

Teacher's Guide

On the Go!



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 7 • On the Go!

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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.

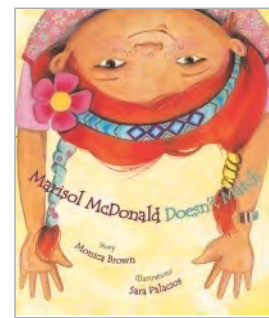
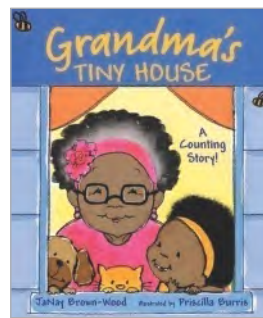
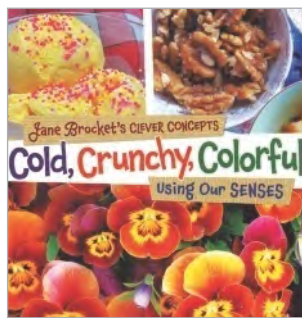
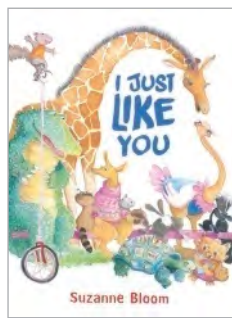


