with Picture Cards *sunshine*, *rainbow*, and *cupcake*.

Alphabet Knowledge

Review Aa /a/ Tell children that today they are going to review the letters *Aa*.

- 1 Review Letter Name** Display Alphabet Card *Aa*. Point to uppercase *A*. **This is uppercase *A*.** Point to the lowercase letter. **This is lowercase *a*.** Point to the lowercase letter. **What is the name of this letter?** Point to the uppercase letter. **What is the name of this letter?**
- 2 Review Letter Sound** The sound that the letter *A* spells sounds like this: /a/. **Say it with me: /a/.** Point to the lowercase letter. **What sound does this letter spell?** Point to the uppercase letter. **What sound does this letter spell?**
- 3 Review Letter Formation** Trace uppercase *A* on the Alphabet Card. Have children trace the letter in the air. Repeat with lowercase letter *a*.



Transitions

Encourage children to stand and stretch their arms and wiggle their fingers at the same time. Then say the chant and model the actions. Ask children to join you as you repeat.

Here are <i>grandma's</i> glasses.	(mime putting on glasses)
Here is <i>grandma's</i> hat.	(mime putting on a hat)
This is the way she folds her hands	(put hands together)
And puts them in her lap.	(sit and put hands in lap)

Theme Vocabulary

family

Concept Vocabulary

grandma house
neighbors backyard
space

Academic Vocabulary

lowercase uppercase

✓ CHECK FOR UNDERSTANDING

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

THEN . . . provide them with additional support. Display Vocabulary Card *backyard*. **This picture shows a *backyard*. A *backyard* is a place where *families* can get together and play. What is something you would like to do in a large *backyard*?** Continue with the other words.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•212).

Small Group

- **Math: Counting** Show pp. 10–11 of *Grandma's Tiny House*. The children are all in a line. Who is at the front of the line? Who is at the back? Identify the first and last in line, then point again to the child who is first. She is at the front. She is first in line. Who is next? She is second in line. Repeat for the positions third, fourth, fifth. Say first through fifth together. Then ask children to point to a child in line and tell the position.

► ELL Access

Academic Vocabulary

Emerging Have children repeat “first” after you as you point to the first child in line on the book page. Point to, and say the ordinal term, for each child in line in order. Have children repeat after you.

Developing Point to the first child on the page and ask: *Is she first in line or second in line?* Have children say the ordinal number, *first*. Repeat for other children in the illustration.

Expanding Provide sentence frames to help children state the position of the children in the illustration. Point to the children on the page. She/He is ____ in line.

Bridging Model describing a child in line using a sentence. For example: *The fourth child in line is wearing a purple shirt.* Then ask children to use the ordinal numbers through “fifth” to tell about a child in line.

- **Literacy: Alphabet Knowledge** Display Alphabet Card Aa. Have children name each letter. Then display Picture Card *apple*. Have children name the picture. *What sound do we hear at the beginning of apple? We hear the sound /a/. What letter spells that sound?* Repeat with Picture Card *alligator*. Point to children at random and have them say *apple*. Move faster as you point.

► ELL Access

Sounds and Letters

Emerging Display Alphabet Card Aa and name each letter. Have children repeat. Point to Picture Card *apple*. *Say the word with me, apple. The sound at the beginning of the word apple is /a/. The letter a spells the sound /a/. The word apple starts with the letter a.*

Developing Display Alphabet Card Aa and have children name each letter. *What sound does the letter a spell?* Display Picture Card *alligator* and say its name, drawing out the beginning sound /a/. *What sound do you hear at the beginning of alligator? What letter spells that sound?*

Expanding Display Alphabet Card Aa and have children name each letter. Display Picture Card *apple*. Then ask children what sound is at the beginning of *apple* and what letter spells that sound. Then say the following words and have children give a thumbs up if they hear sound /a/ at the beginning of each word: *alligator, ant, foot, apple, rain.*

Bridging Review letters Aa with children and the sound they spell. Say the following words, and have children give a thumbs up if the word begins with the sound /a/, or a thumbs down if it does not: *astronaut, ant, soccer, alligator, hammer, actor, athlete.*

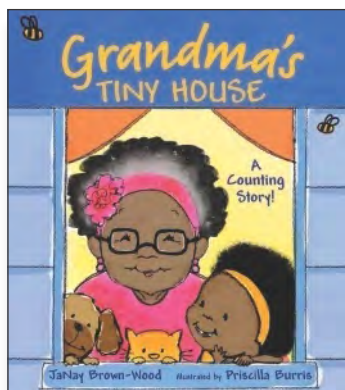
Math Circle

15 minutes

Number Sense

Today children will look at two groups of objects and verbally identify, without counting, sets of 2 and 3 objects.

- 1 **Engage** Hold up a card with 3 dots. Put the card down. **How many dots did you see?** Briefly show the card again. After children verbally identify the number without counting, show the card and ask a volunteer to check by counting.
- 2 **Develop** Tell children you will hold up a card with a set of 3 dots next to a card with a set of 2 dots. Hold up the cards briefly. **Which set has 2 dots?** Model thinking aloud. **A quick look tells me that one set has more than the other set. I do not have to count. I think the card that shows the fewer number of dots is a set of 2.** Have volunteers count the dots to confirm.
- 3 **Practice** Turn to pages in *Grandma's Tiny House* that show sets of 2 and 3 objects. Have children, without counting, identify a set of objects with the number you say. For example, on pp. 7 and 8 are sets of 2 turkeys and 3 neighbors. **Point to the set of 3. Is it the turkeys or the neighbors?**



Learning Outcomes

The child

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

What You Need

- Patterns: Dot Cards (2, 3)
- Trade Book: *Grandma's Tiny House*

Academic Vocabulary

set	more
fewer	member
ability	



CHECK FOR UNDERSTANDING

IF . . . a child is not able to tell the number of objects in a set without counting,

THEN . . . say that you are going to show a card that has 2 or 3 dots. Quickly show the card then put it down. **How many dots are in the set? Say the number you think. Then we'll count the dots.** Have the child count the dots to confirm.



Snack Time

15 minutes

Ask for Help As children transition to snack time, ask them to think of an ability that a *family* member or friend has that they would like to learn. Talk with them about why they want to learn this new ability. **How would you ask your friend or family member to help you learn?** Model with children how to ask for help to learn a new ability.

Science Circle

15 minutes

Learning Outcomes

The child

- segments a syllable from a word.
- recognizes rhyming words.
- describes life cycles of organisms.

What You Need

- photos or illustrations of babies, children, adults, and elderly people
- Trade Book: *Grandma's Tiny House*

Theme Vocabulary

family

Academic Vocabulary

grow	change
adult	children
baby	life cycle

Outdoor Play

20 minutes

Walking the Path Create a narrow, curved path with chalk outside on the playground or painter's tape inside on the floor. Tell children that they must help their friends to walk the path.

Model the game by having one child close their eyes. Lead the child along the path so that they do not step off the tape. Have the child you led down the path return to lead another friend.

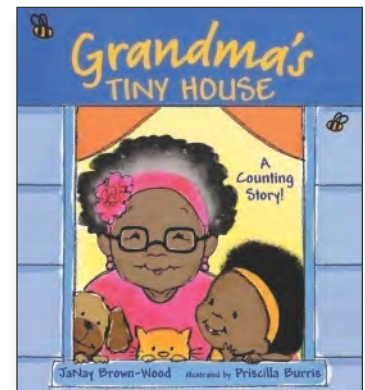
I Can

Have children listen to the following song (sung to the tune of "The More We Get Together") and watch you do the actions. Have children sing and do the actions with you.

Do you know what I can do?	(point to someone and then self)
What I can do, what I can do?	(point to yourself)
Do you know what I can do	(point to someone and then self)
all by myself?	
I can see with my eyes.	(point to eyes)
I can touch with my hands.	(touch hands to shoulders)
Do you know what I can do	(point to someone and then self)
all by myself?	

Life Sciences

1 Engage Display the pages in the Trade Book *Grandma's Tiny House* in which Grandma looks at the pictures on her wall. **Grandma is looking at pictures. Who do you think are the people in the pictures? They are people in Grandma's family. Where do you see pictures of a baby? Of children? Of adults? There are babies, children, and adults in Grandma's family.**



2 Develop **How have the people in Grandma's family grown and changed?** Have children point to the pictures and describe what they see. **Babies become children, becoming taller and stronger and learning new things as they grow.** Explain to children that like the life cycles of many organisms they will continue growing into adults, learning new things all the time.

3 Practice Show children pictures of babies, children, and adults of different ages. Talk about how people grow and change. Have children put the pictures in order according to how people grow and change.

Learn and Play

90 minutes

Let's Move

Growing Up Tell children to think about how they probably moved when they were babies, how they move now, and how they might move when they are older.

- Move like a baby who is learning to crawl. Now the baby is learning to walk.
- Move as you do now. March and swing your arms.
- Move like an adult. Jump up high!

Obstacle Course Set up an obstacle course using chairs or other objects. Show a path through the course with painter's tape on the floor.

- Have children walk through the course without bumping into any objects and staying on the tape.
- Place a few items on the painter's tape. Children should step over the items as they navigate the course. Monitor for safety.

Let's Talk

Ask for Help Circulate as children play. When you see children struggling with something, encourage them to watch another child who is willing to demonstrate. Praise both parties for helping and for learning.

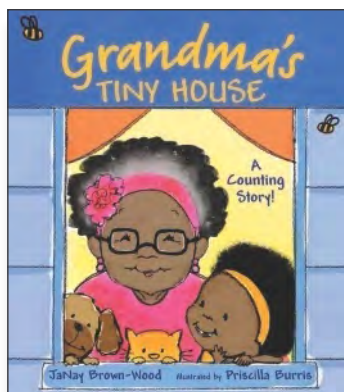
- You did a good job showing us what to do.
- You learn quickly. Now you can show someone else how to do it!



Let's Read

Rhyming Words Read pp. 10–11 in *Grandma's Tiny House*. Have children listen carefully and help them identify the words that rhyme. If there is time, continue reading and identifying rhyming words.

Segment Syllables As you read, pause to segment words in the book, such as *uncle*, *grandma*, *dozen*, *cheesecakes*. Say the word parts slowly and tap the syllables. Then say the first part of a word and have children fill in the missing syllable.



Transitions

Have children stand and perform the actions as you say the following chant:

I am growing every day.	(hands low; then raise high)
Changing in so many ways.	(hands up; wiggle fingers)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Cozy Chair Tell children to imagine they are Grandma waiting in her big easy chair in *Grandma's Tiny House*. Help them to recall the dog snuggled up with her for a quick nap. *The house is quiet. The chair is big and very comfortable. Do you feel the warm, snoozy puppy cuddled up with you in the cozy chair? Now it's time to close your eyes.*

DIFFERENTIATED SUPPORT

3-Year-Olds

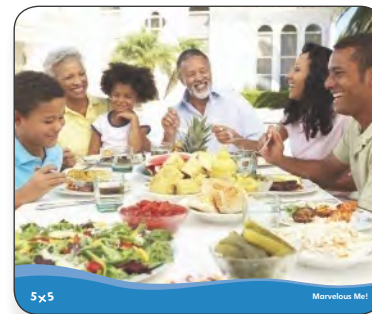
Obstacle Course Guide a younger child who becomes frustrated by holding hands and talking with him or her along the path. *See that object? I'll guide you around it so we don't touch it. Let's keep our feet walking on the tape.* KINESTHETIC

Reflect

10 minutes

5x5

Please and Thank You! Talk about the scene and discuss what the people are doing. Have children sit on the floor and pretend they are having a picnic. Model how to take turns and pass things nicely by saying *please* and *thank you*. Encourage children to make up silly foods if they wish.



Learning Outcomes

The child

- shows reasonable opinion of his own abilities.
- shows reasonable opinion of his own limitations.

What You Need

- 5x5 Card: Together Time
- SEL Card: *help*

CHECK FOR UNDERSTANDING

IF . . . a child cannot think of something they are able to do by themselves,

THEN . . . provide an example, such as *I saw that today you were able to get the art supplies you wanted by yourself. You didn't have to ask for help.*



Social and Emotional Learning

Ask for Help Review with children the SEL Card *help*. *Why does the child need help? How can the other child help him?* Explain that the child who needs help will grow taller and will be able to reach the drinking fountain. *Then another younger child will need help getting a drink.* To help children show reasonable opinions of their own abilities and limitations, tell them that at every age they will need help with something and will also be able to help someone else. Ask them to name something they can do now, and something they cannot do by themselves just yet.



Let's Talk About It

Tell children that it is time to reflect, or think about their day and what they learned. *We learned more about why families and friends are important and how to ask others for help to do something. We also explored more about how we change and learn new things as we grow. What can you do now that you needed help with when you were smaller?* Have children reflect on something that they were able to do today by themselves.



Welcome to Today

15 minutes

Meet and Greet

- Have each child give you a high-five and say his or her name. Reply with “Hello [child’s name]!”
- As children follow the classroom routine to place their pictures on the Mood Meter. Ask: *What is your mood today?*



Sing, Rhyme, and Shout

Marvelous Me! Display the card to remind children of their discussion about the words *special* and *family*.

- Encourage children to sing the song with you.
- Encourage them to describe different activities they do with *family* members. Point out similarities and differences.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: “My Family Is the Best”
- attendance chart, helper chart

Theme Vocabulary

special family

Academic Vocabulary

count

Morning Meeting

- 1 Attendance** Have children count with you the number of name cards on the attendance chart.
- 2 Helper Chart** Ask children about their assigned jobs. Encourage them to let you know if they have questions or need help.
- 3 Weather** *What was the weather like last night?* Have children report on any weather events such as rain or wind.
- 4 Today’s Events** Give children a preview of the activities and reminders about classroom routines for the day.

DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout! Help beginning ELL children understand descriptions of *family* activities by naming an activity and using gestures and pantomime to show what you mean. For example: model walking as you say *I walk with my family* or throwing a ball to model *I play ball with my family*. AUDITORY/KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

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

What You Need

- Trade Book: *Grandma's Tiny House*
- Talk More About It Card: *Grandma's Tiny House*
- Vocabulary Cards: *family, grandma, neighbors, house, space, backyard*
- Alphabet Card: *Aa*
- Picture Cards: *bat, cat, hat, bug, rug, can, fan, man, pan, rake, cake*

Marvelous Me!

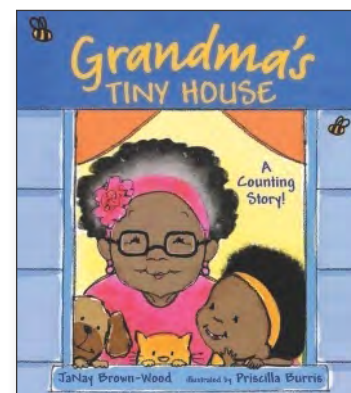
? **Why are friends and families important?** Review the weekly question. Then display Vocabulary Card *family*. Have children identify the word the picture shows. *A family is important. Why is your family important to you?*



Grandma's Tiny House

Tell children that you will read *Grandma's Tiny House* again.

- 1 Remember** Ask: *What size is Grandma's house? What size is her family?*
- 2 Reread** As you reread the book, encourage children to participate and have them say each number. Pause when you get to a number word and have children fill in the word.



- 3 Retell** Have children do a group retelling using the Talk More About It Card. Point to the first image and ask: *What happened at the beginning of the story?* Continue with the middle and end, using the pictures to prompt the retelling. Encourage all children to add to the conversation and identify important details as you discuss the pictures.

DIFFERENTIATED SUPPORT

Extra Support

Retell If children have difficulty retelling the story, use the trade book and the following prompts to support them:

- Who do you see in the pictures on Grandma's wall? (pp. 4–5)
- Now that everyone is in the *house*, what do you see? Are the people crowded? (pp. 22–23)
- Where does everyone go to find more *space*? (pp. 28–29)
- Why was the *backyard* the perfect *space*? VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

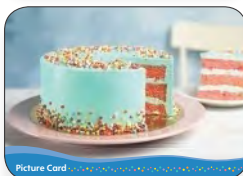
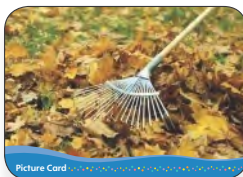
Practice These oral language activities will help children use a large speaking vocabulary, adding several new words daily that they can use when they speak. Display Vocabulary Cards *grandma*, *neighbors*, *space*, *house*, *backyard*. Have children identify each one. Then have children categorize the words. *Some of these words name places where families and friends can get together. Can we get together in neighbors? No. Can we get together in a house? Yes. What other words are spaces we can get together?* (backyard) Encourage children to use these words throughout the week when they are speaking to you and to each other.



Phonological Awareness

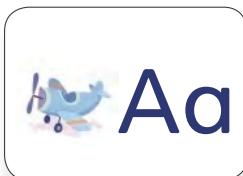
Rhyming Words Children will recognize rhyming words.

- Display Picture Cards *rake* and *cake*. Have children identify each word. *Rake and cake rhyme because they both end with the sounds /ā/k/.*
- Use these groups of Picture Cards and have children identify which two rhyme: *bat, cat, rug; can, fan, cake; bug, rug, hat; man, pan, cake.*



Alphabet Knowledge

Review Aa /a/ Show Alphabet Card Aa and have children name each letter. Have children trace the letters in the air as you review the movements. Then work with children as they make the sound /a/ that the letter spells.



Transition

Have children stand and do a big stretch. Model the fingerplay. Then ask them to join in.

Here is a *house* with a *family* inside. (hold up closed fist)
 Here is a *neighbor's house*, right beside. (hold up second closed fist)
 Here is a mother and father I see. (pull up one finger for each person)
 And a brother, two sisters in the *family*. (pull up three more fingers)
 Here is a friend who lives next door. (pull up other hand, one finger for each person)
 A *grandma*, mother, and brother make four more. (three more fingers up)

Theme Vocabulary

family

Concept Vocabulary

grandma house
 neighbors backyard
 space



CHECK FOR UNDERSTANDING

IF . . . children find it difficult to retell the story,

THEN . . . find the first image on the Talk More About It Card in the book *Grandma's Tiny House*. Have children look at the picture in the book and talk about what is happening. Read the text aloud if children need to hear it again.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) 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: Number Sense** Review identifying sets of 2 or 3 objects without counting. *When you look at two sets of objects, you can tell which set has more objects. You do not have to count the objects in each set.* Place 2 pencils side-by-side. Place another set of 3 pencils side-by-side. *Which set has 2 pencils?* Arrange each set in different ways. *Which set has 3 pencils?* Repeat with different objects.

▶ ELL Access

Academic Vocabulary

Emerging Show and describe sets of 2 and 3 of the same objects. *2 pencils, 3 pencils* Ask children to point to the set with more objects. Have children verbally count each set with you to check their answer. Point out that the set with 3 objects has more objects. Have children say *more*.

Developing Ask children to identify the number in each set without counting. Ask: *Which set has 2 pencils?* Encourage children to respond *This set*. Then ask: *Which set has more?* Children point and respond. *This set has more*.

Expanding Have children choose a set that has more and explain their choice by telling the number and the name of the objects. For example: *2 pencils, 3 pencils. 3 pencils is more*.

Bridging Have children use a complete sentence to identify the set with more objects. Have them verbally count the objects in each set to confirm their answer.

- **Literacy: Rhyming Words** Introduce a rhyming game. Place Picture Cards *fan, pan, and cat* face down. Ask a volunteer to turn over two cards. *Let's name the pictures. Do the words rhyme? If not, let's turn the pictures over and try again.* Continue until you have two pictures with rhyming names. Set up more Picture Cards. For example: *cat, box, hat; man, rug, bug; fox, cake, box; rake, mug, cake*. Have children take turns turning over the cards to find two pictures with names that rhyme.

▶ ELL Access

Visual Support

Emerging Display Picture Cards *cat* and *hat*. Point to and name each card, separating the beginning sound from the ending sounds: */k/ -at, /h/ -at*. *The words cat and hat rhyme. They have the same ending sounds: -at.*

Developing Display Picture Cards *fox, hat, and box* and name each with children. Have children point to the two pictures whose words rhyme. Repeat with Picture Cards *cat, fan, and hat*.

Expanding Display Picture Cards *fox, hat, and box* and have children name them. Then have children say the two words that rhyme. Repeat with Picture Cards *cat, fan, and hat*.

Bridging Display Picture Cards *fox, hat, and box* and have children name them. Then have them use this sentence frame to identify the words that rhyme: *The word ___ and the word ___ rhyme.*

Math Circle

15 minutes

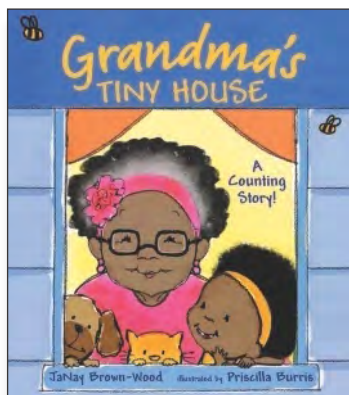
Number Sense

Children have learned to identify, without counting, sets of 2 and 3 objects. Today they will identify sets of 4 objects.

- 1 Engage** Place dot cards for 3 and 4 facedown on the floor or a low table. *One card has 3 dots. The other set has 4 dots. I will turn over the cards. Without counting, point to the set with 4 dots. Briefly show the cards. Quick! Look for the set that has more dots.*

Turn the cards face down again and rearrange them. Have children identify the set with 3 objects when you turn them face up.

- 2 Develop** Turn to pp. 8–9 in *Grandma's Tiny House*. There is a set of four objects on this page. Is it the *neighbors* or the *pots*? Without counting, say the set you think it is. Ask a volunteer to check the answer by placing a finger on each neighbor as they count, then doing the same with the pots.



- 3 Practice** Have children work in pairs. Have one child arrange same-color counters into sets of 3 and 4. Then ask their partner, without counting, to point to the set of 4.

Learning Outcomes

The child

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

What You Need

- Patterns: Dot Cards (3, 4)
- Counters
- Trade Book: *Grandma's Tiny House*

Academic Vocabulary

set

more



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty distinguishing sets of 3 and 4,

THEN . . . show the dot card for 3 and ask how many dots there are. After the child names a number, have him or her check by counting. Do the same with the dot card for 4. Then show both cards. Ask which set has more. Have the child identify, without counting, the set with 4 dots.



Snack Time

15 minutes

Ask for Help Ask children to self-identify a skill or task for which they need more practice. If needed, give suggestions such as skipping, drawing, jumping, catching a ball. Discuss how practice can help them do something better. *Think about how someone like me, a friend, or a family member could help you practice.* Talk about how children could ask that person for help.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- shows reasonable opinion of his own abilities.
- shows reasonable opinion of his own limitations.
- recognizes rhyming words.
- discusses the roles of family.
- coordinates sequence of movements to perform tasks.

What You Need

- Trade Book: *Grandma's Tiny House*
- helper chart

Theme Vocabulary

family special

Concept Vocabulary

neighbors

Academic Vocabulary

help role

job

Outdoor Play

20 minutes

Ball Practice Have children sit in groups of two to four. Have children practice rolling the ball to each other. In larger groups, encourage children to coordinate their movements so that the ball moves in sequence from one child to the next. Have children be sure to roll the ball to a different person each time they have the ball.

Grandma's House

Have children listen to the following chant (or song sung to "Over the River and Through the Woods"). As you say or sing, pause for children to repeat the lines and the actions.

Over the river and through the woods
To Grandma's house we go. (use hands to drive)

We all know the way
To go today
To Grandma's house. Hoo-ray ay! (put hands in the air)

Into the city and down the streets
To Grandma's house we go. (use hands to drive)

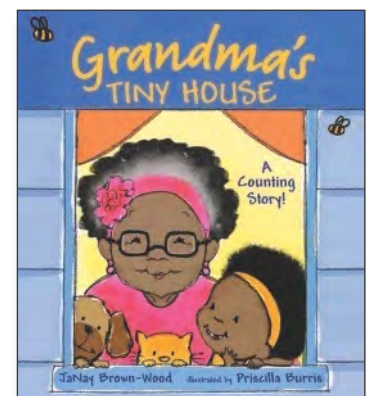
To play with the toys
And make lots of noise. (train whistle sound)
And give Grandma the hug she enjoys! (hug self)

Families

1 Engage Turn the pages of *Grandma's Tiny House* and discuss the roles of *families*. How do the people help *Grandma*? Point out that Grandma cooked the turkeys, but the *family* and the *neighbors* brought the rest of the food. The people in Grandma's *family* help one another.

2 Develop People have different roles that help their *family*. Ask children what *special* jobs they have to help in their *family*. For example: *I feed the dog. My brother washes dishes. What are some of the things the grown-ups in the family do to help?* Explain that everybody helps in different ways. Make a T-chart to record answers about *family* roles and jobs.

3 Practice Display the classroom helper chart. *What are some ways we help each other in the classroom?* Refer children to the helper chart for ideas.



Learn and Play

90 minutes

Let's Move

Hokey Pokey Play the Hokey Pokey again to review body parts. Have children form a circle.