Program Components

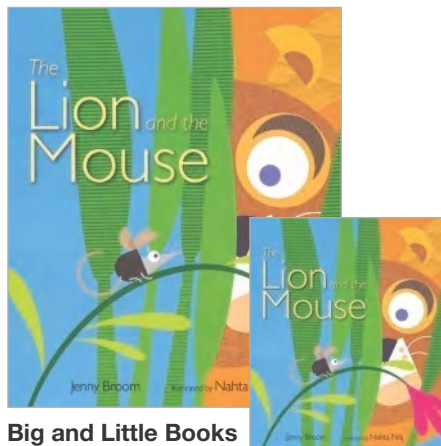
In Each of Your 9 Theme Kits



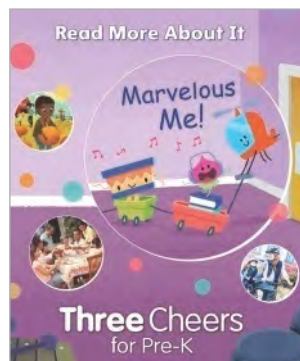
Teacher's Guides, Themes 1-9



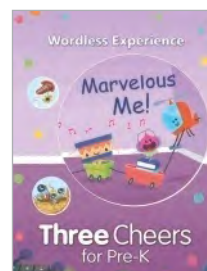
Trade Books



Big and Little Books



Read More About It



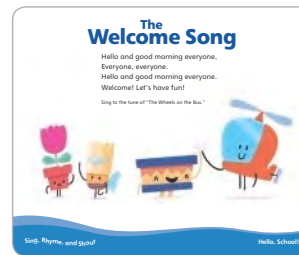
Wordless Experience Books



Theme Manipulatives



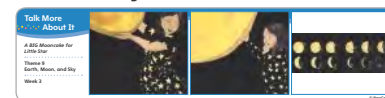
5 x 5



Sing, Rhyme, and Shout



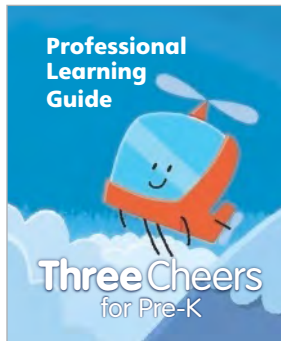
Theme and Concept Vocabulary



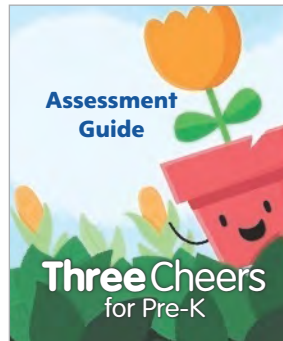
Talk More About It



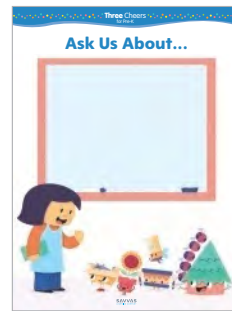
In Your Teacher Toolkit



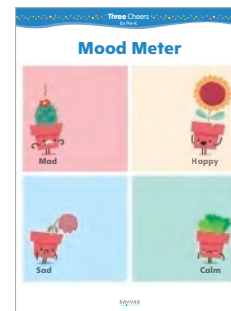
Professional Learning Guide



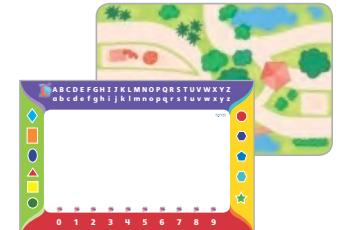
Assessment Guide



Ask Us About... Poster



Mood Meter Poster



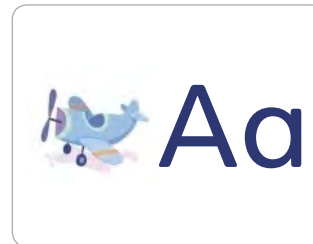
Map Mats



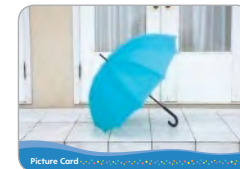
Center Signs



Social and Emotional Learning Cards

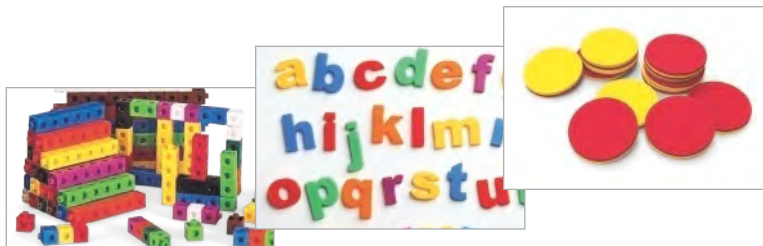


Alphabet Cards



Picture Cards

Hands-on Instructional Resources

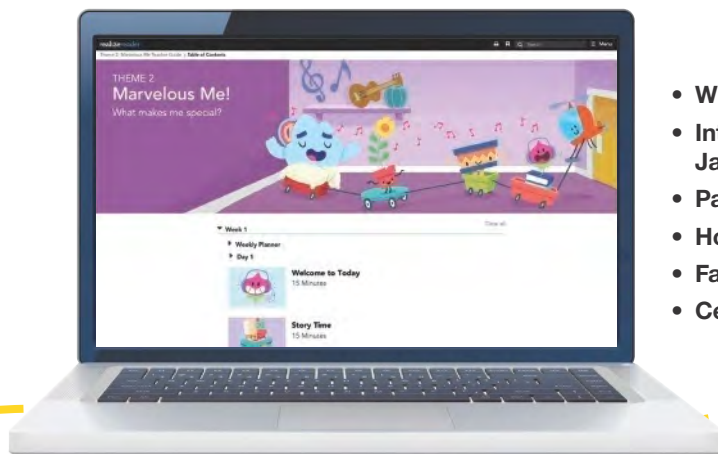


Manipulative Kit

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

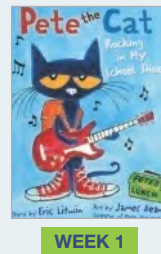
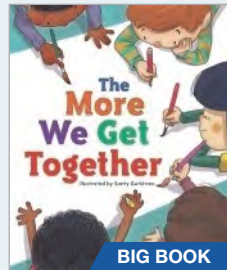
Spark a Love of Reading and Learning

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!

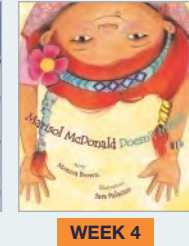
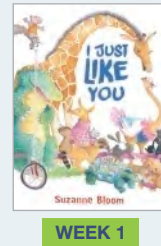
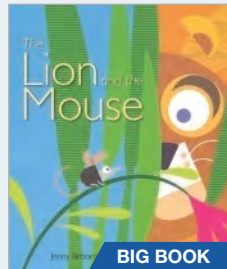
How do we learn and play at school?



THEME 2

Marvelous Me!

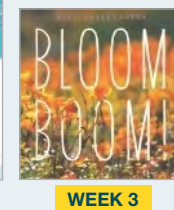
What makes me special?



THEME 3

Look Outside

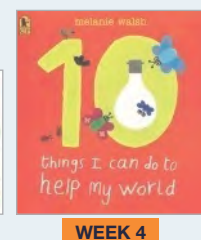
How are the seasons different?



THEME 4

Taking Care

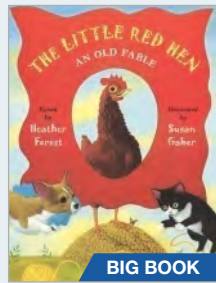
How do we care for ourselves and others?



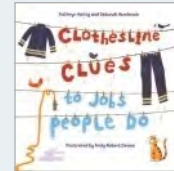
THEME 5

Everyday Helpers

How do people in our community help us?



WEEK 1



WEEK 2



WEEK 3

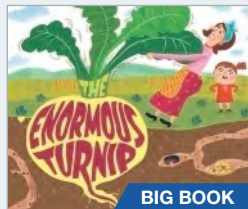


WEEK 4

THEME 6

From Farm to Table

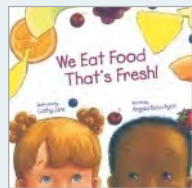
How does our food get from the farm to our homes?



WEEK 1



WEEK 2



WEEK 3

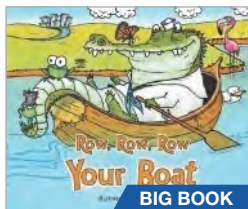


WEEK 4

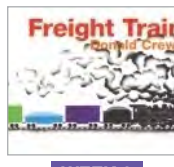
THEME 7

On the Go!

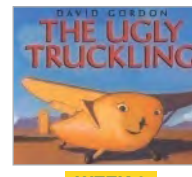
How do we get from here to there?



WEEK 1



WEEK 2



WEEK 3



WEEK 4

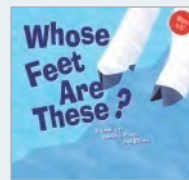
THEME 8

Animals All Around

How are animals the same and different?



WEEK 1



WEEK 2



WEEK 3

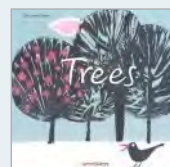
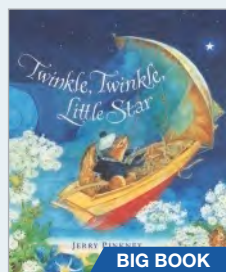


WEEK 4

THEME 9

Earth, Moon, and Sky

What do we see in the natural world?



WEEK 1



WEEK 2



WEEK 3



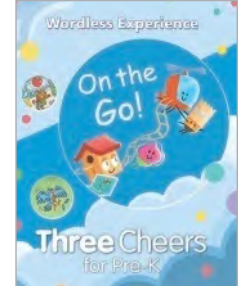
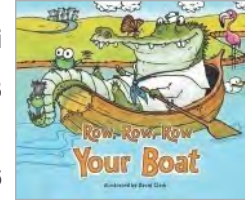
WEEK 4

On the Go!

How do we get from here to there?

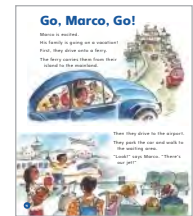
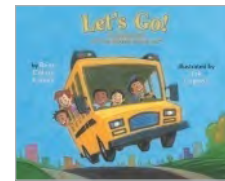
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| Pacing Your Day..... | xx–xxi | | |



WEEK 1 What kinds of transportation do we use?

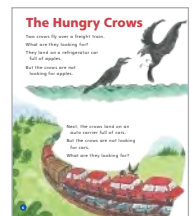
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Read More About It: "Go, Marco, Go!"

WEEK 2 What are the different types of railroad cars?