- Lead children in singing the song and putting different body parts in the circle. For example: **You put one arm in. You put one arm out. You put one arm in, and you shake it all about.**
- Have children put the other arm in, then one foot and the other foot.

Twist and Stretch Have children stand, face you, and copy your sequence of movements.

- Twist as far to the left as you can, then to the right, back and forth. Bend at the hips and the knees.
- Turn the activity into a Simon Says game. For example: **Only do what Simon says. Simon says bend your knees. Raise your arms. Simon didn't say raise your arms.**

Let's Talk

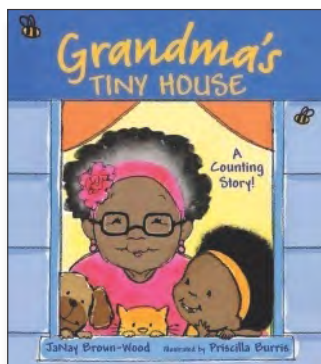
Ask for Help Have children recall that during Snack Time today, they thought of something they wanted to learn how to do, showing a reasonable opinion of their abilities and limitations. Ask children to tell the class what they are going to practice. Encourage them to include positive talk: *I can't do ____ yet. I can learn how to _____. I can ask others to help me _____.* If other children want to practice that skill or activity too, have them raise their hands so children know they have a practice partner.



Let's Read

Rhyming Words Reread a page from *Grandma's Tiny House*. Pause before you get to the last word and have children fill in the rhyme. Prompt if needed. For example: **What rhymes with *den*? How many cheesecakes are there?**

Let's Count Reread pp. 6–7. Have volunteers come up and count the number of items, beginning with *grandma* and the turkeys. Then count other items: chairs, lamps, cats, shoes, blue pots.



Transitions

Have children perform the actions as you say the following chant:

Stomp, stomp, stomp, stomp.	(march in place)
Stomp your feet all around.	(turn around and march)
Reach, reach, reach up high.	(reach arms up)
Till your fingers almost reach the sky.	(wiggle fingers)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Making Energy Remind children that our bodies grow while we sleep or rest. Encourage them to give their bodies a chance to grow right now by taking a rest. **While you are sleeping, your body is helping you by making new energy so you will be ready to go when you wake up. Now it's time to close your eyes and let your body do its work.**

DIFFERENTIATED SUPPORT

Extra Support

Hokey Pokey For children with limited mobility, place a chair in the circle for children to sit. Seated children can point to or shake the body part named in the verse or put an arm and raise a leg into the circle. KINESTHETIC

Reflect

10 minutes

5x5

Counting Point to each person in the picture as you model counting. Then have children help you count by category, such as counting all the children and then the adults. Have children come up to the card to point and count with you.



Learning Outcomes

The child

- shows reasonable opinion of his own abilities.
- shows reasonable opinion of his own limitations.
- counts 1–10 items, with one count per item.

What You Need

- 5x5 Card: Together Time
- SEL Card: *help*
- Javi

CHECK FOR UNDERSTANDING

IF . . . children do not understand why it is important not to give up learning and practicing an activity,

THEN . . . help them move from “I can’t” to “I can learn how” by breaking down the activity into parts and showing the child how to do one part. Praise children’s success and guide them to understand that with practice they become better at doing an activity or acquiring a skill.

DIFFERENTIATED SUPPORT

Extra Support

Counting If children have difficulty counting by category, point to one child. *Let’s count the children. That is one child. Do you see another child? That is two.* Point to each child in the photo as children count. Continue until all children in the photo have been counted. Continue by counting the adults. *We counted _____ children. We counted _____ adults.* KINESTHETIC

Social and Emotional Learning

Ask for Help Draw attention to the picture on SEL Card *help*. *How can the taller child help the smaller child? How will the smaller child be able to get a drink for himself some day?* Talk with children about what the child may say and feel about not reaching the fountain now. Have volunteers role play how the child should talk about not reaching the fountain. *The child may say “I can’t do it.” But there is another way. The child could say “I can’t do it yet. But I can learn how to do it. I can get a step stool, or I can ask for help.”*



Let’s Talk About It

Have children recall that during Snack Time today they thought of something they would like to practice more. Talk with children about the helpers they thought about who could help with the task they would like to learn. Discuss ways to ask for help. Then have children practice asking for help with a partner. Pass Javi around and have each child practice how they would ask for help.



Welcome to Today

15 minutes

Meet and Greet

- Greet each child and say: *Here comes a child who can ____.* Fill in the blank with an ability the child has shown during circle times and activities this week.
- As part of the morning routine, remind children to place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Marvelous Me! Display Vocabulary Card *family*. Ask children to name activities they like to do with their *family*.

- Let's sing our *family* song again.
- Lead children in singing, and then discuss more activities children like to do with their family.



Morning Meeting

- 1 **Attendance** Have children place their name cards on the attendance chart. Discuss reasons it is important to be in school every day.
- 2 **Helper Chart** Review the helper jobs children have and ask how the job is going. Encourage children to ask for help if needed.
- 3 **Question of the Day:** *Which does your family like to do together: read or play games?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 **Today's Events** Preview the day's activities and games. *Today will be a fun day!*

Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: "My Family Is the Best"
- Vocabulary Card: *family*
- attendance chart, helper chart

Theme Vocabulary

family

Academic Vocabulary

job

help

DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout Explain that singing is a fun way to use new words. Encourage children to name a *family* activity in their home language first, using pantomime to show what the word means. Help them match the word to an English word. When singing the song, give them the choice of using their home language or English to name an activity they like to do with their *family*. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe actions.
- segments a syllable from a word.
- recognizes at least 20 distinct letter sounds in the language of instruction.

What You Need

- Read More About It Book: “We’re a Family”
- Vocabulary Cards: *family, grandma, neighbors, space, house, backyard*
- Alphabet Card: Aa
- Picture Card: *goldfish*

Marvelous Me!

? **Why are friends and families important?** Review the weekly question and ask children what they know about why *families* and friends are important. Display Vocabulary Card *family*. *How is this family like your family? How is it different? Today we will explore how families are alike and different.*



“We’re a Family”

Tell children that you are going to read “We’re a Family.”

- 1 Introduce** Display pp. 8–9 of the Read More About It text. Tell children that this text is about *families*.

Before reading, talk about the *families* in the pictures. Ask them to predict, or guess, what they think the text will be about based on what they see.

- 2 Read Together** Read the selection aloud as children look at the pictures.

Have volunteers point to people and actions mentioned in the text. Encourage children to chime in on the phrase “People in a *family*....” Have children point out the similarities and differences in the activities. *How are the activities alike and different?*

- 3 Connect** After reading, ask volunteers to say what they do with their *families*. Tell children to use a wide variety of words to describe actions and activities. Stress the action words, such as: *Some families ride bikes. Some families visit together. Other families play games. What words can you use to tell what your family does?* If needed, have children use this sentence frame to tell something their *family* does: *My family ____.*



DIFFERENTIATED SUPPORT

Extra Support

Connect If children cannot think of action words or activities, use prompts to help them, such as:

- *What will you do with your family later today? What does your family do on Saturdays? Have you ever gone somewhere special with your family?*

AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *Why are families and friends important?* Display Vocabulary Cards *grandma* and *backyard*. **I am thinking of a word that shows a place where we can play. What is my word?** (*backyard*) Hold up two cards and give children clues for one of the words (*grandma, neighbors, house, space, backyard*). Have children identify the word. Repeat until each word has been used at least once.



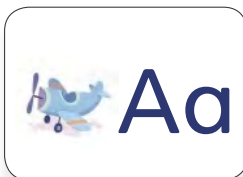
Phonological Awareness

Segment Syllables Display Picture Card *goldfish*.

- **This is a goldfish. What two words do you hear?** Have children segment the word into syllables: *gold, fish*.
- Say the word *paper*. Say the word parts slowly and tap the syllables: *pa-per*. Then say the first part of the word and have children fill in the missing syllable. Repeat with the words *pencil, apple, and lemon*.

Alphabet Knowledge

Review Aa /a/ Show Alphabet Card Aa. Have children name each letter. Have children trace each letter in the air. Then work with children as they make the sound /a/ that the letter spells. Have them repeat the sound several times: /a/, /a/, /a/.



Transitions

Have children stand and stretch. Ask them to echo your motions as you model the fingerplay. Then have children join you.

My friends and I,
we play all day. (arms up)

We throw a ball,
and that's not all. (throwing motion)

There are lots of games,
not one the same. (look around)

I'll count to one
and then we run. (run in place)

Theme Vocabulary

family

Concept Vocabulary

grandma neighbors
space house
backyard

Academic Vocabulary

guess action words

DIFFERENTIATED SUPPORT

Engage and Extend

Segment Syllables For children who would like a challenge, say words with three syllables. Have children segment each word, then blend it. For example:
lemonade: lem-on-ade, lemonade;
understand: un-der-stand, understand;
together: to-geth-er, together;
important: im-por-tant, important.

AUDITORY

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) 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: Number Sense** You can tell just by looking at two sets of objects which group has more. You do not even need to count the objects. Have children close their eyes. Place a set of 4 objects in a straight line next to a set of 3 objects in a straight line. Now open your eyes. Can you point to the set that has 4 objects? Use your eyes to see that one group has more so you do not have to count to choose the group with 4. Repeat with a set of 2 objects and a set of 3 objects.

▶ **ELL Access**

Internalize Vocabulary

Emerging Show sets of 3 and 4 objects. Say numbers for children to repeat. Point to the set of 4. Say: *This set has more.* Repeat with two new sets and have children point to the set with more.

Developing Display sets of 3 and 4 objects. Say *This set has 3. The other set has more. How many objects does it have?* Have children point to the set and answer with a sentence frame: *This set has _____.*

Expanding Display sets of 4 and 5 objects. Ask: *Which set has 4 and which set has 3?* Have children compare the sets and tell you which set has 4, using complete sentences.

Bridging Ask children to tell the number of objects in sets of 3 and 4 objects. Then have them explain how they knew.

- **Literacy: Phonological Awareness** Have these Picture Cards available: *pencil, zebra, paper,* and *sandwich.* Display Picture Card *pencil* and have children name the picture. *This is a picture of a pencil: pen-cil. I'll say pen-. You say the missing part, -cil.* Repeat with more cards. Have children alternate between providing the first or second syllable segmented from a picture name.

▶ **ELL Access**

Visual Support

Emerging Display Picture Card *pencil.* Say *pencil,* and have children repeat. Then have children echo as you say *pen-* and then *-cil.* Point to the card and say *pencil.* Have children repeat *pencil.*

Developing Display Picture Card *pencil.* Say *pencil,* and have children repeat. Say *pen-* and encourage children to say *-cil,* and then *pencil.* Repeat with Picture Cards *camel, garbage, and zebra.*

Expanding Display Picture Card *pencil.* Have children identify the word. Then have children use a sentence frame to say the whole word: *This is a _____.*

Bridging Display Picture Card *pencil,* and ask children to identify the name. Have children practice with a partner to say one syllable and the partner says the missing syllable. Repeat with Picture Cards *cheetah, camel, otter, and zebra.*

Math Circle

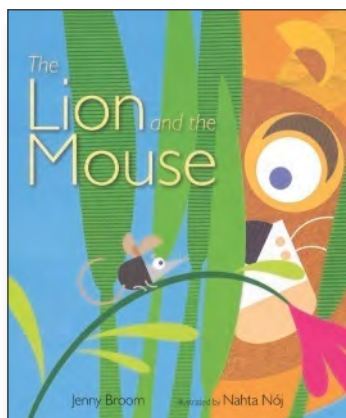
15 minutes

Number Sense

Children have learned to identify, without counting, sets with 2 to 4 objects. Today they will identify sets of 1 to 5 objects.

1 Engage Review identifying sets of 3 and 4. Place a card with 3 dots next to a card with 4 dots. **Quick! Without counting, can you point to the set with 4 dots? Look for the set that has more dots.** Turn the cards facedown and rotate them for a different look. Flip them for a different look, and have children identify the set with 3 objects. **Which set has 3 dots? Look for the set that has fewer dots.**

2 Develop Place a card with 5 dots next to a card with 4 dots. Turn the cards facedown. **One set has 4 dots. One set has 5 dots.** Flip the cards over. **Quickly! Point to the set that has 4 dots. Look for the set that has fewer dots, but do not count.** Call on a volunteer to check by counting each set.



Turn to pp. 6–7 in *The Lion and the Mouse*. **There is a set of 2 butterflies and a set of 4 butterflies on this page. Without counting, point to the set you think has 4 butterflies.** Ask a volunteer to explain how they found the answer by using the words “more” or “fewer”.

3 Practice Place dot cards from 1 to 5 on a table. Have children take turns identifying a set that you name. Rearrange the sets for another round. Have children use the one-digit numeral cards to identify a set. Have them place the numeral card under the corresponding set to show that they recognize a one-digit numeral.

Learning Outcomes

The child

- verbally identifies, without counting, the number of objects from 1 to 5.
- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Dot Cards 1–5
- Big Book: *The Lion and the Mouse*
- Patterns: Numeral Cards 1–5

Academic Vocabulary

set	objects	fewer
count	more	



CHECK FOR UNDERSTANDING

IF . . . the child cannot distinguish between sets of objects without counting,

THEN . . . start with a card with 1 dot. Next to it place a card with 2 dots. Continue with cards with 3, 4, and 5 dots. Each time you place a new set say **This set has [number] dots. This set has more dots.**



Snack Time

15 minutes

Ask for Help Remind children of the skill or activity they have identified that they want to learn and have practiced. **How has practice helped you learn the skill?**

Ask them to name someone who can help them continue to work on and practice the skill. For example: *My friend Jessy could help me practice throwing a ball.* If children have mastered the skill, have them identify another skill they would like to learn.

Science Circle

15 minutes

Learning Outcomes

The child

- describes life cycles of organisms.
- demonstrates coordination in isolation.

What You Need

- class growth chart
- Vocabulary Card: *family*
- items that can be easily passed
- boxes (such as shoe boxes)
- WEB: Marvelous Me!

Theme Vocabulary

family

Academic Vocabulary

grow change
older

Outdoor Play

20 minutes

Teamwork Create a team activity. Set up two areas across from each other. Place in one area boxes containing objects that are easy to pick up and carry, such as crayons, toys, and blocks. In the opposite area place empty boxes. Form groups of four. The groups spread out between the two areas. When you say go, have the group member closest to the box take an object to the next team member. Each team member will then pass the object to the next child in the group. The last member puts the object in the empty box.

Grow and Change

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

Once I was small.	(put hands down low)
Now I am tall.	(put hands on head)
Once I could crawl.	(make crawling motions with arms)
Now I can run.	(run in place)
Now I know letters.	(trace a letter in the air)
And lots of songs.	(arms wide as though singing)
My <i>family</i> helps me in every way	
As I grow and change every day!	(arms overhead)

Life Sciences

- Engage** Display the Vocabulary Card *family*, and review that *families* are made up of many different people. In many *families* there are babies, children, and adults. The adults can be moms, dads, *grandmas*, *grandpas*, aunts, or uncles. Describe life cycles people experience as organisms. The people in a family grow and change. A baby grows into a child. A child will grow to be a teenager then an adult.
- Develop** Guide children to think about how they have changed and grown. *What are some things you can do now that you could not do when you were a baby?* Ask them to show how tall they think they were when they were babies. Then have them show how tall they think they will be when they are adults. *What are some things you can do when you are an adult?*
- Practice** Create a class growth chart by measuring each child. As the school year progresses, measure children every few weeks. Compare the new number with the first measurement. *How else do you think you will change as you grow older in your family?*



Learn and Play

90 minutes

Let's Move

The More We Play Together Remind children of the song “The More We Get Together” from Theme 1. Tell them they will sing “The More We Play Together” for this game.

- Have children form a circle. Teach them a pattern of two movements that they will do with a partner to the beat of the song as they sing. For example, *high-five, clap*. Children may demonstrate coordination in isolation but may not yet coordinate consistently with a partner.

Action Moves Review *Grandma's Tiny House*. Point out to children that there are many action words, or words that tell what someone or something is doing, in the story. **Let's see if I can find some action words. I see the word *strut*. Does this word tell what someone is doing? I think it does. This is what it means to strut.** Act out the various action words. Have children mimic your moves.

Let's Talk

Ask for Help Circulate and watch for children whose cooperative play has improved from the recent past. Pull them aside and tell them about the changes you've seen and that you are proud of them for showing they are growing up.

- **I see how you share and make up games with your friends. You also are a good helper. I am proud of what you have learned to do.**



Let's Read

Marvelous Me! Show children the Wordless Experience Book *Marvelous Me!* Turn the pages so children can look at the illustrations. Ask them to think about and then help you tell what is happening on the first page. Ask children to use the picture to tell the story. For example, *One day a giraffe went for a walk. He wore a hat. He held his head high.* Continue as time allows.



Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Favorite Stories Have children talk about their bedtime routine. When several children identify stories as a part of the routine, choose a quiet, familiar book from the class library to read as they drift off.

- **Many of you like to hear a story when you are ready to rest. I will read one of your favorite stories. Close your eyes as you listen.**

DIFFERENTIATED SUPPORT

3-Year-Olds

The More We Play Together

Younger children may not be able to sing and do the motions at the same time. Choose only one of the movements for them to do with their partner, or use movements that are fun to do solo, such as swaying to the tune. KINESTHETIC



Reflect

10 minutes

5x5

How We Help Have children look at the picture and talk about the tasks the family needs to do before they sit down to eat. Then invite children to act out how they would help prepare for this family celebration. Use this sentence frame: *I would help my family prepare by _____.*



Learning Outcomes

The child

- shows reasonable opinion of his own abilities.
- shows reasonable opinion of his own limitations.

What You Need

- 5x5 Card: Together Time
- SEL Card: *help*

CHECK FOR UNDERSTANDING

IF . . . a child is unsure how to ask for help,

THEN . . . model how you would ask him or her for help. *Would you please help me? I want to learn to do this better and you would be a big help.*

Transition

Have children perform the actions as you say the following chant:

- | | |
|--------------------------|--------------------------|
| Let us quiet down again. | (move hands up and down) |
| down again. | (bend down) |
| down again. | (bend lower) |
| Let us quiet down again. | (sit) |
| That's much better. | (fold arms) |

Social and Emotional Learning

Ask for Help Remind children of the conversation they had during Snack Time about the activities they would like to practice more. Have each child name the activity they need help learning to do. Notice that children show a reasonable opinion of their own abilities and limitations.



Display the SEL Card *help*. The shorter child can use the stool to help practice getting a drink. When he grows tall enough, the child won't need the stool to help anymore. Just like this child, you might need help with something now. But when you practice or get older, you will be able to do it!

Let's Talk About It

Recall with children their conversation about something they want to practice. Talk with children about the helpers they thought about who could help with the task they would like to learn. Discuss ways to ask for help. Then have children practice asking for help with a partner.



Welcome to Today

15 minutes

Meet and Greet

- As children come into the classroom, greet each one with “Hello, Mr./Ms. [child’s name]. So glad to see you.”
- Encourage children to place their pictures on the Mood Meter to share how they feel today. Talk with children about how their emotions or feelings can affect how they may behave in class today. Provide children with an example, such as *It is great to feel excited, but you still need to be able to get quiet and listen to directions.*



Sing, Rhyme, and Shout

Marvelous Me! Review the vocabulary words *family* and *special*. Remind children that the song tells ways their *families* are *special*.

- Form two groups facing each other. One group sings the song while the second group echoes.
- Let’s have the groups switch roles and sing the song one more time.



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- begins to understand difference between emotions/feelings and behaviors.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “My Family Is the Best”
- attendance chart, helper chart

Theme Vocabulary

family special

Academic Vocabulary

alike different

Morning Meeting

- 1 Attendance** Encourage children to help you take attendance by placing their name cards on the chart.
- 2 Helper Chart** Ask children what they have liked best about their jobs this week. Talk about how much better they can do their jobs with practice.
- 3 Weather** Ask children what the weather was like yesterday. Then compare it to the weather today. *How is the weather alike or different from yesterday?*
- 4 Today’s Events** Preview the day’s activities and games for the last day of *family* and friends fun.

DIFFERENTIATED SUPPORT

Extra Support

Meet and Greet Reference the Mood Meter to talk about the difference between emotions or feelings and their behavior. *Your mood or feelings can change quickly from morning to afternoon, or stay with you for many days. Your feelings can also change how you behave. All feelings are okay, but some behaviors are not okay. For example, you cannot throw a toy when you feel mad. If you feel mad, you can walk away and sit quietly or come talk to me.* 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.
- recognizes rhyming words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *Grandma's Tiny House*
- Read More About It Book: "We're a Family"
- Vocabulary Cards: *families, grandma, neighbors, space, house, backyard*
- Alphabet Cards: *Ss, Mm, Bb, Tt, Aa*

Marvelous Me!

? **Why are friends and families important?** Review the weekly question and have children tell what they know about why *families* and friends are important.



Grandma's Tiny House and "We're a Family"

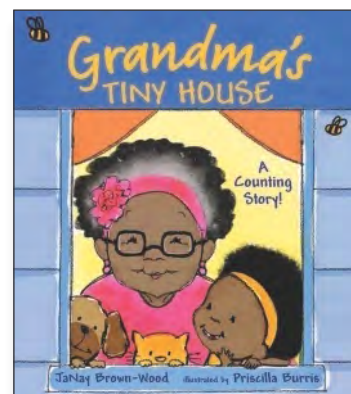
Tell children they will talk about how *Grandma's Tiny House* and "We're a Family" are alike and different. When we compare things, we tell how they are alike. We can also tell how things are different.

1 Remember Ask: *What families did we meet in these two stories? What can you tell me about these families?* Display pages from the texts to help students.

2 Reread Reread "We're a Family" aloud. Then reread the following parts of *Grandma's Tiny House*: pp. 4–5, pp. 22–23, and p. 32.

3 Compare Guide children to compare the two texts:

How is Amy's *family* like Grandma's *family*? How is Ian's *family* different from Grandma's *family*? How are the *families* alike? Have children identify similarities and differences in the pictures. Guide them to understand that all of the *families* are alike because they enjoy time together and they love each other.



DIFFERENTIATED SUPPORT

Extra Support

Compare Guide children through making a comparison.

- Start by showing children the picture of Grandma looking at the pictures on her wall. *Do the pictures show a large or a small family?*
- Next, show the picture of Amy's *family* in "We're a Family." *Look at each picture. Do you see a lot of people in Amy's family? Both Grandma's family and Amy's family are large. That is one way they are alike.* VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

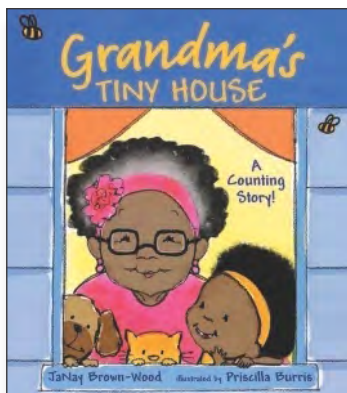
Check for Understanding To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *Why is a grandma important? What are some of the rooms in a house? Where would you find a backyard? Where do neighbors live? How much space do you need for for your family to get together?*



Phonological Awareness

Rhyming Words Children will recognize rhyming words.

- There are words in *Grandma's Tiny House* that rhyme. The words end in the same sounds. Tell me if these words rhyme: *stairs, pears*. Yes, they rhyme. Repeat with the words *line, fine; den, ten*.
- Tell children that you will say three words and that two of them will rhyme. They will recognize the words that rhyme. Use: *jug, five, hive; mug, rug, book; house, home, mouse; one, three, sun*.



Alphabet Knowledge

Review Ss /s/, Mm /m/, Bb /b/, Tt /t/, Aa /a/ Tell children that today they will review the letters they have learned so far.

- Show the Alphabet Cards for *Ss, Mm, Bb, Tt*, and *Aa* one at a time. Have children name each letter.
- Have children follow your motions to trace letter formation in the air, and then work with them to tell the sound each letter spells.



Transition

Have children stand and stretch their arms high. Say the chant and model the fingerplay, then ask them to join you.

One, one, show me one. (one finger up)
Two, two, show me two. (two fingers up)
Three, three, show me three. (three fingers up)
Show me four right now. (four fingers up)
Continue the chant to eight.

Theme Vocabulary

family

Concept Vocabulary

grandma neighbors
space house
backyard

Academic Vocabulary

alike different
compare

CHECK FOR UNDERSTANDING

IF . . . the child does not easily recognize letters already taught,

THEN . . . review the letter names using the Alphabet Cards. Have the child trace each letter with a finger while naming the letter.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) 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: Number Sense** You don't always have to count a set of objects to know which set has more or less or to know how many are in a set. Roll two dot cubes. Which cube has more dots? Without counting, children point to the cube with more dots. Display a game that uses a dot cube. When you play a game with a dot cube, you do not have to count every dot. You can know how many spaces to move or counters to collect when you roll and look at the dots on the dot cube. Have a volunteer roll the dot cube. Without counting, have children identify how many spaces to move.