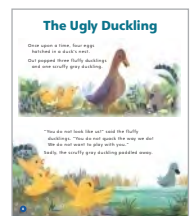
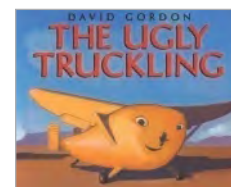
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Read More About It: "The Hungry Crows"

WEEK 3 How are trucks and planes alike and different?

| | | | |
|-----------------------------|-------------------------|--------------------------|-------------------------|
| Plan Your Week | 93–97 | Centers and | |
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| Literacy Circle..... | 101, 109, 117, 125, 133 | Learn and Play..... | 105, 113, 121, 129, 137 |
| | | Reflect..... | 106, 114, 122, 130, 138 |



Read More About It: "The Ugly Duckling"

WEEK 4

What is your favorite kind of transportation and why?

Plan Your Week 139–143

Centerize C•185–C•203

Daily Lessons

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

Story Time 146, 154, 162, 170, 178

Literacy Circle 147, 155, 163, 171, 179

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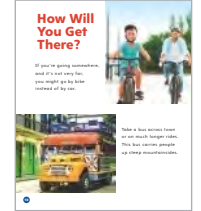
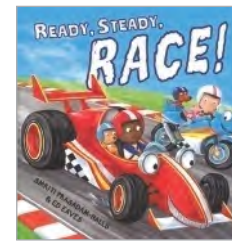
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Science, Social Studies, and More Circle 150, 158, 166, 174

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

Reflect 152, 160, 168, 176

Let’s Celebrate 182–183



Read More About It: “How Will You Get There?”

Let’s Celebrate!
Family gathering to celebrate how we get places.

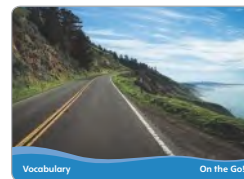
Theme Kit



5x5



Sing, Rhyme, and Shout: “What Goes Place to Place?”



Theme and Concept Vocabulary

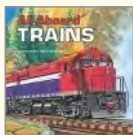


Theme Manipulative



Talk More About It: On the Go!

Gather books to read that develop the theme, On the Go!



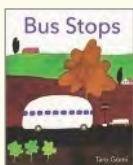
All Aboard Trains
written by Mary Harding
illustrated by Richard Courtney
published by Grosset & Dunlap
Learn all about different types of trains and enjoy the colorful pictures of trains.



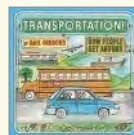
Bear on a Bike
written by Stella Blackstone
illustrated by Debbie Harter
published by Bearfoot Books
Travel by bike, train, raft, hot-air balloon, and raft around the world with Bear.



Fly
written by Nathan Clement
published by Boyd’s Mill Press
Have you been on an airplane? Learn all about going on a trip by airplane.



Bus Stops
written by Taro Gomi
illustrated by Taro Gomi
published by Chronicle Books
Spend the day with a bus and visit all its stops along the way. Learn who gets on and off.



Transportation!: How People Get Around
written by Gail Gibbons
illustrated by Gail Gibbons
published by Holiday House
Learn all about how people all over the world get around and move from place to place.



Don’t Let the Pigeon Drive the Bus
written by Mo Willems
illustrated by Mo Willems published by Scholastic, Inc
Pigeon tries to convince you (the reader) to let him drive the bus.

Go Digital!

SavvasRealize.com

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

Plan

Digital is portable!

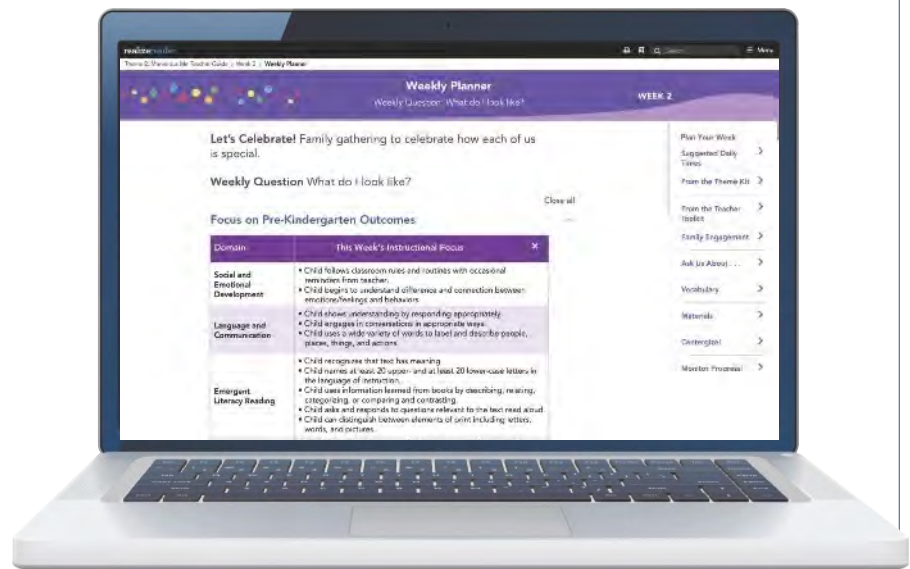
Do your planning any place, any time from SavvasRealize.com.

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.



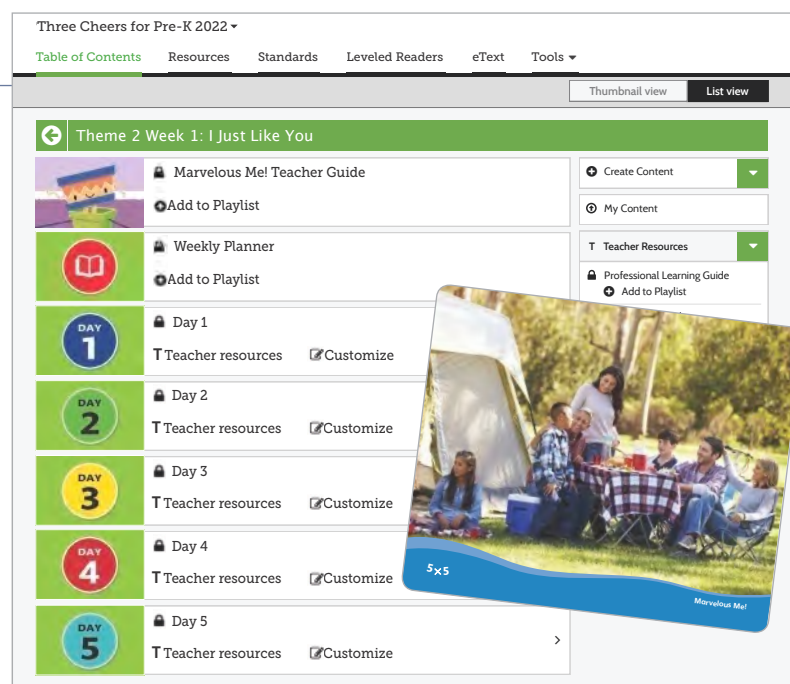
Teach

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.



On the Go! 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

Sentences

Alphabet Knowledge

Introduce Qq /kw/
Review Qq /q/
Review Qq /kw/

Mathematics

Patterns

Science, Social Studies, and Health

Light, Heat, and Electricity
People
Geography Tools

Theme Vocabulary

transportation



Concept Vocabulary

wheels
ambulance
bus
tricycle
motorcycle



WEEK 2

Phonological Awareness

Compound Words

Alphabet Knowledge

Introduce Uu /u/
Review Uu /u/

Mathematics

Geometry
Spatial Sense

Science, Social Studies, and Health

Spatial Sense
My Life
People

Theme Vocabulary

travel



Concept Vocabulary

train
freight
track
caboose
engine



On our way to Kindergarten!



WEEK 3

Phonological Awareness

Compound Words

Alphabet Knowledge

Introduce *Ww* /w/

Review *Ww* /w/

Mathematics

Geometry

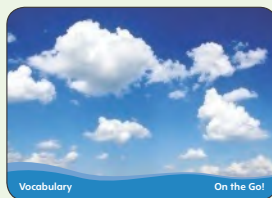
Patterns

Science, Social Studies, and Health

Motion of Objects

Theme Vocabulary

sky



Vocabulary

On the Go!

Concept Vocabulary

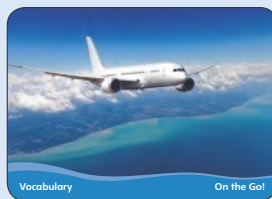
airplane

vehicles

truck

haul

tractor



Vocabulary

On the Go!