▶ **ELL Access**

Internalize Vocabulary

Emerging Point to the face of each dot cube and say the number of dots. Have children repeat the number. Then ask *Which dot cube has more?* Have children point to the face with more dots.

Developing Point to the face of each dot cube set and say the number of dots. Have children repeat the number. Point to both cubes and ask *Which has more?* Have children point and answer: *This set has more.*

Expanding Show dot cubes displaying four dots and five dots. Have children tell the number of dots on each face and which has more, using complete sentences.

Bridging Show dot cubes displaying four dots and five dots. Have children state the number of dots on each face and explain how they decided which set has more.

- **Literacy: Concept Vocabulary** Provide extra support for the Concept Vocabulary words. Display Vocabulary Card *neighbors*. *The person sitting next to you is your neighbor. You have also have neighbors who live near your house. Who are your neighbors?* Use Vocabulary Cards *grandma*, *house*, *space*, and *backyard* to reinforce the words and their meanings for children.

▶ **ELL Access**

Use New Vocabulary

Emerging Display Vocabulary Card *neighbors*. *This shows people who live near each other. They are neighbors. Do you have neighbors?* Allow children to respond with shaking or nodding their heads. Repeat with the word *grandma*.

Developing Display Vocabulary Card *neighbors*. *This shows people who live near each other. They are neighbors. Who are your neighbors?* Have children use this sentence frame to tell who their *neighbors* are: *___ and ___ are my neighbors.*

Expanding Display Vocabulary Card *neighbors*. *This shows people who live near each other. They are neighbors. Who are your neighbors?* Have children use the word *neighbors* to talk about their neighborhood. Continue with the words *house* and *backyard*.

Bridging Display each Vocabulary Card and have children identify each word. Then have them use the words *neighbors*, *house*, *backyard*, and *space* to talk about their neighborhoods.

Math Circle

15 minutes

Number Sense

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

- 1 Engage** Start on p. 6 of *Grandma's Tiny House*. Have children complete each sentence as you point to each item on a page.

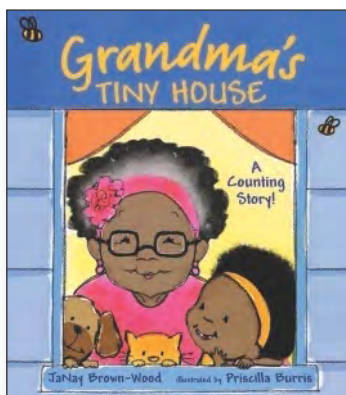
Point to Grandma. Here is a set of one _____.

Here is a set of two _____.

Here is a set of three _____.

Here is a set of four _____.

Here is a set of five _____.



- 2 Develop** Place a group of two red counters on a table and ask children to quickly tell how many. Let's pretend these are the group of turkeys. Make the connection that there are 2 counters for 2 turkeys. Ask a volunteer: How could I sort the turkeys so that [name] and I have the same amount? Move 1 counter (turkey) and then compare. Does someone have more? No, each person has an equal number.
- 3 Practice** Repeat with 4 cubes standing for 4 pots (2 people have 2 each). Line up the sets in columns next to each other to show the sets are equal. Have children use the one-digit numeral cards to identify a set. Have them place the numeral card under the corresponding set.

Learning Outcomes

The child

- verbally identifies, without counting, the number of objects from 1 to 5.
- recognizes one-digit numerals, 0–9.

What You Need

- Trade Book: *Grandma's Tiny House*
- Counters, Snap Cubes
- Patterns: Numeral Cards 1–5

Academic Vocabulary

sort	set
equal	more



CHECK FOR UNDERSTANDING

IF . . . a child does not understand that the sets show the same number,

THEN . . . work with the child individually. Line up the groups of 2 counters. Does one group have more? Does one have fewer? Do they both have the same number?



Snack Time

15 minutes

Ask for Help Review the week's focus on children's own opinions of their abilities and limitations. Ask them to think back over the week. What new skills have you learned? What skills have you practiced and gotten better at doing? Have volunteers share their growth.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- responds to questions relevant to the text read aloud.
- discusses the roles of family.
- discusses the responsibilities of family.
- coordinates sequence of movements to perform tasks.

What You Need

- SEL Card: *help*
- Read More About It: “We’re a Family”
- Big Book: *The Lion and the Mouse*

Theme Vocabulary

special family

Academic Vocabulary

safe healthy

Outdoor Play

20 minutes

Class Choice To help develop consensus-making among friends, give the group the choice of two favorite outdoor activities.

Guide children through the decision process, explaining that not everyone will get to play their first choice today, but that most of them will get to play something they enjoy. Point out that with friends, we sometimes do what our friends want to do because we like to make them happy.

What Families Do

Have children stand up and listen to the following chant. As you say the chant, pause after each first line for children to repeat “That’s what *families* do.”

Help each other.
That’s what *families* do.

Teach each other.
That’s what *families* do.

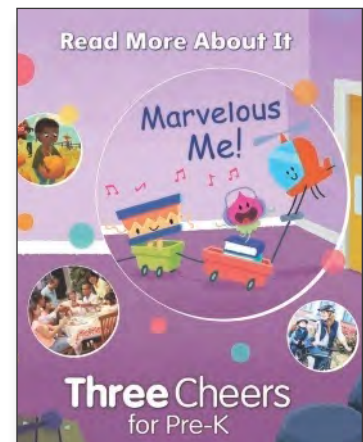
Keep each other safe and healthy.
That’s what *families* do.

Make each other laugh.
That’s what *families* do.

Love each other.
That’s what *families* do.

Families

- Engage** Show and review the families you met in *We’re a Family*. What are the different ways a family can show they love each other?
- Develop** Tell children that all *families* have many ways they help each other. Point out that one of the most important ways is to keep each other healthy and safe. *The role of older family members, like parents and grandparents, is to help us stay safe and healthy. For example: we put away toys so no one trips over them. Brushing our teeth helps keep our teeth healthy.*
- Practice** Have children discuss the roles and responsibilities of *families* by naming as many things as they can that families can do to be safe. Record their ideas on chart paper. Review the list during a Center Time and have children draw a picture. Label each picture that indicates what is done to be safe and display in the classroom.



Learn and Play

90 minutes

Let's Move

Grandma's Tiny School Tell children they are going to reenact the story *Grandma's Tiny House*, but instead they will be Grandma's children in the tiny classroom.

- Say: **One little child stands next to me, with one. . . crayon!** Guide one child to stand next to you and hold a crayon. Chorally count the number of crayons.
- Say: **Two little children stand next to me, with two. . . paint brushes!** Guide two different children to find paint brushes and come stand next to you. The other children chorally count.
- Continue with other numbers and items, making sure all children get a chance to participate.

Let's Agree Give the class another chance to work on consensus-building.

- Name two Let's Move activities from earlier in the week. Tell children that they will talk together to agree on which game to play.
- Guide children through a discussion of their preference until everyone feels fine playing one game. Tell them that not everyone has to feel excited about the choice, but no one should feel unhappy about the choice.

Let's Talk

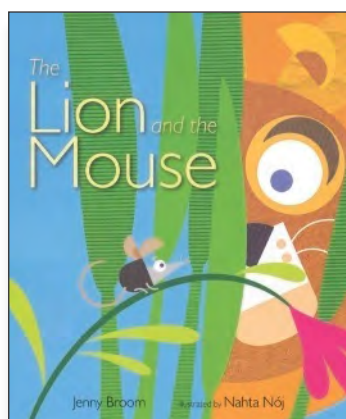
Ask for Help As children play, listen for them to ask for help from you or from each other. Praise these attempts and help them state their requests in a polite and specific way. For example, instead of "Help me do this," suggest "Please help me stack these blocks."



Let's Read

Children's Choice Display a variety of books that you and the children have read so far. Have children vote on a book they would like to hear again today.

Helpers Reread pp. 14–15 and 22–23 of *The Lion and the Mouse*. Ask children questions relevant to the text. **How do the lion and the mouse help each other? What can they each do that the other one cannot?**



Center Time

30 minutes

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

Transitions

Have children sing and wiggle with you to the tune of "The Bear Went Over the Mountain."

Oh, my hands are starting to wiggle,
My hands are starting to wiggle,
My hands are starting to wiggle,
And.... So is the rest of me!

Rest Time

30 to 45 minutes

Sounds to Sleep By Tell children to smile and wave at their friends as they rest on their mats. Then encourage them to close their eyes and listen to the sounds around them. **Your friends are ready to rest and so are you. Wave to them and smile. Then close your eyes. Let the sounds you hear around you help you rest.**

DIFFERENTIATED SUPPORT

Extra Support

Let's Agree Some children may say they wish they could play their first-choice game. Tell children that the whole group decided on the game to play today. Explain that another day their game may be first choice. Set a classroom rule that can fairly address this issue. **AUDITORY**

Reflect

10 minutes

5x5

Describe Actions Draw children's attention to the family in the picture. *What is this family doing together?* Discuss with children what the *family* is doing.

Then have children take turns showing and telling what they do with their *family*. Have them use the sentence frame *I _____ with my family.* Have them add gestures as they act out the activity.



Learning Outcomes

The child

- child can express pride in age appropriate abilities.

What You Need

- 5x5 Card: Together Time
- SEL Card: *help*
- Javi

✓ CHECK FOR UNDERSTANDING

IF . . . a child has difficulty expressing an ability,

THEN . . . share what you have seen the child learn to do. For example, *you are good at doing obstacle courses. I'm proud of you for practicing and learning how.*



Social and Emotional Learning

Ask for Help Display SEL Card *help*.

We talked about how the child could ask for help getting a drink of water, and how, with practice, the child would someday be able to get a drink by himself. Review with children what they have learned, and help them express pride in an age-appropriate ability. *We've talked a lot about what you can do. Let's go around the room and tell one thing you are proud that you know how to do.* Notice that children are expressing pride in age-appropriate abilities.



Let's Talk About It

Engage children in conversation about how asking for help and practicing a skill has resulted in their learning a skill they wanted to do. *How could you help someone who wants to learn what you now can do?* Pass Javi around as children take turns speaking.

DIFFERENTIATED SUPPORT

Extra Support

Ask for Help Guide children to name their abilities by first telling them what they can do well. *I know that you can throw a ball.* Have children reply to what you said, using this sentence frame: *I am proud that I can _____.*

AUDITORY



Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child follows classroom rules and routines with occasional reminders from teacher. Pages 145, 153, 161, 169, 177 Child can communicate basic emotions/feelings. Pages 149, 150, 157, 165, 166, 168, 173, 182
Language and Communication	<ul style="list-style-type: none"> Child uses a wide variety of words to label and describe people, places, things, and actions. Pages 154, 158, 174 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. Pages 170, 174 Child uses sentences with more than one phrase. Pages 162, 166
Emergent Literacy Reading	<ul style="list-style-type: none"> Child engages in pre-reading and reading-related activities. Pages C•188–C•189 Child can segment a syllable from a word. Pages 158, 162 Child recognizes at least 20 distinct letter sounds in the language of instruction. Pages 146, 170, 178
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•202–C•203 Child writes own name (first name or frequent nickname) using legible letters in proper sequence. Pages C•190–C•191
Mathematics	<ul style="list-style-type: none"> Child recognizes and compares heights or lengths of people or objects. Pages 149, 157, 165, 173, 181 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. Pages C•192–C•193
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses the characteristics of organisms. Pages 150, 166
Social Studies	<ul style="list-style-type: none"> Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences. Pages 158, 160, 174; C•198–C•199
Fine Arts	<ul style="list-style-type: none"> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 145, 153, 161, 169, 177, 182
Physical Development	<ul style="list-style-type: none"> Child coordinates sequence of movements to perform tasks. Pages 150, 174, 176, 182; C•200–C•201
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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

Ready for Kindergarten!

Language

Pre-Kindergarten Outcomes

- Child uses a wide variety of words to label and describe people, places, things, and actions. **Pages 154, 158, 174**
- Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. **Pages 170, 174**
- Child uses sentences with more than one phrase. **Pages 162, 166**

Kindergarten Literacy Goals

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child recognizes at least 20 distinct letter sounds in the language of instruction. **Pages 146, 170, 178**

Kindergarten Literacy Goals

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

Phonological Awareness

Pre-Kindergarten Outcomes

- Child can segment a syllable from a word. **Pages 158, 162**

Kindergarten Literacy Goals

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

Reading Readiness

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

- Child recognizes and compares heights or lengths of people or objects. **Pages 149, 157, 165, 173, 181**
- Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. **Pages C•192–C•193**

Kindergarten Mathematics Goals

- Describe and compare measurable attributes of objects, such as length or height.
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.



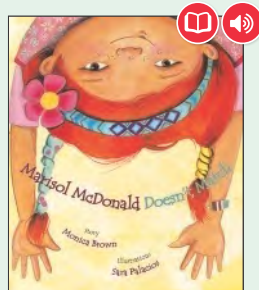
Marvelous Me!

What makes me special?

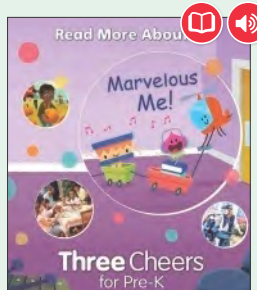
Weekly Question:

What are some of my favorite things?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "Favorite Things"



5x5



Theme and Concept Vocabulary



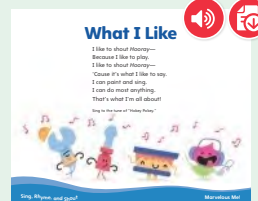
Theme Manipulative



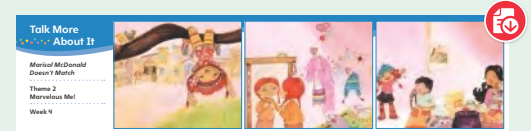
Big Book and Little Books



Wordless Experience Book: *Marvelous Me!*

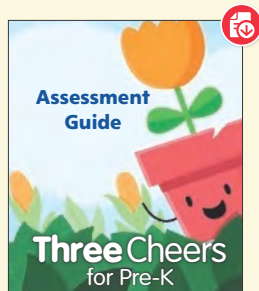


Sing, Rhyme, and Shout: "What I Like"

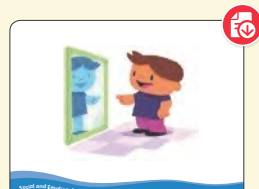


Talk More About It: *Marisol McDonald Doesn't Match*

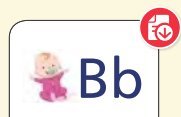
From the Teacher Toolkit Print and Digital



Assessment Guide



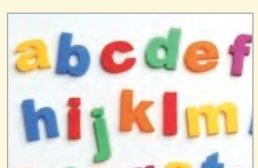
Social and Emotional Learning Cards



Alphabet Cards



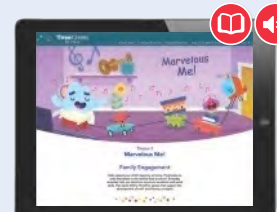
Picture Cards



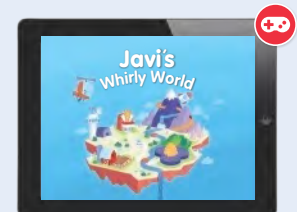
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



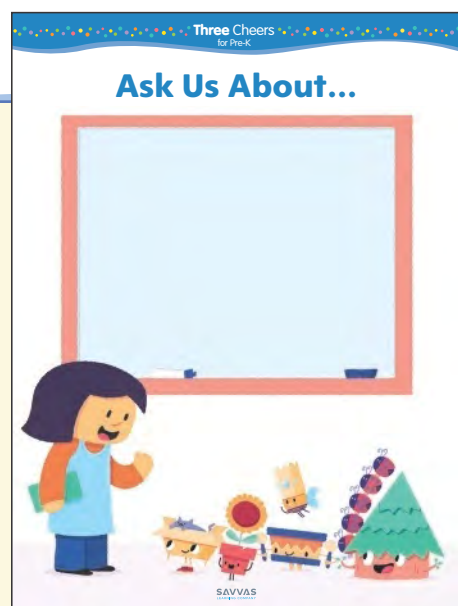
Digital Bookshelf

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.

- Why is Marisol McDonald special?
- How do you feel today?
- How can you compare length or height?

Day 1 pp. 145–152

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “What I Like”
- Morning Meeting

Story Time

- What makes me special?
- Reread Big Book *The Lion and the Mouse*

Literacy Circle

- Concept Vocabulary Introduce
- Vocabulary Action Words
- Alphabet Knowledge Review Bb /b/, Tt /t/, Aa /a/

Center Time and Small Groups

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

Math Circle

- Measurement
- Snack Time My Feelings

Science Circle

- Here I Am
- Living Things
- Outdoor Play Children’s Choice

Learn and Play and Centers

- Let’s Move!
 - Popcorn
 - The More We Move Together
- Let’s Talk My Feelings
- Let’s Read Print Concepts, Alphabet Review
- Rest Time Connect to Story Time

Prepare and Reflect

- 5x5 Counting
- Theme Celebration Day Marvelous We!
- Getting Ready

Day 2 pp. 153–160

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “What I Like”
- Morning Meeting

Story Time

- What are some of my favorite things?
- 1st Read Trade Book *Marisol McDonald Doesn’t Match*

Literacy Circle

- Concept Vocabulary Develop
- Vocabulary Words to Describe People
- Phonological Awareness Segment Syllables

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 My Feelings

Social Studies Circle

- Colors in Common
- People
- Outdoor Play Coordinate Movements

Learn and Play and Centers

- Let’s Move!
 - Hokey Pokey
 - Jump, Jump, Jump
- Let’s Talk My Feelings
- Let’s Read Vocabulary, Segment Syllables
- Rest Time Stretch and Rest

Prepare and Reflect

- 5x5 Colors
- Theme Celebration Day The More We Get Together
- Getting Ready

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

Day 3 pp. 161–168**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout “What I Like”
Morning Meeting

Story Time

What are some of my favorite things?
2nd Read Trade Book *Marisol McDonald Doesn't Match*

Literacy Circle

Concept Vocabulary Practice
Phonological Awareness Segment
Syllables
Alphabet Knowledge Review

Center Time and Small Groups

Small Group Options

- Math: Measurement
- Literacy: Alphabet Knowledge

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

Math Circle

Measurement
Snack Time My Feelings

Science Circle

Growing Up
Living Things
Outdoor Play Treasure Hunt

Learn and Play and Centers

Let's Move!

- Red Light, Green Light
- Rhythm Party

Let's Talk My Feelings
Let's Read Phonological Knowledge, Alphabet Knowledge
Rest Time Clouds

Prepare and Reflect

5x5 Feelings
Theme Celebration Day Wall Displays
Getting Ready

Day 4 pp. 169–176**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout “What I Like”
Morning Meeting

Story Time

What are some of my favorite things?
Read More About It “Favorite Things”

Literacy Circle

Concept Vocabulary Review
Language and Communication Sentences
Alphabet Knowledge Review

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 My Feelings

Social Studies Circle

We Are Different
People
Outdoor Play Head, Shoulders, Knees, and Toes

Learn and Play and Centers

Let's Move!

- My Favorite Game
- Duck, Duck, Goose

Let's Talk My Feelings
Let's Read Alphabet Knowledge, Put Me in the Story
Rest Time Senses

Prepare and Reflect

5x5 Movement
Theme Celebration Day Eye Roll
Getting Ready

Day 5 pp. 177–184**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout “What I Like”
Morning Meeting

Story Time

What are some of my favorite things?
Compare *Marisol McDonald Doesn't Match* and “Favorite Things”

Literacy Circle

Concept Vocabulary Check for Understanding
Print Concepts Directionality of Print
Alphabet Knowledge Review

Center Time and Small Groups

Small Group Options

- Math: Measurement
- Literacy: Print Concepts

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

Math Circle

Measurement
Snack Time Different Feelings

Let's Celebrate

Marvelous We!
Outdoor Play Bouncy Bouncy
5x5 Same and Different

Learn and Play and Centers

Let's Move!

- Children's Choice

Let's Talk Different Feelings
Let's Read Print Concepts, Alphabet Knowledge
Rest Time Lullaby

Vocabulary

Theme Vocabulary

Words to develop the theme, Marvelous Me!

favorite

Concept Vocabulary

Conceptually related words to teach this week

decide
match
reason
surprise
unique

Academic Vocabulary

Terms used in this week's instruction

General

different

Literacy

action words
blend
left
lowercase
right
similar
title
uppercase
words

Mathematics

compare
down
height
length
long
longer
longest
short
shorter
shortest
straight

tall
taller
tallest

Science

adult
baby
change
child
common
eyes
grow
hair

observe
skin

Social Studies

alike
celebration
culture
same
similar

Social and Emotional Learning

feel

Story Words

Words from the literature to explain and use this week

Trade Book

beautiful
carrots
creative
furry
marvelous
pirates
recess

Big Book

crouched
nibbling
prowling
scampered
scurried
stretching

Read More About It

build
colors
paint

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
box
helper chart
name cards
pictures of weather

Center Time

cardboard boxes
computers or other digital devices
construction paper
craft sticks
crayons

cups
drawing paper
dry-erase markers
glue
headphones
markers
mirror(s)
name strips
painter's tape
Patterns: finger puppets, Letter Cards
sand and water table
scissors

shovels
sieves
spray bottle of water
tape
yarn

Small Groups

pairs of the same objects with one short and one long

Circle Times

mirror
music with rhythm
pairs and sets of objects that can be compared by length

paints
paper bag or other container
paper squares
poster board or chart paper
prepared construction paper
eyes in many colors

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

Read It to Me Follow along while listening to audio for the Big Book.

ABC Fun

What's in a Name? Use letter manipulatives to find the letters and build their names.

Math Fun

Numeral Hopscotch Choose a magnetic number, name it, and play hopscotch using the number indicated.

STEM

I Can Build Use a variety of materials to build models of homes.

Pretend and Learn

My World Create a family of stick puppets.

Sand, Water, and More

My Senses and Sand Explore sand and water using the senses.

Creativity Station

Draw a Portrait Explore how we are alike and different through self-portraits.

Writer's Club

A Book About Me Write and illustrate books about themselves to share with classmates.

Monitor Progress



Assessment Guide

Observe

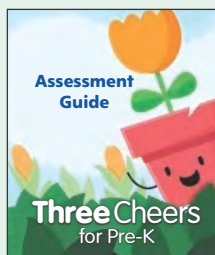
Observational Checklists

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



SCOUT

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



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Progress Monitoring Assessment 1 should be administered at the end of Theme 3.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Pretend and Learn** anecdotal records about children who use the art materials in creative ways
- **Math Fun** photographs of children playing the game
- **Writer's Club** books that children write and draw about themselves

Marvelous Me!



Welcome to Today

15 minutes

Meet and Greet

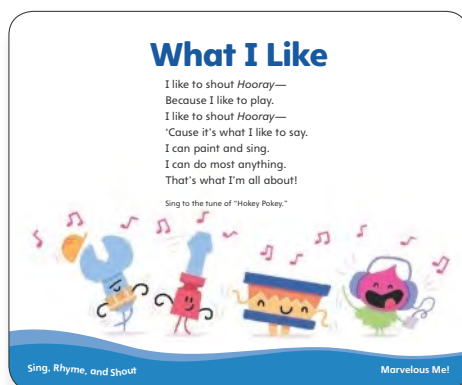
- Greet children by name and ask which is their *favorite* fruit, such as strawberries or bananas.
- Have them show their mood by putting their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Marvelous Me! Tell children this week they will learn more about the theme Marvelous Me! by exploring things they like.

- Read the song title. **What do you see these characters doing?** Talk about what the children like doing.
- Sing each line and have children repeat. Then sing the song, encouraging children to participate.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: “What I Like”
- attendance chart, helper chart
- pictures of weather

Theme Vocabulary

special favorite

Academic Vocabulary

celebration

Morning Meeting

- Attendance** Remind children of the classroom routine to put their names on the attendance chart.
- Helper Chart** Assign children who have not yet had a job. Give new jobs to children who have been helpers.
- Weather** *What was your favorite weather day over the weekend? Saturday or Sunday?* Ask children what they liked about the weather. Show children pictures of different types of weather to promote discussion.
- Today's Events** *Today we will begin to get ready for our special Theme Celebration Day on Friday.* Explain that they will also revisit some of their *favorite* games.



DIFFERENTIATED SUPPORT

ELL

Weather Show children pictures of different types of weather. Point to the picture that best illustrates the day's weather. *The weather today is _____.* Have children repeat after you. Then ask them to point to a picture that best illustrates the weather on Saturday or Sunday when they were home. VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe actions.
- recognizes that text has meaning.
- recognizes at least 20 distinct letter sounds in the language of instruction.

What You Need

- Big Book: *The Lion and the Mouse*
- Vocabulary Cards: *match, surprise, decide, reason, unique*
- Alphabet Cards: *Bb, Tt, Aa*
- Picture Cards: *apple, bat, table*

DIFFERENTIATED SUPPORT

Extra Support

Respond Help children make the connection between the *unique* text and the illustrations.