WEEK 4

Phonological Awareness

Compound Words

Alphabet Knowledge

Review *Qq* /kw/, *Uu* /u/, *Ww* /w/

Review *Cc* /k/, *Gg* /g/, *Ii* /i/, *Ll* /l/, *Nn* /n/, *Qq* /kw/, *Rr* /r/, *Uu* /u/, *Ww* /w/

Review *Ww*, *Qq*, *Uu*, *Ss*, *Tt*, *Aa*, *Oo*, *Jj*

Mathematics

Geometry and Spatial Sense

Classification and Patterns

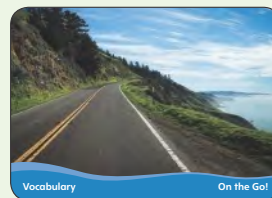
Science, Social Studies, and Health

Motion of Objects

The Natural Environment

Theme Vocabulary

road



Vocabulary

On the Go!

Concept Vocabulary

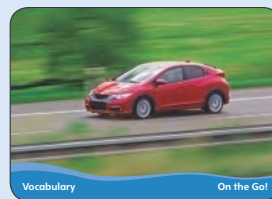
car

boat

jet

tires

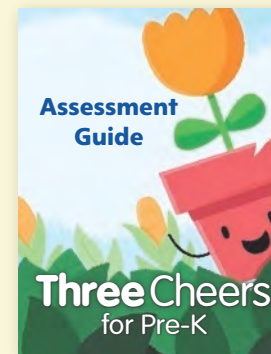
motors



Vocabulary

On the Go!

Assessment Guide



Progress Monitoring Resources

Use these Assessment Guide resources in Theme 7:

Weekly Observational Checklists

| | |
|--------------|-------|
| Week 1 | p. 36 |
| Week 2 | p. 37 |
| Week 3 | p. 38 |
| Week 4 | p. 39 |

ELL Observational Checklists

| | |
|------------------------|-------|
| Emergent Reading | p. 51 |
| Emergent Writing | p. 52 |
| Speaking | p. 53 |
| Listening | p. 54 |

Anecdotal Record Forms

pp. 55–56

Domains of Early Childhood Learning Observation Form

pp. 57–88

On the Go!

Concept Development

THEME 7

On the Go!

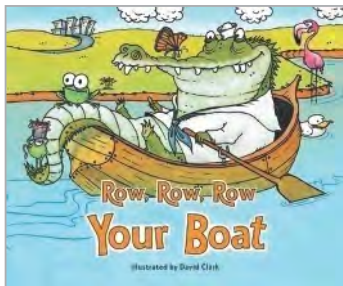
How do we get from here to there?

Theme Concepts

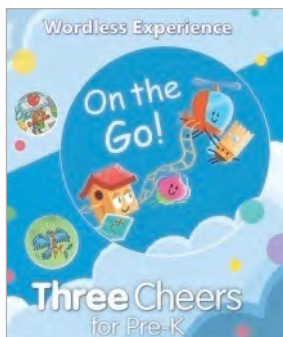
- Children learn about all modes of transportation, including cars, trains, airplanes, and ships.
- Children learn the purposes of each type of vehicle.
- Children learn basic differences between vehicles.
- Children learn how to travel safely.
- Children recognize that people around the world travel in different ways.
- Children understand and get excited about the possibility of traveling to other places.

Theme Vocabulary

transportation sky
road travel



Big Book: *Row, Row, Row Your Boat*



Wordless Experience Book: *On the Go!*

WEEK 1

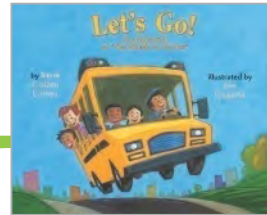
FOCUS:

Types of Transportation

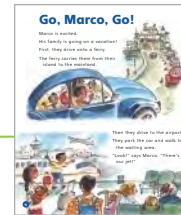
What kinds of transportation do we use?

Concept Vocabulary

wheels ambulance
bus tricycle
motorcycle



Let's Go!



"Go, Marco, Go!"