- Display the picture on pp. 8–9 of the book. Ask children what the mouse is doing. Use your finger to show the mouse running across the lion’s leg and leaping for a berry. **These words are curved. They follow the mouse’s leap.**
- **When the words tell about the mouse, the letters are small. What do the words look like that tell about the lion? VISUAL**

Marvelous Me!

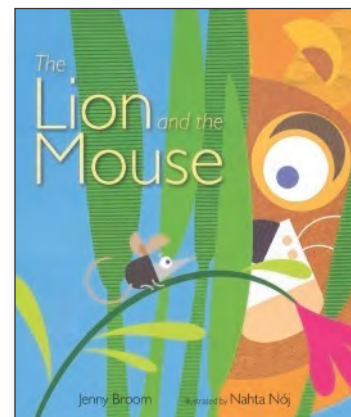
? **What makes me special?** Review the guiding question. **One way we are all *special* is that we like many of the same things, but also like different things.**



The Lion and the Mouse

Display *The Lion and the Mouse*. Tell children that you will be rereading parts of the story.

- 1 Remember** Have children use the illustrations to tell what they remember about the story. Point out that the lion and the mouse each had different abilities that they used to help each other.
- 2 Focus** Turn to the first spread where the lion and the mouse are introduced. **What makes the text in this book *unique*? *Unique* means something that is not like anything else. The big, bold words that describe the lion are *unique*.**
- 3 Respond** On p. 9, point to the words that look like they are jumping. **The words on this page help tell what the mouse is doing. They look like they are jumping.** Point to the word **ROAR** on p. 10. **Do you think the lion’s roar is getting softer or louder? Allow children to respond. The size and color of the letters of some words help us know how the lion is talking and acting. Note children’s recognition that the text has meaning.**



Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *What are some of my favorite things?* Display the Vocabulary Card *match*. Some people like to *match* their clothes and their socks so they have the same colors or patterns. It is a *favorite* thing for them to do. Display each of the Vocabulary Cards (*surprise, decide, reason, unique*) and briefly explain how each word relates to the question: *What are some of my favorite things?*



Vocabulary

Action Words Children will use a variety of words to describe actions.

- There are words in the story that tell what the lion and mouse do. These are action words. Here are some of the action words: *stretching, nibbling, prowling, scurried, crouched, scampered*. We can do these things too.
- Model how each action word can be performed. Then call out a word and have children perform the action and say the word.

Alphabet Knowledge

Review Bb /b/, Tt /t/, Aa /a/ Children will recognize at least 20 distinct letter sounds in the language of instruction as they review letters *B, b, T, t, A, a*.



- Display Alphabet Cards *Bb, Tt, and Aa*. Point to each letter on the cards and have children identify it.
- Hold up Picture Card *apple*. Have children identify the picture and the beginning sound. *The word apple begins with the sound /a/, /a/, /a/, apple. The letter a spells the sound /a/.* Repeat with Picture Cards *bat, table*.

Transition

Have children stand up and stretch their arms and legs. Then have them say the following chant and do the motions with you.

There is no one quite like me.	(point to self)
Look around and you will see.	(shade eyes and look around)
Some are short and some are tall.	(reach low then high)
Some are big and some are small.	(hands spread wide then close)
I am the only me I can be!	(shrug shoulders)

Theme Vocabulary

special favorite

Concept Vocabulary

unique decide

match reason

surprise

Academic Vocabulary

words action words



CHECK FOR UNDERSTANDING

IF . . . a child cannot identify letters *B, b, T, t, A, a*,

THEN . . . have the child trace a letter on the Alphabet Card while you say the letter name. Repeat as needed.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) 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: Number Sense** Have children close their eyes. Display sets of 2 and 3 objects, such as cubes or counters. *Open your eyes. Which set has 3 objects? Tell me without counting.* Have a volunteer count to check the answer. Continue with sets of 2, 4, and 5 objects. Talk with children about what helped them choose the set with 3.

▶ **ELL Access**

Internalize Vocabulary

Emerging Model quickly looking at sets of 2 and 3 objects and telling the number without counting. *This set has more. It has 3.* Have children count the objects with you to verify the number.

Developing Display sets of 2 and 3 objects. Point to one set and ask: *Is this two [pencils] or three [pencils]?* Have children respond *Three [pencils]!* Have children count together, saying *one, two, three.*

Expanding Ask children to view the sets and quickly tell you how many are in each set and which has more, using complete sentences. Have them count to check their answer.

Bridging Have children tell you which set has 3 objects. Ask them to explain how they identified the correct set.

- **Literacy: Alphabet Knowledge** Use printable Letter Cards *B, b, T, t, A, a* and place them face down. Have a child turn a card over and name the letter. Have children join you in saying the sound that the letter spells. Then have another child take a turn.

▶ **ELL Access**

Letters and Sounds

Emerging Display printable Letter Cards *B, b*. Name each letter and have children repeat. Then say the sound /b/, which is the sound that letter *b* spells, and have children produce the sound.

Developing Use printable Letter Cards *B, b, T, t, A, a*, and display each one. Have children name the letter and then produce the sound it spells.

Expanding Use printable Letter Cards *B, b, T, t, A, a* and place them face down. Have a child turn a card over and name the letter. If the child is correct, he or she can keep the card. If the child is incorrect, he or she will place the card face down and another child gets a turn.

Bridging Use printable Letter Cards *B, b, T, t, A, a* and place them face down. Have a child turn two cards over, name each letter, and produce the sound each letter spells. If the child is correct on both cards, he or she can keep the cards. If the child is incorrect on a card, he or she will place the card face down and another child gets a turn.

Math Circle

15 minutes

Measurement

Tell children that today they will learn about length and height.

- 1 **Engage** Ask children what they know about length and height. Hold your arms wide as you tell them about length. *When we think about length, we think about how long something is.* Hold one arm up as you remind them about height. *When we think about height, we think about how high something is.* Show different objects and ask children to use their arms to gesture to show the object's length or height.
- 2 **Develop** Display two cube towers of 3 cubes. *We can look at the height of these towers. They are the same height. I have lined them up at one end and the other ends are the same height.* Repeat with two more cube towers that are not the same in height or length.
- 3 **Practice** Give each child a set of 1–5 cubes. Vary the distribution. Give one volunteer a set of 4 cubes and have them build a 4-cube tower. Have children practice comparing cube towers with the volunteer's 4-cube tower. Sort the towers into those that are the same height as the volunteer's tower and those that are not.

Learning Outcomes

The child

- can communicate basic emotions/feelings.
- recognizes heights or lengths of people or objects.

What You Need

- Snap Cubes

Academic Vocabulary

length

height



CHECK FOR UNDERSTANDING

IF . . . a child is not able to recognize the length or height of objects,

THEN . . . work with two pairs of objects, one pair long and one pair high. *Are the pencils long or high? Are the books long or high when I stand them up?*



Snack Time

15 minutes

My Feelings As children transition to snack time, talk about basic emotions and feelings. Explain that we all have feelings about what we like and dislike. *What snacks do you like? What are your favorites? What snacks do you not like?* Follow up with a question about how they feel when they eat something they don't like. For example: *You don't like pickles? Show me what your face looks like when you accidentally eat a pickle.*



Science Circle

15 minutes

Learning Outcomes

The child

- can communicate basic emotions/feelings.
- observes the characteristics of organisms.
- investigates the characteristics of organisms.
- shows appreciation for the creative work of others.
- coordinates sequence of movements to perform tasks.

What You Need

- Vocabulary Card: *unique*
- mirror
- paper, crayons
- Big Book: *The Lion and the Mouse*

Theme Vocabulary

special favorite

Academic Vocabulary

eyes observe
 skin hair
 short tall

Outdoor Play

20 minutes

Children's Choice Ask children which activities and games they like the best. Have children vote as a method for group decision-making on what to play. Name two activities. Ask children to raise their hand for the activity they want to do. Count and announce the vote.

Here I Am

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

I am the only one of me.	
I am <i>special</i> as you can see.	(point to self)
Here is my hair what a sight.	
For me my hair is just right.	(point to head)
Here are my eyes looking at you.	
They fit my face I know that's true.	(point to eyes)
We are different and yet the same.	
So let's be friends and play a game.	(point to others)

Living Things

- Engage** Display the Vocabulary Card *unique*. Ask children to observe the picture. *Let's observe, or look at, these flowers. They are all the same kind of flower. But this one has petals that are a different color. This flower is unique. It is special.*
- Develop** Hold up a mirror and model using it to identify your hair, eye, and skin color. *I have brown eyes and brown hair. My skin is brown too. And I am tall.* Add additional details, such as short or long hair. Point out that all people have the same characteristics of eyes, hair, and skin. Explain that even though people are the same in many ways, they have different colors of eyes, hair, and skin. Tell children that they each have their own *special* eye color, and so on. *Our differences are what make us special and unique.*
- Practice** Have children take turns observing themselves in the mirror to investigate their own *unique* characteristics. *Look at your eyes. What color do you see? Is your hair long or short? Curly or straight? These things make you unique.*

Have children draw their own self-portraits. *Tell me about your drawing. What makes you unique?* Guide the class on how to show appreciation for the creative work of others. Explain that the self-portraits will be displayed at the celebration.



Learn and Play

90 minutes

Let's Move

Popcorn Play the popcorn game from Week 3 in which children pretend to be popcorn kernels.

- Have children crouch and curl up like a ball. Play music and have them jump up and “pop” when you stop the music. Alternatively, have children listen for you to say “pop.” Caution children to coordinate their movements so they don’t bump into anyone when they “pop.”

The More We Move Together Recall the song “The More We Get Together.”

- Then tell children that today they will sing the song again, but will change it to be “The More We Move Together.”
- As children sing the new words, call on a child to name a movement for the group to do together for one verse. For example, *march in place, bend down, jump up.*

Let's Talk

My Feelings As children play, notice something positive about their behavior and compliment it. Ask children to explain how it feels when they act nicely.

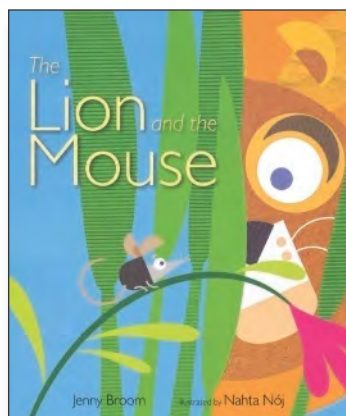
- I like the way you invite others to play with you. How do you feel when you [help someone build a tall tower]?



Let's Read

Print Concepts Reread the Big Book *The Lion and the Mouse*. When you come to words in a different font size, read them in a different voice, such as a squeaky voice for the mouse. Have children repeat after you.

Alphabet Review Review the letters introduced in this theme (*Bb, Tt, Aa*), and lead the children in singing the “Alphabet Song.”



Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Connect to Story Time Recall with children that in the first part of the story *The Lion and the Mouse*, “the lion lay sleeping under the sun.” Point out that the warm sun must have made the lion very sleepy. Have children imagine they are in the warm sun. The day is quiet. *You feel cozy and dozy. Are you sleepy? Close your eyes and rest.*

DIFFERENTIATED SUPPORT

Extra Support

My Feelings Some children may not know how to respond when complimented. Tell children that others may tell them that they are doing something nice. Explain that they should say thank you. Point out that that they may first feel *surprised* or *happy*, and then feel proud of themselves. AUDITORY

Prepare and Reflect

10 minutes

5x5

Counting Point out the children in the photo. After counting the children one at a time, ask the class what the children might do after eating. Have the class count raised hands for the survey on how many like each outdoor activity suggested. After survey results are counted, report to children what the *favorite* activity is.



Learning Outcomes

The child

- interacts to revise class-made drafts.
- provides appropriate information for various situations.
- counts 1–10 items, with one count per item.

What You Need

- 5x5 Card: What We Like to Do Best
- paper, crayons

Transition

Have children bend low then stretch high, and then join you in the following chant.

It's celebration time.

We're feeling fine.

Who shall we ask?

That's our first task.

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.

DIFFERENTIATED SUPPORT

Extra Support

Oral Invitations Have children practice giving an oral invitation. Model starting the invitation. **Please come to a celebration.** Then ask questions about appropriate information you need to know. **What date is the celebration? On what day of the week? What time is it? Where will it be?** AUDITORY

Theme Celebration Day

Marvelous We! Tell children that at the end of the week there will be a class celebration. Explain that this will be a time to share *favorite* songs, stories, routines, and activities they have learned. **Guess who will be planning the celebration? We will! What are some of the things we need to do to plan our celebration?** Guide children to think about invitations to ask *special* friends and *family* to come to the celebration.

Getting Ready

Writing Invitations Talk with children about what appropriate information is needed on the invitations. Go over the parts and write *when, where, date, and time* on chart paper. Work with children to record details. Then read the final draft aloud. Encourage children to interact on how to revise and edit. Prepare paper copies of the invitation and distribute them to children. Have them decorate the invitations with their *favorite* colors. Encourage them to try to write their names. Remind them to take the invitations home to their *families*. Send out the invitations to any other classrooms or guests that might be able to join.



Welcome to Today

15 minutes

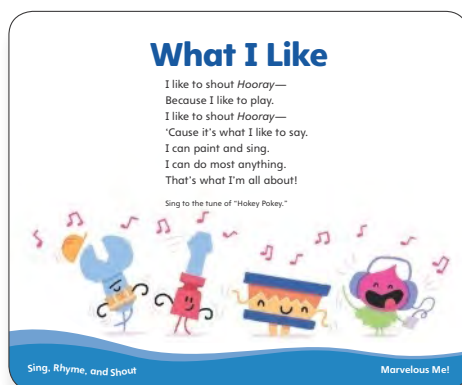
Meet and Greet

- As you greet children, ask what their *favorite* food is. Share yours and note similarities and differences.
- As children follow the routine to place their pictures in the Mood Meter, note the mood of individuals.

Sing, Rhyme, and Shout

Marvelous Me! Tell children that today they will sing “What I Like” again.

- Encourage children to participate as you sing the song, then add motions, such as raise arms for “Hooray.”
- Display Vocabulary Card *favorite*.
What is your *favorite* part of the song? Some of us like the same part. Others like different parts.



Learning Outcomes

The child

- can express pride in age appropriate abilities.
- follows classroom routines with occasional reminders from teacher.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “What I Like”
- Vocabulary Card: *favorite*
- attendance chart, helper chart

Theme Vocabulary

favorite

Academic Vocabulary

same

different

Morning Meeting

- 1 Attendance** Choose a letter. All children whose names begin with __, please put your card in the chart. Choose new letters until all names are posted.
- 2 Helper Chart** Help children express pride in their abilities by praising them for being good helpers yesterday.
- 3 Question of the Day:** Which do you like more: painting or drawing? Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** Today we will read a new book and do more to prepare for our Marvelous We! Celebration.

DIFFERENTIATED SUPPORT

Extra Support

Sing, Rhyme, and Shout Some children may have difficulty coordinating motions with singing. Have them just sing or do just the motions. Work with individual children if needed. KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe people.
- segments a syllable from a word.
- demonstrates understanding of print directionality including left to right.

What You Need

- Trade Book: *Marisol McDonald Doesn't Match*
- Vocabulary Cards: *favorite, match, surprise, decide, reason, unique*

Marvelous Me!

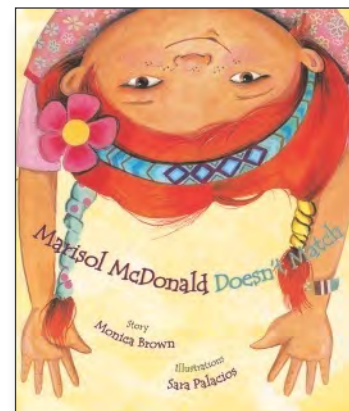
? What are some of my favorite things? Remind children of the weekly question. Then display Vocabulary Card *favorite*. This shows a child holding a *favorite* stuffed animal. If something is your *favorite*, you like it better.



Marisol McDonald Doesn't Match

Tell children that you will read a book called *Marisol McDonald Doesn't Match*.

1 Introduce Display the Trade Book *Marisol McDonald Doesn't Match*. Turn to the first page and point your finger to the first word on the page. This is where I will start reading. Which word is next? Have children demonstrate understanding of print directionality, including left to right, by telling you which word is next. Repeat for the next few words.



2 Read Together As you read the book aloud, track the print to show that the direction of the print goes from left to right and top to bottom.

3 Connect Help children understand that Marisol's teacher helps Marisol learn that she is *special* just the way she is. Ask children to share something about themselves that makes them *special*. Prompt with questions as needed.

DIFFERENTIATED SUPPORT

Engage and Extend

Connect Have children make additional connections to the text.

- Reread the note from the teacher (pp. 24–25), emphasizing the phrase "I like you just the way you are." How do you think that made Marisol feel? How would you feel?
- Ask children to tell something they like about themselves. AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *What are some of my favorite things?* Display Vocabulary Card *match*. This picture shows a *match* for each pair of socks. Say *match* with me: *match*. Display each Vocabulary Card (*surprise*, *decide*, *reason*, *unique*) and ask children a question about each one that ties the word to the theme or weekly question.



Vocabulary

Words to Describe People Children will use a variety of words to describe people. *There are many words you can use to describe, or tell about, people.* Tell children that in the book, some words were used to describe, or tell about, Marisol, including *creative*, *beautiful*.

- Let's see if we can think of some other words that could tell about, or describe, people. We could describe people as nice, quiet, or strong. We could describe people as kind, happy, or tiny.
- Encourage children to turn and talk to a partner using describing words.

Phonological Awareness

Segment Syllables Children will segment a syllable from a word.

- If I say the word *recess* without the word part *re-*, what word part is left? (*-cess*) How many word parts are in the word *recess*? What are they? (*two*; *re-*, *-cess*)
- Have children identify the number of word parts in each word. Then have children segment the first part of the word and say what word part is left. Use these words: *pirate*; *decide*; *reason*; *unique*.

Transitions

Have children stand and wiggle all over, then jump up and down. Ask them to join you in the following chant.

I like me.	(point to self)
I like my nose,	(point to nose)
My arms and legs.	(wave arms; wiggle legs)
I like my knees and feet and	(touch knees and feet)
The way I jump and turn around.	(jump and turn)
I like me!	(point to self)

Theme Vocabulary

favorite

Concept Vocabulary

match	reason
surprise	unique
decide	

Academic Vocabulary

different	left
blend	right
feel	



CHECK FOR UNDERSTANDING

IF . . . children have difficulty using describing words,

THEN . . . Ask children what words they would use to say something about themselves. Prompt them as needed with questions such as: *Are you nice? Are you quiet? Are you funny?*

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) 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: Measurement** Show two of the same type of object, such as two pencils or pieces of yarn. **Are these the same length?** Ask children to show you how they know. They may point to how the objects are even at the top and bottom. Repeat for height with two stuffed animals. **Are these the same height?**

▶ **ELL Access**

Learn Language Structures

Emerging Demonstrate the meaning of *length* and *height* with gestures by holding hands wide for length and one hand high for height. Have children repeat the words and gestures. Then demonstrate *same/different length* and *same/different height*.

Developing Gather two pairs of like objects that can be described by length or height. Use gestures as you describe their heights/lengths as the same and different. Have children describe the objects by saying *same height/length* or *different height/length*.

Expanding Display pairs of like objects and ask: **Are the [pencils] the same length or different lengths?** Point out that the plural *lengths/heights* is used when the dimensions are different. Have children respond *The [pencils] are [the same/different] [length(s)]*.

Bridging Have children use complete sentences to describe the heights/lengths of pairs of like objects as the same or different.

- **Literacy: Concept Vocabulary** Provide extra support for the Concept Vocabulary words. Display Vocabulary Card *surprise*. **This picture shows something that is a *surprise*. What kind of *surprise* do you think it could be? What would *surprise* you?** Use Vocabulary Cards *match*, *decide*, *reason*, and *unique* to reinforce the words and their meanings for children.

▶ **ELL Access**

Expand Vocabulary

Emerging Display Picture Card *surprise*. **This card shows that someone has a *surprise*. Can you show me what your face would look like if you were *surprised*?**

Developing Display Picture Card *surprise*. **This card shows that someone has a *surprise*. What would you do if you were *surprised*?** Display Picture Card *decide*. Ask children to show what they would like if they were trying to *decide* on their *favorite* food.

Expanding Display Vocabulary Cards *match*, *surprise*, and *unique*. Encourage children to use each word in a complete sentence.

Bridging Display Vocabulary Cards *decide*, *surprise*, and *unique*. Have children talk to a partner using each of the words.

Math Circle

15 minutes

Measurement

Children looked at length and height of objects yesterday. Today they will be focusing on length.

- 1 **Engage** Display two pencils that are the same length. *How are these pencils the same?* Model thinking aloud. *Let's put them side-by-side. It is important that I line them up on one side. Now I can see that they are the same length.* Set a short pencil and a long pencil side-by-side. *Let's compare these pencils. When I line them up, I see they are different lengths. So, one pencil is longer and the other pencil is shorter.*
- 2 **Develop** Display pairs of objects that can be compared by length. Ask children to choose a pair of objects and point to the shorter object. *Did you remember to line them up on one side?* *Good!* Then have them compare a second pair of objects and point to the longer object.
- 3 **Practice** Place on a table pairs and sets of objects that can be compared by length. Have children work with a partner to compare the lengths of objects and comparatively describe each one as longer or shorter.

Learning Outcomes

The child

- can communicate basic emotions/feelings.
- compares heights or lengths of people or objects.

What You Need

- pairs and sets of objects whose lengths can be compared (such as pencils, crayons, strips of paper, pieces of yarn)

Academic Vocabulary

compare	length
longer	shorter



CHECK FOR UNDERSTANDING

IF . . . a child does not understand how to compare lengths,

THEN . . . start with two objects, such as pencils, that are the same except for length. Put them side-by-side. Guide the child to point to the pencil that is long and the pencil that is short and describe the pencils as longer and shorter.



Snack Time

15 minutes

My Feelings Model using the words *feeling* and *emotion*. *When I have my favorite snack, I feel happy. Happy is a feeling. Another word for a feeling is emotion.* How would you feel if you had your *favorite* snack? Show me your face when you have your *favorite* snack.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- shows understanding by following two-step oral directions.
- uses a large speaking vocabulary, adding several new words daily.
- uses a wide variety of words to describe things.
- segments a syllable from a word
- identifies similarities between himself, classmates and other children inclusive of specific characteristics.
- identifies similarities between himself, classmates and other children inclusive of cultural influences.

What You Need

- Trade Book: *Marisol McDonald Doesn't Match*
- mirror

Theme Vocabulary

special favorite

Academic Vocabulary

common alike

same

Outdoor Play

20 minutes

Coordinate Movements Take children outside. Recall the movement activities they did in Week 2. Tell children that this time they will follow you to move into different poses and hold them briefly. For example: stretch wide, hug yourself and bend down, stand on one foot and stretch out the other leg. Ask volunteers to take a turn being the leader.

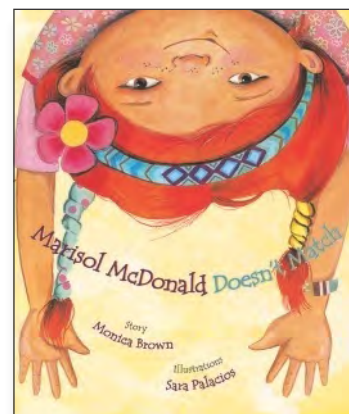
Colors in Common

Have children stand up and listen to the chant with actions.

- If your clothes have any red, put your finger on your head.
- If your clothes have any blue, put your finger on your shoe.
- If your clothes have any black, put your hands behind your back.
- If your clothes have any green, hop like a jumping bean.
- If your clothes have any white, stomp your feet with all your might.
- If your clothes have any yellow, wave your hand and say hello.

People

- 1 Engage** Today we'll identify, or find, things we have in common or that are alike in some way. Open *Marisol McDonald Doesn't Match* to pp. 4–5. What does Marisol have in common with Tito? Reread the text and point out that they are cousins and they both like to play soccer.
- 2 Develop** Model identifying things in common. For example: **Mark is next to me. He has on a shirt that is the same color as mine. We have the same color shirt in common.**
- 3 Practice** Look at the person to the right. Name one thing you two have in common. If children can't think of anything, suggest similarities, such as they have the same teacher, have a *favorite* game and so on. Have children repeat activity with the person to the left of them.



Explain to children that many of them also have cultural similarities with other children. You may know children whose families celebrate the same holidays your family does. Your families may share in common the same foods and music.

Learn and Play

90 minutes

Let's Move

Hokey Pokey Have children form a circle. Sing the Hokey Pokey song and have children follow your motions. Tell children that this time you will do something different.

- Ask them to put their elbows, knees, and shoulders in and out of the circle. Add left and right to the directions and help children practice which is which.
- As an ending, you could ask children to put their “sillies” in the circle and “shake them all about.”

Jump, Jump, Jump Introduce a jumping game.

- Have children leave a wide space between each other. Then demonstrate a short jump forward, a high jump up, and a long jump forward. Have children repeat.
- Tell children to follow your directions. Start with one command, then add two-step oral directions. When children understand the routine, ask for volunteers to help you lead and give directions.

Let's Talk

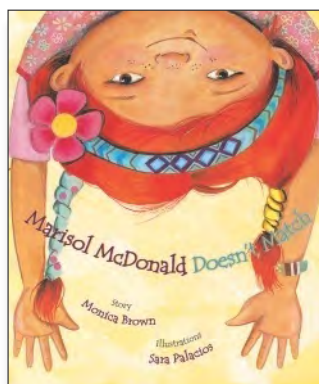
My Feelings Watch children's facial expressions as they play. Approach individual children and tell them what the expression on their face tells you that they might be feeling. Ask them if that feeling is true. *You look frustrated. Is that true? Can you tell me why?*



Let's Read

Vocabulary Help children use the describing words in *Marisol McDonald Doesn't Match*. Reread p. 8. *What kind of puppy does Marisol want?* Then reread p. 31. *What kind of puppy does Marisol get?*

Segment Syllables As you reread *Marisol McDonald Doesn't Match*, pause to segment words, such as *my-self*. Then say one syllable and ask children to supply the missing word part. Have children blend and say the whole word.



Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Stretch and Rest Guide children in gentle stretching before they lie down to rest. *Stretch your arms and fingers high. Then bend at the waist, sides, and back. Then let arms dangle as fingers reach for the floor. Then bend knees and go lower and lower until sitting. Finally, lay down and stretch out legs. Then curl up slowly and close your eyes.*

DIFFERENTIATED SUPPORT

ELL

Hokey Pokey To give English language learners an opportunity to shine, let them call out the next body part. Give beginners a choice. Point to your own body parts and ask: *Elbow or hand?* VISUAL

Prepare and Reflect

10 minutes

5x5

Learning Outcomes

The child

- identifies similarities between himself, classmates and other children inclusive of specific characteristics.

What You Need

- 5x5 Card: What We Like to Do Best
- Big Book: *The More We Get Together*

Transition

Tell children to stand up tall on their tiptoes then bend down low. Then ask them to join you in the following chant.

We are marvelous, yes we are.

We may even be superstars.

We know letters and numbers too.

We are proud of what we can do.

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You can pick and choose from the activities listed on this page, or include some of children's other *favorite* activities.

Colors Have children look at the picture on the card and ask what colors they see. Have them name the different colors of clothing. When comparing the color of a shirt on the card with the colors the class has on, have children raise one hand for the same color of shirt and stand up for different colored shirts. Have children identify any other similarities in clothing colors they see between themselves and classmates.



Theme Celebration Day

The More We Get Together Revisit the song "The More We Get Together." Tell children that it is important to practice the *special* song they will sing for their *family* and friends on the big celebration day. Sing the song one or two times and rehearse the movements.

Getting Ready

Art Projects During Center Time, check if children have finished their invitations for the party and their self-portraits. If not, give children more time and supplies for them to work on their projects. Provide help and answer questions as needed.

DIFFERENTIATED SUPPORT

3-Year Olds

The More We Get Together Younger children may struggle to coordinate singing and moving to the song. Recommend that they practice with a buddy. When it's time to perform, give them the choice of just singing or just moving. KINESTHETIC



Welcome to Today

15 minutes

Meet and Greet

- As children enter, have them tell you their *favorite* animal. Share yours. Acknowledge different opinions.
- Encourage children to follow the classroom routine and place their pictures in a part of the Mood Meter that shows how they feel.



Sing, Rhyme, and Shout

Marvelous Me! Remind children of the song title “What I Like” and review the words.

- Let’s sing our song again about the different things we like to do.
- Sing the song with the motions added yesterday. Praise children’s participation and their abilities. You can move and sing well. What is your opinion of what you can do?



Learning Outcomes

The child

- shows reasonable opinion of his own abilities.
- follows classroom routines with occasional reminders from teacher.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “What I Like”
- attendance chart, helper chart
- name cards and box

Theme Vocabulary

favorite

Academic Vocabulary

same

different

Morning Meeting

- 1 **Attendance** Place name cards in a box. Pick one at a time, read the name, and have children follow the routine to put their cards in the chart.
- 2 **Helper Chart** Ask a volunteer to describe the abilities needed for his or her assigned job. Make suggestions about how the helpers can help to prepare for the celebration.
- 3 **Weather** Is the weather the same as yesterday? Or is it different? Have children describe the weather.
- 4 **Today’s Events** Preview *favorite* game picks for today and continued preparations for the celebration.

DIFFERENTIATED SUPPORT

Extra Support

Helper Chart If a child has difficulty describing a helper job, prompt them with questions, such as: **What is the name of your job? What do you need to do your job? What do you do first?**
AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses sentences with more than one phrase.
- segments a syllable from a word.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

What You Need

- Trade Book: *Marisol McDonald Doesn't Match*
- Talk More About It Card: *Marisol McDonald Doesn't Match*
- Vocabulary Cards: *favorite, match, surprise, decide, reason, unique*
- Alphabet Cards: *Ss, Mm, Bb, Tt, Aa*
- Picture Cards: *apple, bed, mouse, socks, tire*
- paper bag or other container

DIFFERENTIATED SUPPORT

Extra Support

Retell Ask children questions to prompt their retelling. Reread parts of the story as needed, pointing out the illustrations. *What color are Marisol's clothes? Why is she wearing just one color? Does she look happy? How do you know? How does Marisol feel now? Why is she happy? What does she say about herself? What is going to happen next?* AUDITORY, VISUAL

Marvelous Me!

? What are some of my favorite things?

Remind children of the weekly question, *What are some of my favorite things?* Display Vocabulary Card *favorite* and ask children what the word means. Then remind children that in the story read yesterday, one of Marisol's *favorite* things was to mix patterns and colors in the clothes she wears.



Marisol McDonald Doesn't Match

Show the cover of *Marisol McDonald Doesn't Match* and have children tell you the title, or name, of the book.

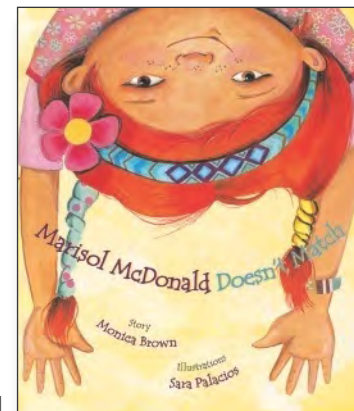
- 1 Remember** *What does the title, or name of the book, mean?* Page through several pages and ask children to point out things that don't match.
- 2 Reread** Read the story again. For pp. 2–17, have the children say *Marisol, you don't match!* Reply using a “Marisol voice” what you like to do, wear, say, eat, or play, or whatever is on the page, even when it doesn't match.
- 3 Retell** Use the Talk More About It Card to help children retell this story. Point to the first image on the card. *What is happening in this picture?* Help children use sentences with more than one phrase to describe what happens in the story. Provide these sentence frames to guide their responses:

Marisol hangs upside down and says _____.

Marisol wears orange clothes because _____.

Marisol is happy when she doesn't match because _____.

For *Let's Celebrate!*, have children practice saying a positive statement about themselves using this sentence frame: *My name is _____ and I _____.* If children need an example, model what Marisol might have said.



Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards *match*, *surprise*, *decide*, *reason*, *unique*. Have children identify each one. Display Vocabulary Cards *unique* and *match*. One of these words means *special*. Which word is it? Display two cards at a time and ask children a question about the meaning of one of the words. Have children identify the word.



Phonological Awareness

Segment Syllables Children will segment syllables from words.

- I will say the first part of a word you know. See if you can guess the second part. The first part is *yel-*, *yel-*. Children should say *-low*. Then ask children to say the entire word.
- Continue with the words *classroom*, *helper*, *sandwich*, *wagon*.

Alphabet Knowledge

Review Children will review letters *S*, *s*, *M*, *m*, *B*, *b*, *T*, *t*, *A*, *a*. This will help children name at least 20 uppercase and lowercase letters in the language of instruction.

- 1 Display the Alphabet Cards, and have children name each uppercase and lowercase letter.
- 2 Place Picture Cards *apple*, *bed*, *mouse*, *socks*, and *tire* in a paper bag or other container. Have a child choose a card and identify the picture. Guide the child to say the sound at the beginning of the word and then name the letter that spells that sound.
- 3 Display the Alphabet Cards. Trace a letter in the air and explain your movements. Have children guess what letter you are forming.



Transition

Have children stand and stretch then join in the following song and claps.

If you're happy and you know it,
clap your hands.

If you're happy and you know it,
clap your hands.

If you're happy and you know it,
and you really want to show it

If you're happy and you know it,
clap your hands.

Theme Vocabulary

favorite

Concept Vocabulary

match	reason
surprise	unique
decide	

Academic Vocabulary

uppercase	lowercase
	title



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty identifying letters that you are forming in the air,

THEN . . . use that Alphabet Card and have the child use a finger to trace the letter on the card. Say the name of the letter while the child is tracing the letter.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) 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: Measurement** Review identifying and comparing objects by length. Display pairs of the same objects with one shorter than the other. Choose a pair and ask, *Are these objects the same length? Which object is longer? Which is shorter?* Ask children to choose a pair of objects and describe them using the words *long*, *short*, *longer*, and *shorter*. *Are these objects the same length? How can you compare them?*

► ELL Access

Academic Vocabulary

Emerging Display a short pencil and a long pencil. Model how to show the length of each pencil using your hands while you say *length*. Have children copy you. Then point to one pencil and say *shorter* or *longer*. Have children copy.

Developing Model how to show the length of each pencil using your hands while you say *length*. Ask: *Which is shorter/longer?* Have children point to the correct object and repeat the comparison word.

Expanding Ask children to use gestures to show the length of the pencils. Then have them compare the pencils using the words *shorter* and *longer* in a sentence: *This _____ is _____.*

Bridging Have children compare the pencils as *shorter* or *longer*. Ask them how they know one is shorter or longer.

- **Literacy: Alphabet Knowledge** Place Picture Cards *alligator*, *apple*, *ball*, *bike*, *mop*, *mouse*, *seal*, *socks*, *table*, *toothbrush* on a table. Have children help you name each picture. Then ask them to help you sort the pictures according to the beginning sounds. Then give children Alphabet Cards *Aa*, *Bb*, *Mm*, *Ss*, *Tt* and have them place the Alphabet Card that spells a beginning sound with the Picture Cards that have that beginning sound.

► ELL Access

Confirm Understanding

Emerging Have children choose a Picture Card. Say the picture name and have children repeat. Choose the Alphabet Card that spells the beginning sound in that picture name and name the letter. Then say: *This letter spells the sound at the beginning of the word _____.* Have children put the Alphabet Card on the picture.

Developing Display Picture Cards *apple*, *ball*, *mouse*, *socks*, *table*. Have children name each picture. For each picture, help children determine the beginning sound. Then have children match the correct Alphabet Card to the picture.

Expanding Have children choose a Picture Card and identify it. Help them find the letter card that spells the beginning sound, and use this sentence frame: *The letter _____ spells the sound that begins the word _____.*

Bridging Give each child one of the Alphabet Cards: *Aa*, *Bb*, *Mm*, *Ss*, *Tt*. Then have them choose a Picture Card whose name begins with the sound that their letter spells, and tell you about the letter and the sound.

Math Circle

15 minutes

Measurement

Children can recognize and compare lengths of the same kinds of objects and tell which objects are longer or shorter than another. Today children will work on comparing the lengths of objects that are different.

- 1 **Engage** Display two unlike objects such as a pencil and an eraser. Model comparing lengths. Point to each object as you refer to it. *Here is a pencil and an eraser. I want to compare their lengths so let's line them up side-by-side. Now I see that that the eraser is shorter than the pencil. The pencil is longer than the eraser.* Add a ruler to the group. *The ruler is longer than both the pencil and the eraser. The ruler is the longest object. The eraser is shorter than both the pencil and the ruler. The eraser is the shortest object.*
- 2 **Develop** Arrange additional pairs of unlike objects that can be compared by length. Remind children to line them up on one end, if needed. Point to each pair. *Which object is longer? Which object is shorter?* Add a third object to each pair. *Point to the longest object. Now point to the shortest object.*
- 3 **Practice** Display groups of three unlike objects with one being the longest and one being the shortest. Have children practice comparing lengths by identifying an object that is longer and one that is shorter, then identifying the shortest and the longest objects. Have them describe the objects. Provide sentence frames, if needed: *The _____ is longer than the _____. The _____ is shorter than _____. The _____ is the longest. The _____ is the shortest.*

Learning Outcomes

The child

- can communicate basic emotions/feelings.
- compares heights or lengths of people or objects.

What You Need

- objects that can be compared by length

Academic Vocabulary

short	long
shorter	longer
shortest	longest



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty comparing lengths of three unlike objects,

THEN . . . start with two of the same object, one shorter and one longer. Have the child identify longer and shorter. Add a third unlike object that is the longest or shortest and have the child identify longest and shortest. Then move to a pair and a group of three unlike objects.



Snack Time

15 minutes

My Feelings Let's play a guessing game. Ask a child to model an emotional expression for you to guess. Then have the child guess your sad or happy emotional expression. Encourage other children to display emotional expressions for the group to guess how they feel.

Science Circle

15 minutes

Learning Outcomes

The child

- can communicate basic emotions/feelings.
- uses sentences with more than one phrase.
- observes the characteristics of organisms.
- investigates the characteristics of organisms.

What You Need

- Wordless Experience Book: *Marvelous Me!*
- music with rhythm
- Trade Book: *Marisol McDonald Doesn't Match*

Theme Vocabulary

special

Concept Vocabulary

unique

Academic Vocabulary

grow	baby
change	child
taller	adult

Outdoor Play

20 minutes

Treasure Hunt Send children on an investigation to find an object with one characteristic. For example: **Look for an object that is round (small, round, square, fuzzy, blue, long, short, or another characteristic).** When they find the object, have children whisper the name to you or point to it. Ask children to share what they found.

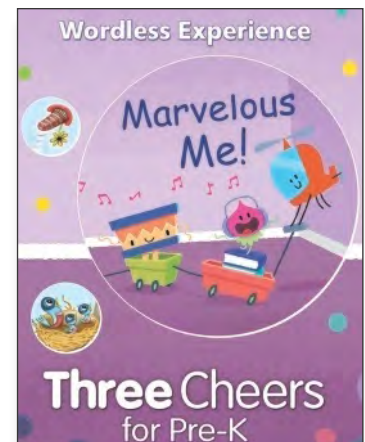
Growing Up

Have children stand up and listen to the following chant then join in with you.

Once I was small.	(hand low to the floor)
Now I am tall.	(hand on top of head)
I am growing taller still.	
Until I'm an adult, I will!	(arm reaches high)
I'll be <i>special</i> in every way,	
Even when I'm old and gray.	(points to self)

Living Things

1 Engage Display p. 3 of the Wordless Experience Book *Marvelous Me!* Ask children to point to the baby birds and the adult bird. **The baby birds will grow up to be like the mother bird.** Tell children that all animals are organisms with similar characteristics. **Birds are living things. All living things grow and change.** Birds grow and change. The birds start as babies and grow and change into adults.



- 2 Develop** Explain that we are people and are living things that grow and change. **People start as babies. A baby grows bigger and becomes a child. A child grows taller and becomes an adult. All people have something *unique* that make them *special*, like eye color and hair color.**
- 3 Practice** Have children play question and answer game. Ask them to “ring in” by raising a hand when they know the answer to a question. For example: **How are all people alike when they are little? How do children change as they grow? What is a way that people are different? What is a way that you are *unique* or *special*?** Have them answer using sentences with more than one phrase.

Learn and Play

90 minutes

Let's Move

Red Light, Green Light Review that cars must stop at red traffic lights and they can go for green lights.

- Explain to children that you will be a traffic light, standing in front of them. They will pretend to be cars. When you say “green light,” they walk toward you. When you say “red light,” they stop.
- As time permits, allow children to take turns being the traffic light.

Rhythm Party Have a rhythm party.

- Play music with a distinct rhythm. Encourage children to move to the beat, such as bending their knees, touching their toes and swaying from one foot to the other.
- If you see a *unique* movement, direct children’s attention to the movement and have them mimic what is being done.

Let's Talk

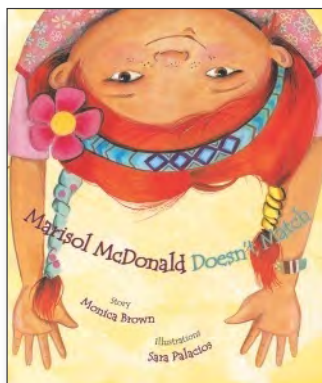
My Feelings As children become more aware of and able to say how they are feeling, check with individual children when you see specific emotions in their facial expressions. Ask them how they are feeling, such as sad, happy, angry. *I could tell you were happy by the smile on your face! Our face often shows on the outside the way we feel on the inside.*



Let's Read

Phonological Knowledge Look through *Marisol McDonald Doesn't Match* to find words that begin with *a*, *b*, *m*, *s*, or *t*. Reread a page and pause when you see a word. Say the word, emphasizing the beginning sound. Have children repeat the beginning sound after you.

Alphabet Knowledge Then point to the word and name the letter. Have children repeat the letter name and trace the letter in the air.



Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Clouds Have children visualize a place you describe as they relax. For example, describe to children that they are lying on the grass watching clouds with a *favorite* friend or *family* member. *The grass is cool, the clouds are white and fluffy. Relax and close your eyes.*

DIFFERENTIATED SUPPORT

ELL

Red Light, Green Light To help beginning ELL children play the game, get a large red paper square and a large green paper square and hold one up when you say the words. With the other hand, use “stop” and “come here” gestures to reinforce the meanings of the colors. VISUAL

Prepare and Reflect

10 minutes

5x5

Learning Outcomes

The child

- can communicate basic emotions/feelings.

What You Need

- 5x5 Card: What We Like to Do Best
- construction paper strips
- art supplies (crayons, paper, paints)

Transitions

Tell children to stand, turn around, and jump up twice.

I'm wild about me. (fling arms wide)

Wonderful and special me. (point to self)

I'm wild about you. (point to others)

You're wonderful and special too.

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You can pick and choose from the activities listed on this page, or include some of children's other *favorite* activities.

Feelings Focus on the children's faces in the picture. Ask children to think about what feeling each face is showing. Prompt with the questions in the activity on the back of the card. Model the feelings first, then have children practice the expression they would have for each feeling. Continue with ways the body can show feelings.



Theme Celebration Day

Wall Displays Designate different sections of the walls for each of the displays planned for Marvelous We! Celebration Day, including self-portraits, eye color charts, and other pictures. Have children choose where their display items will appear within that space.

Getting Ready

Self-Portraits Direct children to create a self-portrait showing their characteristics. Explain that their portraits will be displayed and presented at the Marvelous We! Celebration on Friday.

Sentence Frames Have children practice their sentence frames that they will share at the celebration. Ensure that children comprehend the meaning of what they say. Write each sentence on large construction paper strips for children to decorate with their *favorite* colors during a Center Time. Hang them for viewing at the celebration.

Also, if time allows, record a video of children reading their sentences.

DIFFERENTIATED SUPPORT

Extra Support

Wall Displays A child may have trouble selecting a place on the wall to post a self-portrait. Explain that the picture will be taped to the wall for *family* and friends to see. Ask the child to point to a space for the picture and if any help is needed to post the picture.



Welcome to Today

15 minutes

Meet and Greet

- Ask children their *favorite* color as they enter the room. Share yours, and acknowledge similarities and differences.
- Have children share their feelings by placing their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Marvelous Me! Remind children they will be singing for the Marvelous We! Celebration. [Let's practice singing.](#)



- Display Vocabulary Card *favorite*. [We sang about what we like. The things we like best are our favorite things.](#)
- Have children participate in singing the song “What I Like” and then adding the motions.

Morning Meeting

- 1 Attendance** After everyone has followed the classroom routine by placing their names in the chart, have them join in counting the cards.
- 2 Helper Chart** Tell children that if they need help or have questions about their jobs they should ask you.
- 3 Question of the Day:** [Is your favorite color blue?](#) Display a T-chart with columns *yes/no*. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice and observe which column has more votes.
- 4 Today's Events** [We are almost ready for our Marvelous We! Celebration. We have a few more things to do today to be ready for our big celebration tomorrow.](#)

Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: “What I Like”
- Vocabulary Card: *favorite*
- attendance chart, helper chart

Theme Vocabulary

favorite

Academic Vocabulary

same

different

DIFFERENTIATED SUPPORT

3-Year Olds

Question of the Day Children may have difficulty deciding which column has more. Help children count the columns and compare the numbers. VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- typically uses complete sentences of four or more words.
- recognizes at least 20 distinct letter sounds in the language of instruction.

What You Need

- Read More About It: “Favorite Things”
- Vocabulary Cards: *favorite, match, surprise, decide, reason, unique*
- Alphabet Cards: *Ss, Mm, Bb, Tt, Aa*
- Picture Cards: *alligator, bat, mouse, socks, tire*

Wheel of Motion

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

DIFFERENTIATED SUPPORT

ELL

Connect Encourage English learners to act out a *favorite* activity. Then guide them to use this sentence frame to tell what their *favorite* activity is: *My favorite activity is _____*. KINESTHETIC, AUDITORY

Engage and Extend

Alphabet Knowledge Challenge children to go on a letter hunt with a partner to find an assigned letter in the classroom. Ask partners to report to the class where they found their letter and if they found both uppercase and lowercase. VISUAL

Marvelous Me!

? What are some of my favorite things?

Recall the weekly question. Then have children share one of their *favorite* things. Point out when children have *favorite* things that are the same, or *favorite* things that are different.



SEL “Favorite Things”

Tell children that you will read “Favorite Things.”

- 1 Introduce** Display the first spread of “Favorite Things.” Point to and read the title “Favorite Things.” **This text is about children who like different things.**

Point to the first picture. Tell children that the boy will tell his *favorite* thing to do. **Then he will introduce two friends and tell you what they like to do.**

- 2 Read Together** Read the text aloud.

Ask children to point out picture details. After reading the last page, talk with children about how the friends do their *favorite* activities together.

- 3 Connect** Have children answer this question: *What favorite thing do you like to do?* Then ask children to respond to this question: *What favorite thing do you like to do with your friends?*



Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *What are some of my favorite things?* Display Vocabulary Cards *match* and *surprise*. **I have two socks that are the same color. What is my word?** Hold up two cards and give children clues for one of the words (*match, surprise, decide reason, unique*). Have children identify the word. Repeat until each word has been used at least once.



Language and Communication

Sentences Children will use complete sentences with four or more words.

- We're going to play a game. I am going to say a sentence. Then one of you will say the sentence, but change the last word. Let's try this together: I went to the zoo and saw a monkey. What word do you need to change? You need to change the word *monkey*.
- Start the sentence game, and give each child a chance to say the sentence with a new word at the end. If a child repeats a word that someone else said, ask the child to say a different word.

Alphabet Knowledge

Review Children will review letters *Ss, Mm, Bb, Tt, Aa* and recognize their distinct letters sounds. This will help children name at least 20 uppercase and lowercase letters and recognize at least 20 distinct letter sounds in the language of instruction.



- 1 Display the Alphabet Cards. Point to each card and have children name each letter. Then have them trace each letter in the air.
- 2 Display Picture Cards *alligator, bat, mouse, socks, tire*. **Which picture begins with the sound /t/?** Have children point to the picture, say the name, produce the beginning sound, and identify the letter that spells that sound.

Transition

Have children march in place then stretch. Demonstrate the following chant. Then ask children to join you by doing the motions.

Let's get busy.	(step in place)
Read a book,	(holding palms open together)
Toss a ball,	(toss motion)
Paint, paint or	(move hand up and down)
Build with blocks.	(move hand from floor up)
These are things we like to do.	(hands held out)

Theme Vocabulary

favorite

Concept Vocabulary

match	reason
surprise	unique
decide	

Academic Vocabulary

different	similar
same	



CHECK FOR UNDERSTANDING

IF . . . children have difficulty identifying distinct letters sounds /s/, /m/, /b/, /t/, or /a/,

THEN . . . write each letter pair on a piece of construction paper. Display one at a time and produce the sound spelled by those letters. Have children echo you.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) 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: Measurement** Review with children how to compare the lengths of objects that are different. Display two unlike objects. Model how to compare their lengths using *shorter* and *longer*. Then add a third item that is either longer or shorter than the other two. Model how to compare using *shortest* and *longest*. Have children choose objects from a collection and compare them using the terms *longer*, *shorter*, *longest*, *shortest*.

▶ **ELL Access**

Academic Vocabulary

Emerging Demonstrate how to compare the lengths of two or three unlike objects using the terms *longer*, *shorter*, *longest*, *shortest*. Then point to objects, say the comparison word, and have children repeat.

Developing Demonstrate comparing lengths using the terms *longer*, *shorter*, *longest*, *shortest*. Then ask about sets of two or three objects: *Is this the longest [pencil]?* Have children give responses such as *No, it is the shortest*.

Expanding Have pairs work with two or three unlike objects to compare the lengths. Have children use these sentence frames. *This object is _____ than that object. This object is the _____ object.*

Bridging Pairs ask and answer each other's questions about the lengths of two or three unlike objects. One asks *Is this the longest [string]?* and the other responds *No, it is the shortest [string]*.

- **Literacy: Concept Vocabulary** Display Vocabulary Card *match*. *This shows the word match. If things match, they are the same. What kinds of things can match?* Use Vocabulary Cards *surprise*, *decide*, *reason*, and *unique* to reinforce the words and their meanings for children.

▶ **ELL Access**

New Vocabulary

Emerging Display Vocabulary Card *match*. *This picture shows that socks can match. What things in the room match?* Have children point to things in the classroom that *match*.

Developing Display Vocabulary Card *match*. *This picture shows that socks can match. What things in the room match?* Have children point to things in the classroom that *match* and use this sentence frame: *_____ and _____ match*. Then display Vocabulary Card *unique* and have children find something in the room that is *unique*.

Expanding Use Vocabulary Cards *surprise* and *unique* to discuss with children what the words mean. Then have them turn to a partner and use each word in a sentence.

Bridging Review the Concept Vocabulary word meanings with children. Have each child choose a word and use it in a complete sentence to the rest of the group.

Math Circle

15 minutes

Measurement

Tell children that today they will be comparing heights of objects and people. Remind them that height refers to how tall or short someone or something is.

1 Engage Stand up and ask a child to stand next to you. *Let's compare our heights!* Gesture with one hand to the top of your head and with the other hand to the top of the child's head. *We are lined up when we have our feet flat on the floor and we stand up straight. Which of us is taller? Which of us is shorter?* Explain that someday the child with you may be taller than you are. Then you will be shorter. Refer to the class growth chart. *Some of you are shorter. Others are taller. You are all growing taller.*

2 Develop Display pairs of objects that can be compared by height, such as toys, chairs, books and bookcases. Show pictures of buildings, trees, and people. Model identifying the shorter and taller object in each comparison. *Look at the toys side-by-side. Which one is taller? Which one is shorter?* Ask children to compare other object pairs and identify the one that is shorter and the one that is taller.

Then add a toy that is shorter or longer than the pair. *Now let's look at these three toys. Which toy is the shortest? Which toy is the tallest?*

3 Practice Have children stand back-to-back with a partner. Have them identify who is taller and who is shorter. Remind them that they should have their feet flat on the floor and should stand up straight. Then add a third classmate to the comparison to see who is shorter, taller, shortest, and tallest. Ask children to explain how they compared each other and decided who was shortest and tallest.

Learning Outcomes

The child

- can communicate basic emotions/feelings.
- compares heights or lengths of people or objects.

What You Need

- classroom objects that can be compared by height (toys, chairs, books and bookcases, pictures of buildings, trees, people)

Academic Vocabulary

shorter	taller
shortest	tallest
height	straight



CHECK FOR UNDERSTANDING

IF . . . a child cannot compare heights of people correctly,

THEN . . . move over to a wall and utilize tape to mark heights of each person. Guide the child to compare the heights of each tape piece.



Snack Time

15 minutes

My Feelings Review with children that they have explored many different emotions. Then talk about emotions that children experience. *What is something that makes you feel happy (angry, scared, thankful, excited, frustrated)?*

Learn and Play

90 minutes

Let's Move

My Favorite Game Have children stand in a circle. Explain that they will play a game to find out their friends' favorite things.

- Say: *My favorite thing to do in school is paint.* Have children who agree step forward into the circle and notice who else is the same and different. Then step back in line.
- Continue with other examples, such as *My favorite color is red.* *My favorite animal is a dog.*

Duck, Duck, Goose Have children sit cross-legged in a circle. Tell children you will walk around outside the circle and pat them on the shoulder one by one. When you say "Goose!" the child you just patted will get up and follow you around the circle. If you can reach the child's seat before you are caught, the child becomes "it." Remind children to keep feet and hands inside the circle for safety.

Let's Talk

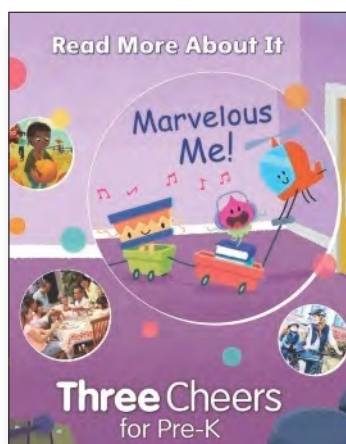
My Feelings As children play, ask them questions about how they feel. For example: *How did you feel when you did not get to play with the toy you wanted? How did you feel when your friend shared with you?*



Let's Read

Alphabet Knowledge Display the Alphabet Cards *Aa, Bb, Mm, Ss, Tt.* Reread "Favorite Things" and pause when you come to a word that begins with one of the letters. Point to the letter. Then have children choose a card that matches the letter.

Put Me in the Story Reread the text "Favorite Things." As you name something a child likes to do in the text, pause and have children raise their hands if they also like to do that activity.



Transitions

Have children stand up, take a deep breath, and stretch. Then say the following chant and have children join you.

We're getting ready, (shake hands)
ready, ready for our big day.

We are busy, busy, (quick steps
busy in so many ways. while turning)

Will we be on (shrug
time? shoulders)

Yes! Yes! Yes, we will! (shout the word)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Senses Have children close their eyes and use their *senses* of hearing and smell to observe the classroom from their rest mat. *Close your eyes and listen. Think about the sounds you hear. Now sniff. What do you smell? Think about your special senses that help you hear and smell as you rest.*

DIFFERENTIATED SUPPORT

ELL

My Favorite Game To enable English language learners to participate, ask them questions that involve vocabulary they know. For example: *What is your favorite food? What is your favorite color? What is your favorite toy* Use their one-word answer to make a statement for them.

Prepare and Reflect

10 minutes

5x5

Learning Outcomes

The child

- coordinates sequence of movements to perform tasks.

What You Need

- 5x5 Card: What We Like to Do Best

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You can pick and choose from the activities listed on this page, or include some of children's other *favorite* activities.

Movement Point out the ways people might be having fun in the picture. Ask children to pretend they are in a park. Ask them what they would do to have fun. Model acting out an activity you would like to do. Then invite volunteers to do the same for the class to guess. Observe how they coordinate their movements to perform the activity.



Theme Celebration Day

Eye Roll Have children prepare additional paper “eyes” for the Eye Roll activity during the celebration, using appropriate colors for their guests. Tell children it's okay to guess. Ensure there are plenty of extras in case children did not guess correctly.

Getting Ready

Work with children on mastering their individual sentence frames that they composed yesterday. Have them practice sharing their frames in front of the small group.

Watch the sentence frame video with children. Ask if anyone wants a chance to rerecord theirs. Plan a time to do so before Marvelous We! Celebration Day.

DIFFERENTIATED SUPPORT

Extra Support

Movement Some children may not clearly act out their activity so others can guess. Ask them to tell you what happens in that activity. *Can you show me one thing you would do in that activity?* Have children demonstrate and show the rest of the class.

KINESTHETIC



Welcome to Today

15 minutes

Meet and Greet

- As you greet children, ask them what is one *reason* they are *special* or *unique*.
- As children follow the classroom routine, ask them to share how they feel by putting their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Marvelous Me! Display the card and point to the illustration. Let's practice singing for our celebration.

- Let's have fun and show our guests we can sing about what we like.
- Sing the song, giving directions as needed and praising children's performance.



Learning Outcomes

The child

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

What You Need

- Sing, Rhyme, and Shout: “What I Like”
- attendance chart, helper chart

Theme Vocabulary

special favorite

Concept Vocabulary

unique reason

Morning Meeting

- 1 **Attendance** Call out each name asking: *Where is _____?* Ask children to raise a hand when they hear their name and bring their card to the chart.
- 2 **Helper Chart** Review what helpers need to do to complete their tasks.
- 3 **Weather** *If today is your favorite kind of weather, tell me why.* For example, children may say they like rain because it makes puddles.
- 4 **Today's Events** Remind children that today is their *special* celebration. Review the day's activities and rules for good behavior when their guests arrive.

DIFFERENTIATED SUPPORT

ELL

Today's Events Check that children understand what will happen at the Marvelous We! Celebration. Preview the planned schedule of activities, using words *first*, *second*, *next*, and *then*. For each activity, point to and name any materials they will be using or showing their guests. Invite questions they may have. AUDITORY, 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.
- demonstrates understanding of print directionality including left to right.

What You Need

- Read More About It: “Favorite Things”
- Trade Book: *Marisol McDonald Doesn't Match*
- Vocabulary Cards: *favorite, match, surprise, decide, reason, unique*
- Alphabet Cards: *Ss, Mm, Bb, Tt, Aa*
- paper squares

DIFFERENTIATED SUPPORT

Extra Support

Compare Provide extra support for children to compare the texts. Show the picture of Ella and read what she likes to do. Then show Marisol's paintings and read the text. Talk about how the activities are alike. *Ella likes to paint. Marisol likes to draw. How are these activities alike? Both of them are ways to make pictures.* VISUAL

Marvelous Me!

? What are some of my favorite things?

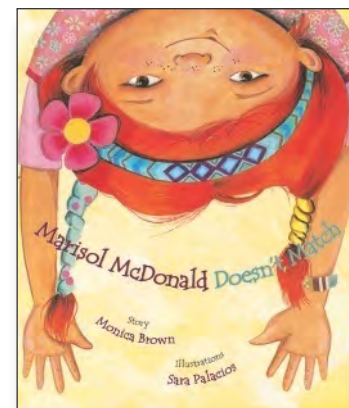
Ask children to answer the question, *What are some of my favorite things?*



Marisol McDonald Doesn't Match and “Favorite Things”

Tell children that they will compare the book *Marisol McDonald Doesn't Match* with the text “Favorite Things.”

- 1 Remember** Who is Marisol McDonald? What does she like best about herself? Who did we meet in “Favorite Things”? What are their favorite things to do?
- 2 Reread** Reread “Favorite Things” aloud. Then reread the following parts of *Marisol McDonald Doesn't Match*: pp. 12–13, pp. 14–15, pp. 20–21.
- 3 Compare** Guide children to use information learned from the two texts to describe and compare them. How do children in both stories play together? What *favorite* activities are the same? How are they different? Why don't the children like Marisol's idea? What is Marisol's *favorite* subject? Who likes a similar activity in the other story? What games does Marisol play with a friend at recess? What do the friends in “Favorite Things” play? Who has fun? Who does not have fun? Discuss with children how the games and activities are similar and different. Then ask how the feelings the children have are similar and different.



Literacy Circle

15 minutes

Concept Vocabulary

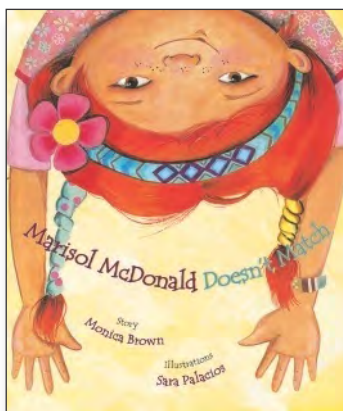
Check for Understanding To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *What is one way that socks can match? What would be a big surprise? How do you decide what game to play? What is your reason for liking a snack? What is one way you are unique?*



Print Concepts

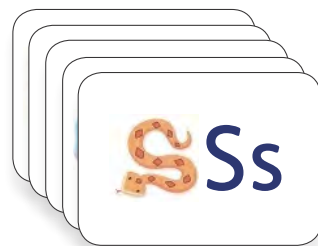
Directionality of Print Children will demonstrate understanding of print directionality including left to right.

- Display p. 4 in *Marisol McDonald Doesn't Match* and point to the first word on the page. *This is where I start reading.* Track the text as you read the first line. *When I finish this line, I go to the next line and start again here.* Point out the first word in the next line of text.
- Go through several pages in the book and have children identify where to start reading on each page and which direction to read. Show children your finger tracking the print going from right to left, and see if they notice that you did it wrong.



Alphabet Knowledge

Review Children will review letters *Ss, Mm, Bb, Tt, Aa* and recognize their distinct letters sounds. This will help children name at least 20 uppercase and lowercase letters and recognize at least 20 distinct letter sounds in the language of instruction.



- 1 I am thinking of a letter that spells the sound /b/. What letter is it?
When children say the correct letter, display the upper- and lowercase letters and have children name each. Continue with the other letters.
- 2 Print upper- and lowercase letters *S, s, M, m, B, b, T, t, and A, a* on pieces of paper. Distribute one to each child. Then have them find the child who has the upper- or lowercase letter *match* and stand together. Have pairs name the letter they have.

Transition

Have children stand and stretch, reaching high and taking a big breath. Then have them join you in the following chant.

S is a letter I use to see with. (look around)

M is a letter I use to move with. (turn around)

B is a letter for bouncing around. (hop around)

T is a letter for the top of my head. (hands on head)

A is a letter for an apple tree. (spread arms like branches)

Theme Vocabulary

favorite

Concept Vocabulary

match reason

surprise unique

decide

Academic Vocabulary

same different

down compare

CHECK FOR UNDERSTANDING

IF . . . a child has difficulty matching uppercase and lowercase letters,

THEN . . . review each letter using the Alphabet Cards. Point out that the letters *S* and *s* look the same, but one is bigger than the other. Point out the differences in the upper- and lowercase forms of *Mm, Bb, Tt, and Aa.*

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•187) 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: Measurement** Review comparing heights of people and objects. Have two children stand back-to-back. *Who is taller? Who is shorter?* Then add a third taller child. *Who is the tallest? Who is the shortest?* Have children practice identifying and comparing objects by height in the classroom. For example, children may find and compare two or three water bottles of different heights. They can report which of two bottles are shorter and taller and which of three bottles are shortest and tallest.

▶ **ELL Access**

Academic Vocabulary

Emerging Have children point to children or objects in groups of two and three to answer questions such as: *Who is taller? Who is shorter? Which is the tallest? Which is the shortest?*

Developing Have two children stand side by side. Ask: *Is [Jake] shorter or taller than [Mia]?* Then add a third child and ask: *Is [Jake] the tallest?* Have children respond with the correct comparison word.

Expanding Direct partners to tell who is *shorter* and *taller* using complete sentences. Then have them tell which of the two and three objects is *shorter*, *taller*, *shortest*, and *tallest*.

Bridging Have children select and compare the height of two objects to name *shorter* and *longer*, then add a third object to identify *shortest* and *tallest*.

- **Literacy: Print Concepts** Display page 10 of the Read More About It book. Point to the first word and track the text as you read it aloud. Have children practice the reading process by tracking the text on a page of the story.

▶ **ELL Access**

Meaning of Print

Emerging Show the first page of “Favorite Things.” Track the text as you read. Then have children track the text as you reread, pointing to each word. Work with children to find some environmental print in the classroom, and have them point to where you would start reading.

Developing Have children track the text as you reread the first page of “Favorite Things,” pointing to each word. Have children find environmental print in the classroom and point to where you would start reading.

Expanding Show children how you read text in “Favorite Things” from left to right and down. Have children move their finger across the text and down as you did. Have children find some environmental print in the classroom and point to where you would start reading. Then read it aloud, tracking the print incorrectly. Children should identify the directionality issue.

Bridging Show the first page of “Favorite Things.” Sweep your finger from left to right and down to show how you read the text. Have children find some environmental print in the classroom and point to where you would start reading. Then read it aloud, tracking the print incorrectly. Children should identify the directionality issue and track the print correctly as you read it aloud again.

Math Circle

15 minutes

Measurement

Review with children that they have been learning to compare heights of people and objects. Tell children that today they will draw a picture that illustrates the different heights of people in their *family*.

- 1 **Engage** Remind children that every *family* is *special* and in each *family* there are different people. *There are people of different ages and different heights. You are shorter than the adults in your family and, if you have a younger brother or sister, you are likely taller.*
- 2 **Develop** Have children plan and draw a picture of the people in their *family* standing in a row. Ask them to pay attention to the height of each person. For example, *Make the tallest person in your family the tallest person in your picture. Make the shortest person in your family the shortest person in the picture.*
- 3 **Practice** As children work on their pictures, provide assistance as needed. Ask children to use the words *shorter, taller, shortest, tallest* as they compare the heights of the people they are drawing. Explain that their pictures will be displayed at the Theme Celebration Day.

Learning Outcomes

The child

- demonstrates an understanding that others have feelings that are different from her own.
- compares heights or lengths of people or objects.

What You Need

- paper
- crayons

Academic Vocabulary

taller	short
tallest	shortest
height	



CHECK FOR UNDERSTANDING

IF . . . a child hesitates to draw a picture,

THEN . . . ask the child about his or her family. *How many people are in your family? Who is the tallest person? Who is the shortest person?* Show the child where on the paper to draw the tallest or the shortest person, then the next tallest or shortest person.



Snack Time

15 minutes

Different Feelings Have children demonstrate an understanding that others have feelings different from theirs by asking a volunteer to share a feeling about snack likes and dislikes. Have other children raise a hand if they feel the same way. Ask volunteers who did not raise a hand to explain how they feel. Express appreciation for both preferences.

Let's Celebrate

25 minutes

Learning Outcomes

The child

- can communicate basic emotions/feelings.
- remains focused on engaging group activities for up to 20 minutes at a time.
- shares class-made written products.
- shares individual written products.
- celebrates class-made written products.
- celebrates individual written products.
- participates in classroom music activities including singing.
- coordinates sequence of movements to perform tasks.

What You Need

- Trade Book: *Marisol McDonald Doesn't Match*
- crayons, paper
- additional paper eye colors for chart
- Alphabet Cards: *Aa, Bb, Tt*
- 5x5 Card: What We Like to Do Best

Outdoor Play

20 minutes

Bouncy Bouncy Review the rules for this game in which you call out a number. The person with the ball tries to make the ball bounce that number of times before the partner catches it. Have children sit when the ball bounces the correct number of times. Encourage children to count aloud as the ball bounces.

Marvelous We!

Tell children it's time to conclude this month's theme Marvelous Me! with a "Marvelous We!" Celebration. Remind children that their *family* and friends will be celebrating with them today. They will share and celebrate both the individual written products and class-made written products they have created. Children will sing songs, act out classroom routines, read and retell stories they love, and display artwork that they have created. Throughout the celebration observe that children remain focused on engaging group activities for up to 20 minutes at a time.

Introductions

Invite children to celebrate some very *special* people with you and then name each of the children by name. Invite friends from other classes and *family* from home to participate.

Meet and Greet

As children and guests come together and are seated, have children share their individual written products by reciting their sentence frames (*My name is _____ and I am special because _____.*), or play the video you created. If some guests are willing, have them complete the sentence frame for their child/friend too. Then invite children and guests to celebrate together with applause the written products the class has made and shared.

Self-Portrait Match

Have guests view the wall of self-portraits. Have two or three guests try to *match* their child or friend to the self-portrait. This may be easier to do with the drawings of the *family*. Also show the family pictures and ask visitors to try to *match* their child or friend to a picture.

Eye Roll

Show the eye color chart and have children summarize what they have learned about how many colors eyes come in. Have host children help their guests add their own eye colors to the chart too.

Let's Celebrate

Friendship Circle

Have children show their guests how to join them in playing The Friendship Circle. This may necessitate having the event in an all-purpose room. If you do go to another room, have children demonstrate how to respect personal boundaries as they travel from one place to another.

Marisol and Me

Read *Marisol McDonald Doesn't Match* aloud. Have a child from the class explain what Marisol taught us about ourselves.

Draw With Me

To celebrate the Marvelous We! Celebration, have each child and a guest draw a self-portrait together. Add the new portraits to the other wall displays and thank the guests for being a part of our school family.

The More We Get Together

Children are very familiar with the song from the Theme 1 Big Book *The More We Get Together*, and the message perfectly summarizes a theme that ends with a celebration of friends and family. Sing the song to wrap up the celebration. Invite guests to return again soon, and then have children lead guests in singing the song again as they depart.



Let's Reflect

Lead children in saying the following rhyme to end the celebration:

Our celebration is at last done.
 We and our guests had lots of fun.
 And we know for sure at the end of the day,
 We are all marvelous in every way.

5x5

Same and Different Use the card to encourage and help children name differences they see in the children in the photo. Then help them identify other similarities and differences like the examples on the card.



Learn and Play

90 minutes

Learning Outcomes

The child

- demonstrates an understanding that others have feelings that are different from her own.

What You Need

- Read More About It: “Favorite Things”
- Patterns: Letter Cards *B*, *T*, *A*

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Lullaby Play a gentle lullaby and speak in soft, low tones to help children rest after an exciting day.

DIFFERENTIATED SUPPORT

3-Year-Olds

Different Feelings Young children are focused on themselves and their own feelings and often do not have the perspective that others may have different feelings about an event or situation. Display the Mood Meter from Morning Meeting and reiterate that children can have different feelings. *Was everyone feeling the same this morning?* VISUAL

Let’s Move

Children’s Choice Ask children what their *favorite* Let’s Move activities were over the past few weeks. Have them explain why the activities were their *favorite*. For the final Let’s Move of the week, name the *favorite* activities and have children vote on which one they want to do again.

Let’s Talk

Different Feelings As children play, approach pairs or small groups and ask each child how they are feeling. Suggest that they use one of the four emotions from the Mood Meter to respond. Point out which children feel the same, and which children feel different. *You are all playing with trains, but some children feel happy and others feel sad. We all have different feelings!*



Let’s Read

Print Concepts Review with children how to read a text by moving from left to right and down to the next line. Track the text with your finger as you read “Favorite Things.”

Alphabet Knowledge Review that children learned the names of three new letters this week. Display printable letters *B*, *T*, and *A* and ask children to say the letter names. After you reread “Favorite Things,” have children look at the pages and hunt for these letters.



CENTERGIZE

Centergize

creative options for

theme-specific centers,

for **routine-oriented**

centers, and for ideas to

refresh centers throughout

the theme

Centergize!

Engage children in purposeful play with **Centergize!**

Centergize offers creative options for theme-specific centers, routine-oriented centers, and ideas to refresh your centers throughout the theme.



Centergize Your Theme Centers

Find ideas for eight Theme Centers that provide hands-on learning tied to skills and strategies in the theme. Multiple suggestions for changes to Centergize your centers keeps them fresh throughout the theme.

Centergize Your Choice Centers

Find ideas to customize, or Centergize, routine-oriented Choice Centers that you have in your classroom so children can engage in more independent, purposeful play.

Centergize Theme Centers

Children explore the theme through purposeful play. **Theme Centers** connect to the theme **Marvelous Me!** 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	Read It to Me Follow along while listening to audio for the Big Book.	<ul style="list-style-type: none"> computers or other digital devices, headphones SavvasRealize.com: <i>The Lion and the Mouse</i>
Sand, Water, and More	My Senses and Sand Explore sand and water using the senses	<ul style="list-style-type: none"> Big Book: <i>The Lion and the Mouse</i> sand and water table sieves, cups, shovels, and spray bottle of water
STEM	I Can Build Use a variety of materials to build models of homes.	<ul style="list-style-type: none"> Trade Book: <i>I Just Like You</i> construction paper, cardboard boxes glue, scissors, tape, craft sticks, yarn
Pretend and Learn	My World Create a family of stick puppets.	<ul style="list-style-type: none"> Trade Book: <i>Grandma's Tiny House</i> Patterns: Stick Puppets craft sticks, markers, yarn, glue
ABC Fun	What's in a Name? Use letter manipulatives to find the letters and build their names.	<ul style="list-style-type: none"> Trade Book: <i>Marisol McDonald Doesn't Match</i> Patterns: Letter Cards name strips
Creativity Station	Draw a Portrait Explore how we are alike and different through self-portraits.	<ul style="list-style-type: none"> Picture Card: <i>queen</i> mirror(s), dry-erase markers
Math Fun	Numeral Hopscotch Choose a magnetic number, name it, and play hopscotch using the number indicated.	<ul style="list-style-type: none"> Trade Book: <i>Grandma's Tiny House</i> magnetic numbers, painter's tape
Writer's Club	A Book About Me Write and illustrate books about themselves to share with classmates.	<ul style="list-style-type: none"> Big Book: <i>The Lion and the Mouse</i> drawing paper, crayons

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 **Marvelous Me!**

Choice Centers	Focus	Refresh
Dramatic Play	Mimic the actions of the characters in one of the Marvelous Me! trade books. Reference the books for ideas.	Pretend to prepare food for a character in a favorite book.
Spotlight Theater	Make stick puppets representing characters in <i>Grandma's Tiny House</i> and use them to retell the story.	Focusing on the refrain "I just like you!," have children act out the <i>I Just Like You</i> story pretending to be the animal characters.
Cozy Corner	Choose a favorite trade book from the theme and "read" it with a friend.	Look through a classroom book and point out what makes a character special or unique.
Puzzle Place	Complete a puzzle that depicts a child or person. Describe what makes the child or person special.	Use blocks to make a pattern. Describe the features of the blocks used to make the pattern.
Build and Play	Use small blocks to build a park or yard where children would like to invite their friends to play.	Build a structure of their choice using blocks of the same color.
Technology Hub	Complete digital coloring pages by selecting favorite colors or other open-ended games to showcase children's personalities.	Play a game that celebrates individual differences.
Make It, Take It	Color, cut, and glue favorite foods on a paper plate.	Color a blank body outline to show how children like to express themselves.
How-To Station	Help to set up the snack table with cups and plates.	Unseal bags containing a variety of colored items. Re-sort the items into the bags based on color, and reseal the bags.

Theme Center: Reading and Listening

Learning Outcomes

The child

- engages in pre-reading activities.
- engages in reading-related activities.
- self-selects books to engage in pre-reading behaviors.
- navigates through digital programs.

What You Need

- computers or other digital devices
- headphones
- SavvasRealize.com: Theme Big Book and Trade Books

Academic Vocabulary

Throughout the theme, prompt students to use the Academic Vocabulary as they are interacting in centers.

listen story

Read It to Me

Prepare the Center

Children will navigate through the digital version of the Big Book and engage in pre-reading and reading-related activities. Set up digital devices at the center, and navigate to SavvasRealize.com: *The Lion and the Mouse*. Provide headphones for listening quietly. Refresh the center with additional digital trade books and allow children to self-select the book they would like to interact with on the digital device.

Introduce

- 1 Look and See** Display a tablet. *We will use this tablet to read [The Lion and the Mouse](#).* Click through the pages of the book. Pause to engage in a pre-reading activity: point to an illustration and ask a volunteer to tell what they remember.
- 2 Connect** *You will listen to the story again on the tablet. Do you remember how to push the button to listen and how to turn to the next page?*
- 3 Model** Think aloud to remind children of how to use SavvasRealize.com. Point out the audio button. *I push this button to hear the story. When the sound stops, that means I should turn to the next page.* Demonstrate how to turn to the next page.

Engage

- 1 Join the Group** After children have listened once to the story, encourage them to practice navigating through the digital program to find their favorite part of the story.
- 2 Redirect** If children need help navigating through the digital program, have them watch as you demonstrate for a few pages. Then have them take control with your guidance.

Observe

Pre-Reading and Reading-Related Activities Are children able to turn the pages without help? Do they listen to the audio and then know to move on to the next page?

Self-Select Books As additional digital books are added to the center, are children able to select and interact with one of their choice?

Digital Programs Can children navigate the story using the program?

Centergize!

Ideas to refresh this center throughout the theme



I Just Like You

Add SavvasRealize.com: *I Just Like You*

Have children follow along with the audio in SavvasRealize.com: *I Just Like You*. Have them join in on any repeated lines that they remember.



Cold, Crunchy, Colorful

Add SavvasRealize.com: *Cold, Crunchy, Colorful: Using Our Senses*

Ask children to listen to the audio and follow along in SavvasRealize.com: *Cold, Crunchy, Colorful*. Have them point to the photos on each page as they are described in the reading.



Grandma's Tiny House

Add SavvasRealize.com: *Grandma's Tiny House*

As children listen to the story *Grandma's Tiny House*, have them match the illustrations to what they hear named and numbered in the text. For example, say: *When the story tells about "two turkeys,"* point to them in the pictures. Look for other pictures that the story tells about.



Marisol McDonald Doesn't Match

Add SavvasRealize.com: *Marisol McDonald Doesn't Match*

Children should listen to the story and follow along in the digital book. Have children focus on scanning the illustrations for details they hear in the text.



Free Choice

Add SavvasRealize.com: Big Books and Trade Books

Display Big Books and trade books from this and the previous theme. Explain to children that they can choose which stories they would like to explore using SavvasRealize.com.

Theme Center: Sand, Water, and More

Learning Outcomes

The child

- writes own name (first name or frequent nickname) using legible letters in proper sequence.
- observes earth materials.
- investigates earth materials.
- identifies common features in the natural environment.

What You Need

- Big Book: *The Lion and the Mouse*
- sand and water table
- scoops or shovels
- cups
- sieves
- spray bottle filled with water
- name cards for each child
- Magnetic Numbers
- Alphabet Cards *S, M, B*

Theme Vocabulary

senses

Concept Vocabulary

hear	see
smell	taste
touch	

Academic Vocabulary

feel	investigate
look	sound

My Senses and Sand

Prepare the Center

Children will use their senses to observe and investigate the earth materials and how they look, feel, and sound. Gather tools for children to use in their investigations and place near the sand and water table.

Introduce

- 1 Look and See** Look at the different pages in *The Lion and the Mouse*. Which senses do the lion or mouse use in the story? Reread portions of text as needed to prompt their responses. We use our senses to hear, see, smell, taste, and touch.
- 2 Connect** What is something you see with your eyes in the classroom? What do you smell when it is time for dinner? What do you hear with your ears when you go outside? Tell children they will use their senses to investigate the sand and water today.
- 3 Model** Choose a tool to use as you model observing and investigating the sand and water. I am going to put some sand in the sieve. I see the sand fall through the small holes. I hear it make a whooshing sound as it goes through. Now let's see how the sand feels. Have children feel the sand as it falls through the sieve. Tell what you feel when the sands moves through the sieve.

Engage

- 1 Join the Group** Tell children they should use many of the tools to explore the sand and water. Provide a spray bottle with water for children to make the sand wet. What does wet sand feel like when it's packed in the cup? How does it feel when it goes through the sieve?
- 2 Redirect** Prompt children to use a particular tool to dig or pour sand. Guide them to tell you how the sand or water looks, feels, or sounds.

Observe

Watch how children use tools to explore and investigate sand.

Letter Formation In Centergize!, are children able to write their own name using correct letter sequence in the sand?

Earth's Materials Do children use their senses to explore and sensory language to describe the sand? Are they using different tools to make fresh observations about the earth materials?

Centergize!

Ideas to refresh this center throughout the theme



My Hand in the Sand

Demonstrate how to make a handprint in the sand and count the imprint of your fingers. Then ask children to make their own handprints in dry sand and wet sand. Prompt children to make observations about the texture and behavior of the sand when it is wet or dry. Children can compare the size and shape of their hand and a friend's.



My Age in the Sand

Add magnetic numbers

Using the magnetic numbers as a reference, have children practice writing the numeral that represents their age in the sand. Alternatively, children could practice writing the numeral for a friend's age or any of the numerals 1–5.



Letters in the Sand

Add Alphabet Cards

Display Alphabet Cards for all letters children have learned so far, including *S*, *M*, and *B*. Have children refer to each letter card and attempt to form the letter in the sand using their finger.



My Name in the Sand

Add name cards for each child

Ask children to practice writing the letters of their name in sand. Have them use their name cards and copy each letter. Focus more on the sequence than the formation.



My Reflection

At the end of the sand-exploration activities, change the sand table to a water table. Alternatively, fill a small tub of water. Have children observe their reflection in the water. Prompt them to investigate and describe the way the water changes when they put a finger in the water to create small ripples.

Theme Center: STEM

Learning Outcomes

The child

- knows that objects or parts of objects can be counted.
- uses language to describe how the groups are similar.
- describes properties of common objects.
- identifies common features in the natural environment.
- creates common features in the natural environment.
- shows control of tasks that require small-muscle control.
- shows increasing control of tasks that require eye-hand coordination.

What You Need

- Trade Book: *I Just Like You*
- construction materials such as construction paper, glue, scissors, tape, craft sticks, yarn, cardboard boxes, stickers
- trays (optional)
- chenille sticks
- modeling clay

Theme Vocabulary

special

Academic Vocabulary

build	home
materials	model

Teacher Note

You may need to be sensitive to children's living situations. Some children may be in a transitional or temporary home. If that is the case, you might have children build a home that they saw in a favorite book.

I Can Build

Prepare the Center

Children will use a variety of materials to build models of homes. Group the materials by type, and consider using trays as needed for the smaller items. Picture labels on the trays will help children sort items correctly when they clean up.

Introduce

- 1 Look and See** Display p. 14 of *I Just Like You*. Have children identify common features in the environment they see, such as buildings or structures. **Where are the animals? What are they building?** Have them describe properties of common objects, such as the structures, the materials, or what the animals are building.
- 2 Connect** **Think about where you live. Different materials were used to build it, such as wood, bricks or concrete.** Explain that children will use a variety of materials to build their own special homes.
- 3 Model** Use some of the materials to model building a home. **I have started to build my home. What you build can look different from what I build.** Explain techniques for joining, such as stacking blocks and using tape or yarn.

Engage

- 1 Join the Group** Ask children about how and what they are building. Use prompts: **Why did you choose those materials? Tell me about the different parts you have in the home you built. How is your model the same or different from where you live? Count the windows and doors your house has. How many walls are there?**
- 2 Redirect** If children become distracted, ask them to tell you about what they have built so far. What do they plan to do next?

Observe

Classification Can children compare their models with the place they live? How do they describe how they are similar?

Properties of Common Objects Do children consider the properties of the materials for different purposes?

Fine Motor Development Are children using pincer control as they hold the building materials? How are children showing control as they use eye-hand coordination?

Centergize!

Ideas to refresh this center throughout the theme



Furnish Your Home

Ask children to think about the furniture in their home. *Where do you like to sit? Where do you put things? Where do you make your food? Where do you sleep? What is your favorite room? What is in that room?* Ask children to use the materials to build some furniture for their homes.



I Love My Pets!

Ask children to tell about any pets they have or any pets they would like to have. Have them use the materials to build a home for the pet. They can build the pet from modeling clay or chenille sticks if they choose.



Who Lives in My Home?

Add modeling clay

Ask children to think about who lives with them. Have them use the modeling clay to make models of themselves and of the people who make where they live a home. Ask them how the modeling clay is different from the other materials they have used.



Adding On to My Home

Add chenille sticks

Have children think about how chenille sticks are different from the materials they have used before. Ask children to make something else for their home using chenille sticks. Explain that they can look at other children's models for ideas, if needed. When they have finished, have volunteers explain where the new material is, what they made with it, and what they noticed about it as they built.



Build a Neighborhood

Ask children to think about where they live, or a neighborhood they have seen. Have them work as a group to put their homes together to make a neighborhood. Have them think about something else they could add such as a road or a park. Ask children to work together to make this additional structure in their neighborhood.

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.
- creates or recreates stories, moods, or experiences through dramatic representations.

What You Need

- Trade Book: *Grandma's Tiny House*
- Patterns: Theme 2 Stick Puppets
- craft sticks
- markers
- yarn
- glue
- safety scissors

Theme Vocabulary

family

Academic Vocabulary

create different
members

Teacher Note

To avoid sensitive family situations, give children the option to create puppets of their own family, a family they know or have read about, or a group of friends.

My World

Prepare the Center

Children will create a family of stick puppets either to recreate their own family experiences or to create a fictitious family story. Spread out the stick-puppet materials so children can select what they will use to create their puppets.

Introduce

- 1 Look and See** Display pp. 2–3 in *Grandma's Tiny House*. Point to the photos on the wall in the story. Discuss how these are pictures of family members, such as aunts, uncles, and grandkids.
- 2 Connect** *What are different kinds of family members? Who's in your family or another friend's family?* Guide children to prepare for pretend play with the common goal of representing a family scenario and creating a story.
- 3 Model** Demonstrate how to color in a stick puppet, cut it out, glue yarn to the paper as hair, and paste it on a craft stick. *This puppet is a mother in the family I'm making. I'll make more puppets and they can play together.* Point out that all families are different and that makes them special.

Engage

- 1 Join the Group** Have children explain who is in the family they are going to create. *Who are the grown-ups? How many kids are in the family?* Assist with cutting and pasting tasks as needed.
- 2 Redirect** If children lack interest or leave a puppet unfinished, offer to help them finish. You might ask them to make a puppet of themselves to use to play with friends and their puppets.

Observe

Listen and look for children who use the art materials in creative ways.

Share with Others Can children share space and materials with others comfortably? How do children generate goals of play and carry them out?

Dramatic Expression How do children use their puppets as props to dramatize experiences and to create stories? Do children recreate events from their own lives or create fictitious family stories? How do children engage in dramatic play with classmates?

Centergize!

Ideas to refresh this center throughout the theme



Laugh and Smile

Have children use their family stick puppets to act out a family doing something fun together. Use prompts such as: *What is something a family does together in a story you have read? What is something you might enjoy doing at home? Is there a family member that you visit sometimes?* Be mindful of children's family situations as you prompt with questions or frame the activity.



Celebrations at Home

Ask children to use their puppets to act out a family celebration, such as a holiday or another special event. You might suggest that children pretend their puppets are making food or getting ready for visitors.



My Favorite Story

Ask children to gather their stick puppets and use them to retell their favorite story. If children need suggestions, you might have them page through one of the theme trade books and choose one to retell.



How I Play

Children can use their stick puppets to act out their favorite games or activities to play with friends. Encourage children to play with a partner and his puppets.



My Style

In the spirit of *Marisol McDonald Doesn't Match*, have children use center supplies to create crazy outfits for their family member stick puppets.

Theme Center: ABC Fun

Learning Outcomes

The child

- shows understanding by following two-step oral directions.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

What You Need

- Trade Book: *Marisol McDonald Doesn't Match*
- a container
- word or sentence strips
- children's names written on word or sentence strips
- Magnetic Letters
- disconnected keyboard
- Patterns: Letter Cards (multiple sets); Dotted Letter Cards
- construction paper; glue

Theme Vocabulary

special

Academic Vocabulary

letter	match
searching	word

Teacher Note

If children struggle to find all the letters in their names, encourage them to focus on finding only the first letter in their name. Then have them repeat the letter name after you.

What's in a Name?

Prepare the Center

Children will manipulate letters in a variety of ways to identify the letters in their own names. With support, they will put letters together to form their names. Fill a container with magnetic letters. Write each child's name on a word or sentence strip.

Introduce

- 1 Look and See** Turn to p. 2 in *Marisol McDonald Doesn't Match*. Read the first sentence aloud. Point to *Marisol* and say: *This word says Marisol. It is her name, and the first letter is uppercase letter M.*
- 2 Connect** *You have a name too. It's one of the things that makes you special.* Ask volunteers to identify the first letter in their names. Give additional examples as needed. Tell children they will use magnetic letters to build their names.
- 3 Model** Show children how to build their names using magnetic letters. Display a word or sentence strip with your name on it. *My name is _____. It begins with uppercase letter ____.* Model using one magnetic letter at a time to find a match to the letter, naming each letter as you work. Continue for each letter in your name.

Engage

- 1 Join the Group** Circulate as children follow the directions to build their names. Have them identify the letters for which they are searching, or looking. Prompt them: *What is the next letter in your name? Let's find that letter together. Then you can match it to the letter in your name.*
- 2 Redirect** If children get distracted before finding all the letters in their names, ask them to show you which letters they have found so far. Help them match the letters to their names and help them fill in the missing letters by completing the activity with them.

Observe

Watch the choices children make as they build their names with magnetic letters.

Follow Directions Are children following the directions for the activity? Do any children repeat the instructions to a friend?

Letter Name Can children name the letters in their names? Can they name other letters?

Centergize!

Ideas to refresh this center throughout the theme



Letter Hunt

Add Patterns: Letter Cards

Remind children how they used magnetic letters to put together the letters in their names. Explain that this time they will look for and match Letter Cards (Patterns) with the letters on their name strips.



Letter Formation

Add Patterns: Dotted Letter Cards; glue; construction paper

Provide Dotted Letter Cards (pre-cut) so children can choose the letters in their name, trace the letters, and glue them on a piece of construction paper. Alternatively, write children's names on butcher paper and have them trace the letters in crayon.



Mix and Match Letters

Have children use a mixture of magnetic letters and Letter Cards to form their names.



Keyboard Search

Add disconnected keyboard

Have children use their name strips to identify and name each letter. Then have them find each letter on a computer keyboard and "type" the letters. Remind them to look at their name strips and type the letters in the same order.



My Friend's Name

Have children trade name strips with a classmate. Then have them say the name and then trace each letter on the strip.

Theme Center: Creativity Station

Learning Outcomes

The child

- identifies differences between himself, classmates and other children inclusive of specific characteristics.
- uses a variety of art materials for sensory experience.
- uses a variety of art materials for sensory exploration.

What You Need

- Picture Card: *queen*
- mirror(s), dry-erase markers
- drawing paper
- pencils, crayons, dry-erase markers
- Patterns: Face Outline
- paint, paint brushes
- Trade Book: *Marisol McDonald Doesn't Match*

Theme Vocabulary

special

Academic Vocabulary

markers

portrait

self-portrait

unique

Teacher Note

Remind children that these kinds of markers are special markers. Ask them to be gentle as they use them and to put the cap back on as soon as they finish using one.

Draw a Portrait

Prepare the Center

Children will create self-portraits, using mirrors and dry-erase markers to trace their facial features they see in the mirror. They will use dry-erase markers and additional materials added to the center throughout the theme for sensory exploration and experience. Provide multiple mirrors if possible and set out the dry-erase markers only for this purpose.

Introduce

- 1 Look and See** Display Picture Card *queen*. *This is a portrait, or picture, of a queen. Today you will draw a self-portrait. That means you will draw a picture of yourself!*
- 2 Connect** *Even though we are alike in many ways, we all have special things about us. Those special things make us unique. We don't all look alike.* Point out your unique features such as eye color and hair texture to children. Prompt children to share ideas about what they will draw to show what they look like.
- 3 Model** Hold up or stand in front of the mirror. Uncap a dry-erase marker and demonstrate how to trace the shape of your face onto the mirror. *When I use a marker on the mirror, it feels very smooth! Now I want to add eyes, ears, and my mouth. What colors should I use? What else should I add to my self-portrait?*

Engage

- 1 Join the Group** Have children tell about their self-portraits and the art supplies they used. *What color did you use for your eyes? How is your self-portrait different from your friend's? Do you like using the markers and mirror better than paper and crayons?*
- 2 Redirect** Remind children to include features they might have forgotten, such as hair and ears.

Observe

Note the choices children make as they create their self-portraits.

People Are they able to make observations and start to build a sense of identity? Are children able to notice similarities and differences between themselves and a classmate?

Art Exploration Do children show interest in using a variety of art materials? How do they use different materials to explore?

Centergize!

Ideas to refresh this center throughout the theme



What Color Do I Feel?

Ask children to draw a self-portrait on the mirror, but have them connect the colors to how they are feeling today. Explain that we can choose different colors to show our feelings, such as yellow for happy, blue for tired or sad, and so on. Give a few examples, reminding children that they can choose any colors they wish to show their feelings.



Paper and Pencil

Remove mirror, dry-erase markers

Add drawing paper, pencils, crayons, markers

Provide a new set of materials for children to use in art exploration. Have children create a new self-portrait choosing from pencils, crayons, and markers. Reserve their drawings to be used later in Writer's Club.



Color It In

Remove mirror, dry-erase markers

Add face outline, variety of art materials

Have children draw a face, either their own or that of a friend or family member. Review what details we can include when drawing people. Then have them use art materials to color in the outline and add details.



The Mirror Plus

Remove dry-erase markers

Add drawing paper, paint

Ask children to use the mirror to study their faces as they draw their self-portrait on paper using paint. Provide a variety of different-sized brushes and different-colored paints for sensory exploration.



I Am Special

Remove mirror, dry-erase markers

Add Trade Book: *Marisol McDonald Doesn't Match*, drawing materials

Briefly discuss how Marisol was special in her own ways and that we each have our own special ways to be ourselves. Have children draw a full-body self-portrait wearing all their favorite colors and clothing.

Theme Center: Math Fun

Learning Outcomes

The child

- shows understanding by responding appropriately.
- recognizes one-digit numerals, 0–9.
- coordinates sequence of movements to perform tasks.

What You Need

- Trade Book: *Grandma's Tiny House*
- Magnetic Numbers
- painter's tape
- sensory bags
- Snap Cubes
- modeling dough or clay

Theme Vocabulary

family favorite

Academic Vocabulary

choose number

Teacher Note

If children are reluctant to share a favorite number, then prompt them to identify a number they see in the classroom.

Numeral Hopscotch

Prepare the Center

Create a simple hopscotch pattern using painter's tape on the floor. Set the magnetic numbers 1–5 in a container next to the hopscotch pattern. Children will coordinate movements to perform a task. They will choose a magnetic number, say the number name, and then hop that many steps to the number on the hopscotch pattern.

Introduce

- 1 Look and See** Display pp. 6–10 of *Grandma's Tiny House*. Read each phrase with a number word, such as “One grandma,” “two turkeys,” or “three neighbors.” Then have children help you locate the correct magnetic number to match the phrase. Guide them to recognize the one-digit numerals.
- 2 Connect** *What numbers tell how many people are in your family?* Have children respond appropriately by naming a number. As they do, write each numeral on the board.
- 3 Model** Select a magnetic number and hold it up. *I chose the number 5. I will jump five times to get to the number five on the hopscotch game: one, two, three, four, five.* After you model the directions, encourage children to share the space and take turns.

Engage

- 1 Join the Group** Prompt children to name the number as they recognize the numerals: *What number did you choose? How many times do you need to jump on the hopscotch game?*
- 2 Redirect** If children are reluctant to play the game, you may ask if they would help you play. Ask them to choose a number for you and tell you how many hops you need to make.

Observe

Respond Appropriately Can children follow the verbal directions for the center activity?

Number Sense Do children show a growing recognition of the numerals? Can they say the number names for numerals and hop the correct number of times?

Gross Motor Development Are children able to move from one space to another on the hopscotch pattern?

Centergize!

Ideas to refresh this center throughout the theme



Sensory Numerals

Add sensory bags

Prepare simple sensory bags of colored shaving cream contained in resealable plastic bags. While looking at a magnetic number, have children practice writing the numeral on the sensory bag, and then jump that many spaces on the hopscotch pattern.



Clay Numerals

Add modeling dough or clay

Demonstrate for children how to form a numeral out of clay. Have children choose a magnetic number, create that numeral from clay, and then jump that many spaces on the hopscotch pattern.



Numerical Order

Add butcher paper

Show butcher's paper with numerals 1–5. Have children take out each of the magnetic numbers 1–5 from the container, spread them out, and reorder them to match the correct counting sequence. Have them find the number 5, and then jump to that number on the hopscotch pattern, saying each number as they jump.



How Many Jumps?

Reverse the hopscotch game, so that one child jumps a number of times and other children find the magnetic number that tells the number of jumps.



Cube Count

Add snap cubes

Have children grab a handful of snap cubes, count them, and then jump that many spaces on the hopscotch pattern.

Theme Center: Writer's Club

Learning Outcomes

The child

- intentionally uses marks, letters, or symbols to record language.
- shares individual written products.
- celebrates individual written products.
- uses appropriate directionality when writing (top to bottom).

What You Need

- Big Book: *The Lion and the Mouse*
- drawing paper
- crayons
- drawing paper with square frame
- children's photos of favorite toys

Theme Vocabulary

favorite special

Academic Vocabulary

author illustrate

cover

Teacher Note

Children's books should be kept in the classroom for Let's Celebrate! so children can share and celebrate their written products with classroom visitors or guests.

A Book About Me

Prepare the Center

Children will create a book about themselves, celebrating their individual written products with others. Children will begin with a front cover, and add pages throughout the theme. Encourage children to intentionally use marks, letters, and symbols to record language as they make their books. Also encourage them to start at the top-left of the page, leave a space between words, return sweep, and move from top to bottom.

Introduce

- 1 Look and See** Display the cover of *The Lion and the Mouse*. Say: *This is the book cover. You are going to start your own book today by making the cover. Your book will be about you!*
- 2 Connect** The person who writes a book is called an author. Today you will be an author and start your book out by making a cover. You can also illustrate it, which means you draw pictures. Have children share ideas to make their covers special.
- 3 Model** Demonstrate making a book cover. *I added my name to the cover because I am the author. I drew a picture of myself to show that the book is about me.*

Engage

- 1 Join the Group** As children work on their books, ask them to tell about their drawings. *What does this picture show? What else do you want to tell about?* Have them share their writing with a classmate.
- 2 Redirect** If children stop working before they're done, ask them to tell you about their drawings and marks on the pages.

Observe

Take note of how children engage in the writing process at this stage.

Motivation to Write Do children attempt to write their own names using letter-like shapes? Is there intentional use of marks, letters, and symbols to record language? Do children use appropriate directionality when writing from top to bottom?

Writing as a Process Can children share ideas about their writing with others? Do they identify with whom they would like to share their writing?

Centergize!

Ideas to refresh this center throughout the theme



My Favorite Color

Add drawing paper with square frame

Have children color in a square with their favorite color. Then ask them to orally complete the sentence frame “My favorite color is ____.” Write the sentence on their sheet of paper or encourage them to write on their own. Children may also want to add a drawing of something that is their favorite color on the page.



My Favorite Food

Have children draw their favorite food and write about it. Circulate and write as children dictate to describe their favorite food. Encourage children to think about the way the food smells, tastes, and looks as they draw and write about it.



My Family

Have children draw a picture of their family and write about them by making marks. To coordinate with what children are learning about measurement, encourage children to pay attention to who is taller and shorter in their families and to show that in their drawings.



My Favorite Toy

Children can either draw or bring in a photo of their favorite toy. Then have children write about it. Circulate and write as children dictate to describe their favorite toy.



My Favorite Animal

Children can either draw or bring in a photo of their favorite animal. Have children write about the animal. As time allows, circulate and write as children dictate to describe the animal.



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

Describing Words

What You Need

Vocabulary Cards: *special*, *shy*

EMERGING

- 1 **I SAY** Display the Vocabulary Card *special*. Point out that it is similar to the Spanish cognate, *especial*. **Each of us is special because each of us is different.** Show the Vocabulary Card *shy*. (Speak with a quiet, shy voice.) **The [child] in this picture is shy. He is quiet. He spends time by himself. He is shy. This child is special. He is different.**
- 2 **WE SAY** Point to each card as you model these sentences. **This child is shy. This child is special.** Have children chorally say the words *shy* and *special* as you repeat the sentences.
- 3 **YOU SAY** Have children repeat the sentence: *I am special. I [am/am not] shy.*

DEVELOPING

Use the Vocabulary Cards to introduce the terms *special* and *shy*. Then, show children other pictures of children from books or vocabulary cards. Have children complete the sentence frame to tell whether the child in the picture is or is not shy.

EXPANDING

Use the Vocabulary Cards to introduce the terms *special* and *shy*. Have children take turns acting out a child who is or is not shy, while others guess whether the child is or is not shy. Provide a sentence frame: *You are ____.* *You are special.*

BRIDGING

Use the Vocabulary Cards to review the terms *special* and *shy*. Have children say sentences using one of the words.

English Language Development



WEEK 1 DAY 2 HEALTH CIRCLE

Action Words

What You Need

Trade Book: *I Just Like You*

EMERGING

- 1 **INTRODUCE** Show children the book. Explain that you are going to act out what the animals are doing in the book. Point to the picture of the animals painting. *These animals are painting. We will paint, too!*
- 2 **MODEL** Act out painting on a large easel and invite children to follow along. *Let's say it together as we act it out: We like to paint. What else do the animals like to do?* Turn to the page where the animals are reading. *We like to read.*
- 3 **GUIDE PRACTICE** Invite a volunteer to turn to one of the pages and show what the animal is doing. Encourage children to provide the word in English if they know it. Say the word aloud. Have children chorally repeat the word after you. Then, have children chorally repeat the word in a sentence using this sentence frame: *We like to _____.*

DEVELOPING

Invite a volunteer to look at a page and then show the rest of the group what the animal is doing. Have them give the word in English, if they know it, or in their own language. Provide the word in English if needed, and have the children do the action as they chorally repeat *We like to _____.*

EXPANDING

Read aloud an action of the animals (e.g., paint, read, walk). Have the children act it out, as they chorally repeat the sentence *We like to _____.*

BRIDGING

Have children take turns acting out what the animals do in the book. The other children should tell the action that the child is doing.

WEEK 1 DAY 3 STORY TIME

I Just Like You

What You Need

Trade Book: *I Just Like You*

EMERGING

- 1 **THINK** Show the cover of *I Just Like You*. *The story is about these animals. What do the animals do? What happens in the story?*
- 2 **PAIR** Have children tell a partner about the story. Allow them to look at the book and use the illustrations for support.
- 3 **SHARE** Point to pictures in the book and ask simple yes/no questions or questions with one-word answers, such as *Do these animals walk the same? Are these animals the same? Do the animals like each other?*

DEVELOPING

Pose simple questions about the story: *How are the animals on this page different?*

EXPANDING

Have partners share something they remember about the story. Encourage them to use illustrations for support. Provide a sentence frame if needed: *These animals _____.*

BRIDGING

Have partners share something they remember about the story. Encourage them to use complete sentences.

WEEK 1 DAY 4 LITERACY CIRCLE

Same and Different

What You Need

Vocabulary Card: *same*; blocks, 2 that are the same and 2 that are different

EMERGING

- I SAY** Display the Vocabulary Card *same*. *These toys are the same. They are not different. They are the same.* Point out two other things in the classroom that are the same, such as two identical blocks or pencils. *These blocks are the same. Then hold up a block that is different. This block is different. It is red. It is not the same.*
- WE SAY** Hold up the identical blocks again. *Say the word with me: same. Say the sentence: These blocks are the same.* Hold up the blocks of different colors. *Say the word with me: different. Say the sentence: These blocks are different.*
- YOU SAY** Hold up two identical items, such as two pencils. *Are these pencils the same?* Ask children to answer in a complete sentence: *Yes, the pencils are the same* or *No, the pencils are different.* Repeat with items that are different.

DEVELOPING

Ask children to point to two things in the room and use a sentence to tell whether they are the same or different. Provide sentence frames: *These ____ are [the same/different]. They are not [the same/different].*

EXPANDING

Ask one child to hold up or point to two things in the room and pose a question about whether they are the same or different: *Are these ____?* Ask another child to respond in a complete sentence.

BRIDGING

Ask children to point to two things in the room that are different and explain why they are different. Provide a sentence frame, as needed: *These ____ are different because ____.*

WEEK 1 DAY 5 MATH CIRCLE

Classification

What You Need

toys, bins for sorting

EMERGING

- INTRODUCE** Recall the meaning of the words *same* and *different*. Hold up two toys. *We can use what we know about same and different to sort things. The word sort means “to put things in different groups.” We will put things that are the same—or alike—in one group. We will put things that are different in another group.*
- MODEL** Describe your actions as you sort the toys. *When I sort, I put things in different groups. I put the [blocks] in one pile and the [stuffed animals] in another.*
- GUIDE PRACTICE** Ask children simple *yes/no* questions and questions with one-word answers to encourage language development as they engage in sorting: *What is that toy called?* [a block] *Which group does it belong to?* [the blocks]

DEVELOPING

Ask children to describe their actions as they sort. Provide sentence frames to help. *The ____ goes in this pile. It is [different from/the same as] ____.*

EXPANDING

Have children describe in their own words, what they are doing as they sort. Provide a sentence frame, if needed: *The ____ goes into this pile because it is ____.*

BRIDGING

Ask children to use the words *sort*, *alike*, and *different* in complete sentences to describe what they are doing as they sort the toys.

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

My Senses

What You Need

Vocabulary Cards: *see, hear, touch, smell, taste*

EMERGING

- 1 INTRODUCE** Display the Vocabulary Card *see*. Point to your eye. *I see with my eye*. Display the Vocabulary Card *hear*. Point to your ear. *I hear with my ears*. Continue reviewing each word with the Vocabulary Cards.
- 2 MODEL** Point to something in the classroom. *I see the clock. I see with my eye*. Cup your ear. *I hear a car. I hear with my ear*.
- 3 GUIDE PRACTICE** Hold up two of the Vocabulary Cards. Provide a word and ask children which Vocabulary Card it relates to. Use gestures (e.g., pointing to the eye or touching something) to reinforce meaning as you repeat the word in a sentence: *I ____*.

DEVELOPING

Hold up one of the Vocabulary Cards. Have a volunteer offer the word in English. Provide a sentence frame for children to use the word in a sentence: *I ____ with my ____*.

EXPANDING

Have children point to something in the classroom and use one of the sensory words in the sentence frame: *I ____ the ____*.

BRIDGING

Ask children to use each of the words in a sentence.

English Language Development

WEEK 2 DAY 2 SCIENCE CIRCLE

What Can We Hear?

What You Need

Vocabulary Cards: *see, hear, touch, smell, taste*; Trade Book: *Cold, Crunchy, Colorful: Using Our Senses*

EMERGING

- 1 INTRODUCE** Show the Vocabulary Cards: *see, hear, touch, smell, and taste*. Today we will talk about the word *hear*. Which picture shows the word *hear*? What do we hear with?
- 2 MODEL** We can use different words to describe what we hear. Speak in a loud voice. *Some sounds are loud*. Repeat the word *loud* in a loud voice. Say it with me: *loud*. Whisper. *Some sounds are quiet*. Repeat the word *quiet* in a whisper. Say it with me: *quiet*.
- 3 GUIDE PRACTICE** Turn to pages 10–11 in *Cold, Crunchy, Colorful: Using Our Senses*. Ask children to point to a picture of something that is loud. Then, turn to pages 12–13. Ask children to point to something that is quiet. Reinforce language acquisition by having children repeat a simple sentence about each, e.g., *The bell is loud*.

DEVELOPING

Introduce the words *loud* and *quiet*. Turn to pages 10–11 in *Cold, Crunchy, Colorful: Using Our Senses*. Point to each object on the page as you ask: *Is the [bell/waterfall/taxi] loud or quiet?* Provide a sentence frame for children to answer in a complete sentence: *The ____ is [loud/quiet]*. Repeat with the objects on pages 12–13.

EXPANDING

Introduce the words *loud* and *quiet*. Turn to pages 10–13 of *Cold, Crunchy, Colorful: Using Our Senses*. Ask children to describe the sound made by each of the objects on the page, using the word *loud* or *quiet*. Provide a sentence frame: *The ____ is ____*.

BRIDGING

Review the meaning of the words *loud* and *quiet*. Ask children to share things that are loud and things that are quiet. Remind them to use complete sentences.

WEEK 2 DAY 3 STORY TIME

Cold, Crunchy, Colorful

What You Need

Trade Book: *Cold, Crunchy, Colorful: Using Our Senses*

EMERGING

- 1 THINK** Show the cover of *Cold, Crunchy, Colorful: Using Our Senses*. This book is about how we use our senses: *see, touch, taste, smell, and hear*. Turn to pages 4–5. What do you see?
- 2 PAIR** Have children talk with a partner about the pictures.
- 3 SHARE** Read aloud the text on this page. Have children point to the picture the text describes. Pantomime words that may be unfamiliar, such as *tall* and *steep*. Then, have children share what they know about the pictures by using the words in the text or other English words they know (such as *green leaves* or *yellow flowers*).

DEVELOPING

Have partners tell about one of the pictures on pages 4–5. Encourage them to use describing words.

EXPANDING

Have partners tell about the pictures on pages 4–5. Encourage them to use complete sentences. Ask questions to build language acquisition and check understanding, such as *Is the building tall? What color is the flower?*

BRIDGING

Have partners describe the pictures on pages 4–8. Encourage them to use complete sentences and words that describe the color, pattern, or shape of the things in the pictures.

WEEK 2 DAY 4 LITERACY CIRCLE

Similar-Sounding Words

EMERGING

- 1 INTRODUCE** Remind children that some words sound alike. *We have to listen carefully to hear how these words are different. Some words are different at the beginning.*
- 2 MODEL** Listen carefully to these words: *kit, get*. *Kit begins with /k/. Say /k/ with me: /k/. Get begins with /g/. Say /g/ with me: /g/. kit, /i/. Get, /e/. Say the words with me again: kit, get.*
- 3 GUIDE PRACTICE** Repeat with these word pairs: *bed, Ben; tap, tip; bat, back; cold, gold*. Have children repeat the beginning letters of each after you. Then, have them follow as you give a thumbs up if the words begin with the same sounds and a thumbs down if they begin with different sounds.

DEVELOPING

Have children repeat each word and then the beginning sound. Ask children to give a thumbs up if the words have the same beginning sound and a thumbs down if they have a different beginning sound.

EXPANDING

Have children repeat the beginning sounds of the words in the word pair and give a thumbs up if the words have the same beginning sounds and a thumbs down if they have a different beginning sound.

BRIDGING

Say each word pair, and if the words begin with the same sound, children should give a thumbs up. If the words begin with different sounds, children should give a thumbs down: *kit, get; bed, Ben; tap, tip; bat, back; cold, gold*.

WEEK 2 DAY 5 MATH CIRCLE

Patterns

What You Need

musical instruments

EMERGING

- 1 INTRODUCE** Remind children that they are learning about patterns. *Some patterns you can see. Some patterns you can hear. Listen.* (Point to your ear.)
- 2 MODEL** Using a hand drum and an egg shaker, play each back and forth to create a simple pattern for children to recognize. *These instruments make a pattern.* State the pattern using simple words, such as *shake, tap, shake, tap*. Have children repeat after you.
- 3 GUIDE PRACTICE** Choose two other sounds such as clapping and stomping. Give children words for what you are doing. Then, have children repeat the words chorally to describe the pattern.

DEVELOPING

Introduce the words used for the sounds of instruments and sounds, such as clapping and stomping. Then, repeat a pattern and have children use the words to describe the pattern and what sound will come next.

EXPANDING

After you have introduced patterns, have children take turns making patterns with sounds. Ask volunteers to share words for each of the sounds they hear. Then, have children use the words to describe the pattern.

BRIDGING

Have children make a pattern with two sounds. Then, have them describe their pattern.

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

Family

What You Need

Picture Card: *family*

EMERGING

- 1 **THINK** Your family is who you live with. This picture shows a large family. Point to each person in the family and say the word (e.g., mother, father, sister, brother, etc.) Then, model describing your family, e.g., *Four people are in my family. I have a mother (Mom), father (Dad), and a sister named Britta.*
- 2 **PAIR** Have children talk to a partner about their family.
- 3 **SHARE** Ask children to share information about their family with the rest of the group. Guide the discussion by asking yes/no questions or questions with one-word answers, such as *Do you have a sister? What is her name? How many brothers do you have?*

DEVELOPING

After partners talk to each other about their families, ask children to tell the members of their partner's family. Ask questions, as needed: *Does Maya have a sister? What is her name?*

EXPANDING

After partners talk to each other about their families, ask them to share what they learned about their partner's family. If they forget the word in English, allow them to use their native language. Then, provide the English word. Encourage children to use complete sentences.

BRIDGING

Ask partners to take turns asking and answering questions about their families.

English Language Development



WEEK 3 DAY 2 SCIENCE CIRCLE

Life Stages

What You Need

Alphabet Card: *baby*; Trade Book: *Grandma's Tiny House*

EMERGING

- 1 **I SAY** Display the Alphabet Card *baby*. *This is a baby.* Point to a child in the room. *[Ana] is a child.* Point to yourself. *I am an adult. First, I was a baby* (hold up the card). *Then, I was a child, like Ana and you.* [Point to the children in the room.] *Now, I am an adult.*
- 2 **WE SAY** Hold up the card again. *Baby. Say the word with me: baby.* Point to a child in the room: *Child. Say the word with me: child.* Point to yourself (or another adult in the room): *adult. Say the word with me: adult.*
- 3 **YOU SAY** Show the cover of *Grandma's Tiny House*. Ask children to point to the adult as they repeat the sentence: *This is a(n) _____.* Repeat with the word *child*.

DEVELOPING

Review the meaning of *baby*, *child*, and *adult*. Point to pictures in *Grandma's Tiny House* or another book and ask children to identify whether it is a baby, child, or adult.

EXPANDING

Open the book *Grandma's Tiny House* and ask children to find a picture of a baby, a child, and an adult. Then, have them describe each picture using a complete sentence.

BRIDGING

Ask children to describe how babies, children, and adults are different from each another. Reinforce understanding of comparison words *older*, *bigger*, *taller*, and *stronger*.

WEEK 3 DAY 3 STORY TIME

Retelling

What You Need

Trade Book: *Grandma's Tiny House*; Talk More About It Card: *Grandma's Tiny House*

EMERGING

- 1 **THINK** Show the cover of *Grandma's Tiny House*. Ask *What did you like about this story?*
- 2 **PAIR** Ask partners to share what they liked about the story. Encourage them to look at the pages of the book and/or the Talk More About It Card to remember what happened.
- 3 **SHARE** Have each pair take turns pointing to the page that shows their favorite part of the story. Have them share what they liked. Encourage them to use the phrase *I like _____*, but allow them to use circumlocution or gestures as needed to communicate what happens in this part of the story. Then, reinforce language acquisition by giving a simple sentence about this part of the story, e.g., *The family goes outside. Grandma's house is too small.*

DEVELOPING

Ask *What did you like most about this story?* Allow partners to share their ideas with one another before sharing them with the larger group. Have them tell what happens on these pages, using words, phrases, circumlocution, or gestures as needed.

EXPANDING

Provide each set of partners with one or two consecutive pages from the story. After partners have had an opportunity to discuss, have them tell what happens on these pages. Solicit the ideas in the order of the pages in the book.

BRIDGING

Have partners use the Talk More About It Card to tell what happens in the beginning, middle, and end of the story. Encourage them to use complete sentences and to ask if they are unsure of a word in English.

WEEK 3 DAY 4 LITERACY CIRCLE

Alphabet Knowledge: Aa /a/

What You Need

Picture Cards: *alligator, apple, bird, cat, egg, fig*

EMERGING

- I SAY** Display the Picture Card *alligator*. This is an alligator. *Alligator* begins with the letter A. The letter A spells the sound /a/.
- WE SAY** Alligator begins with /a/. Say it with me: *alligator, /a/ /a/ /a/*.
- YOU SAY** Hold up the picture of the apple. This is an apple. Hold up the Picture Card of the fig. This is a fig. Say the word that begins with /a/.

DEVELOPING

Use the *alligator* Picture Card to reinforce /a/. Provide children with the other Picture Cards. Ask them to find the card that begins with /a/ (apple). Have children say the word.

EXPANDING

Use the *alligator* Picture Card to reinforce /a/. Then, have children work with a partner to think of another word that begins with /a/.

BRIDGING

Use the *alligator* Picture Card to reinforce /a/. Then, challenge children to think of as many words as they can that begin with /a/.

WEEK 3 DAY 5 MATH CIRCLE

More or Less

What You Need

blocks

EMERGING

- INTRODUCE** Draw an ice cream cone with one scoop of ice cream on the board. Then, draw another cone with two scoops of ice cream. Point to the ice cream with two scoops. *This cone has more ice cream.* Point to the other cone. *This cone has less ice cream.* Add a second scoop to the cone with one. *Now the ice cream cones have equal amounts. The word equal means the same.*
- MODEL** Show a set of 4 blocks. Reinforce English language for numbers by inviting children to count the blocks chorally with you in English. Say: *Here are 4 blocks.* Then, make a set of 2 blocks and count them. *Are these equal? No, this one has more.*
- GUIDE PRACTICE** Provide two sets of blocks: one with 5 blocks and one with 3 blocks. *Are these equal?* Repeat with other manipulatives. When they are unequal, have children point to the set that has more.

DEVELOPING

Display a set of 3 blocks and a set of 5 blocks. *Are these equal? They are not equal because this one has more.* Repeat with piles that are and are not equal. Have children complete the sentence frame: *These piles of blocks [are/are not equal].* Have children point to a set and answer with a sentence frame: *This set has [more/less].* Repeat with other manipulatives and numbers.

EXPANDING

Display a set of 3 objects and a set of 5 objects. Have children compare the sets, using the words *more, less, and equal*. Repeat with other sets of blocks.

BRIDGING

Have children use the words *more, less, and equal* in complete sentences.

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**

Favorite Things

What You Need

Vocabulary Card: *favorite*

EMERGING

- 1 **I SAY** Display the *favorite* Vocabulary Card. Point out the Spanish cognate *favorito* if appropriate. Say: **Favorite means the thing you like most. This child is holding his favorite toy.**
- 2 **WE SAY** **Let’s say it together, *favorite*.** Point to the Theme Vocabulary Card and say *favorite*.
- 3 **YOU SAY** Ask children to draw their favorite toy. Then have them tell you about their drawing. Provide a sentence frame: *My favorite toy is ____*. Reinforce the meaning of the word *favorite* and language acquisition by asking children to share their favorite color, food, book, and/or thing to do on the playground.

DEVELOPING

Have children tell about some of their favorite things to do. Provide a sentence frame: *My favorite thing to do is ____*. Encourage them to use circumlocution and gestures (e.g., holding up blocks or pointing to the art center) to communicate their ideas.

EXPANDING

Have children use the word *favorite* in a sentence about what they like to do. Build on the discussion by asking questions, e.g., **What is your favorite thing to do on the playground?**

BRIDGING

Have children engage in a conversation about some of their favorite things to do. Model how to add on to what another child has said: **I like that too! I also like to ____**. **Do you like to ____?**

English Language Development

WEEK 4 DAY 2 SOCIAL STUDIES CIRCLE

Things in Common

EMERGING

- 1 THINK** Introduce the phrase *in common*. Things that are in common are alike. Jenna and I are both wearing white shirts. We have this in common. Miguel and Albert both play soccer. They have soccer in common.
- 2 PAIR** Ask partners to find something they have in common. Look at your clothes. What is alike?
- 3 SHARE** Have each pair share something they have in common. Provide them with a sentence frame: *We are both wearing _____*. Allow them to point to something that is alike if needed. Provide the English word. Have children repeat it.

DEVELOPING

Select two children. Ask questions to help children think of ways that they are dressed alike, e.g., *What clothing do Eva and Juliana have in common? Are they both wearing sweaters? Are they wearing the same color shoes?*

EXPANDING

Have partners think of an activity that they have in common. Provide sentence frames, as needed: *We are both _____*. *We both like _____*.

BRIDGING

Invite partners to think of as many things they have in common as they can. Have them share their ideas with the rest of the group. Then, challenge children to think of something that they all have in common.

WEEK 4 DAY 3 STORY TIME

Marisol McDonald Doesn't Match

What You Need

Trade Book: *Marisol McDonald Doesn't Match*

EMERGING

- 1 INTRODUCE** Display the cover of *Marisol McDonald Doesn't Match*. Ask: *Does Marisol match? No, the English word doesn't means "does not."* Turn to page 2, and read aloud the first sentence. *Marisol says "I don't match." Don't means "do not."*
- 2 MODEL** Read page 4. Point out the use of the word *don't*. *Tato tells Marisol, "You don't match!" This means "You do not match!"* Ask children to point to the part of the picture that Tato says doesn't match.
- 3 GUIDE PRACTICE** As you continue to read the story, ask children to point to the pictures of things that are mentioned in the story. Stop each time you come across the word *doesn't* or *don't*, and ask children what the word is short for.

DEVELOPING

At appropriate points in the book, ask: *What are the two things that [Tato/Marisol's brother/etc.] say don't match?* Invite children to use the pictures for support in answering the question. Reread the relevant part of the text more slowly, if children are unsure.

EXPANDING

At appropriate points in the book, ask: *Why does [Tato/Marisol's brother/etc.] tell Marisol that she doesn't match?* Encourage children to ask you to reread the text if they are unsure.

BRIDGING

After reading the book, have children explain why people in the story think that Marisol doesn't match. Encourage them to look back at the pictures if needed.

WEEK 4 DAY 4 LITERACY CIRCLE

My Favorite Things

What You Need

Read More About It: *Favorite Things*

EMERGING

- 1 **I SAY** Point to the top picture on page 10 of Read More About It. Use a painting gesture, as you say *Alex likes to paint. Do you like to paint?*
- 2 **WE SAY** If you like to paint say, “I like to paint.” Let’s say it together: *I like to paint.* If you do not like to paint, say, *I don’t like to paint.*
- 3 **YOU SAY** Ask children individually, whether they like to paint. Have them respond with *I [like/don’t like] to paint.*

Repeat the I Say/We Say/You Say routine to review with the other actions on pages 10–11 of Read More About It.

DEVELOPING

Say *paint, cut, build, and play with friends* as you point to the matching pictures on pages 10–11 of Read More About It. Ask *What do you like to do?* Provide a sentence frame for children to respond: *I like to _____.*

EXPANDING

Ask children to choose what they like to do best from the four activities on pages 10–11 of Read More About It and tell you a sentence about it.

BRIDGING

Have children “add” a page to the *Favorite Things* story. They should begin with their name (*My name is _____*) and then tell about something that they like to do.

WEEK 4 DAY 5 MATH CIRCLE

Comparative Adjectives in Measurement

EMERGING

- 1 **I SAY** Pick up a pencil. Say *Look at how long this pencil is.* Hold up a pencil next to it. Say *This pencil is longer. I added a word part -er to show that this pencil is “more long.”* Invite a child to join you at the front of the room. Use gestures to show that you are referring to height as you say: *I am taller.*
- 2 **WE SAY** Say it with me: *This pencil is longer.* Repeat a few times.
- 3 **YOU SAY** Hold up two objects. *Which one is longer?* Encourage children to answer in a complete sentence as they point to the longer item: *That one is longer.* Repeat with objects that are tall and taller.

DEVELOPING

Ask partners to work together to compare their heights and tell you who is taller. Provide a sentence frame: *____ is taller.* Then ask them to compare two objects and tell which is longer. Provide them with a question to ask the name of an object if they don’t know it: *What is this called?*

EXPANDING

Ask partners to work together to compare their heights and tell you who is taller and who is shorter. Then ask them to compare two objects and tell which is longer and which is shorter. Remind them to use complete sentences. If they are unsure of the name of the object, encourage them to ask. Encourage them to ask the name of an object in English, if needed.

BRIDGING

Have children select and compare the height of two objects to name shorter and taller or shorter and longer. Remind them to use complete sentences.

Theme 2