WEEK 2

FOCUS:

Trains

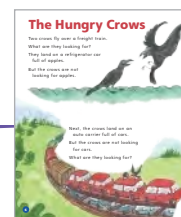
What are the different types of railroad cars?

Concept Vocabulary

freight caboose
train engine
track



Freight Train



"The Hungry Crows"

WEEK 3

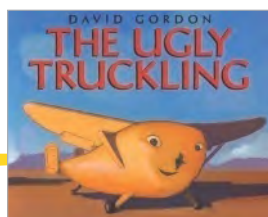
FOCUS:

Trucks and Planes

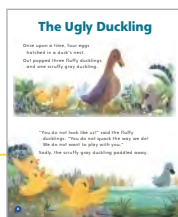
How are trucks and planes alike and different?

Concept Vocabulary

vehicles airplane
truck haul
tractor



The Ugly Truckling



“The Ugly Duckling”

WEEK 4

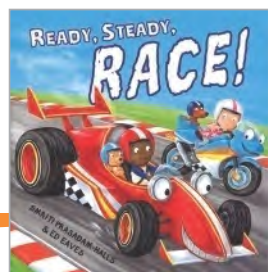
FOCUS:

All Kinds of Vehicles

What is your favorite kind of transportation and why?

Concept Vocabulary

car tires
jet motors
boat



Ready, Steady, Race!



“How Will You Get There?”

Social and Emotional Intelligence

- identify and follow classroom rules and routines; suggest additional rules as needed
- explore and identify communities and neighborhoods
- demonstrate how to follow directions
- respect others and their space

Let's Celebrate

- Visitors are invited to the Let's Get Moving Celebration
- Children will share what they have learned about transportation, including trains and planes.
- Children share what they learned about rolling objects down a ramp.
- Children share with visitors what they have learned by speaking clearly.
- Visitors will explore a train station, a plane station, and a Need for Speed station in the classroom.
- 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



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.

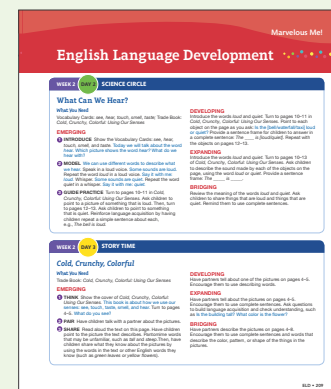
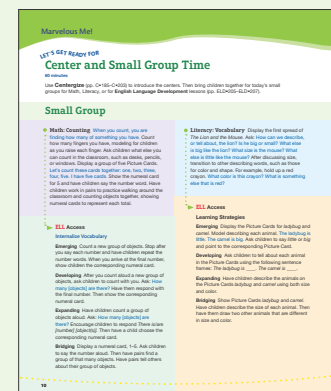
10 minutes per group

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

On the Go!

Launch the Theme

How do we get from here to there?

Introduce children to the theme’s Guiding Question. *We are going to read, sing, play, and learn to try and answer this question: How do we get from here to there? We will learn about different forms of transportation, including trains and airplanes. To start, we are going to play a game called “Follow the Transportation Leader.”*

Game

Follow the Transportation Leader

Set Up

This game is “Follow the Transportation Leader.” Children will take turns acting out various forms of transportation. You may want to have a few suggestions ready, such as being an airplane, galloping like a horse, beeping like a car horn, opening the doors on a bus, and clanging like a fire engine. Have a timer so that each child gets a turn to be the leader.

Introduce the Game

Line up the children. Give the first child in the line Javi the Helicopter. Then explain the game.

- Tell the first child to act out a form of transportation. *You want to act out a way that we get around. It could be an action, like being an airplane, or making a noise, like the beeping of a horn. If it is a noise, everyone has to march too.*
- When the timer goes off, help the first child give the next child Javi and move to the end of the line. The new leader gets to choose a new action or noise.

Practice the Game

Help children play “Follow the Transportation Leader.” If necessary, suggest different actions for children. Remind all the other children in line to follow the actions of the leader.



Close the Theme

Let's Celebrate!

Let's Get Moving

This fun and culminating experience to wrap up Theme 7 will be enjoyed by your children and classroom visitors.

Prepare

Guide children as they practice speaking to an audience. Remind them to speak clearly.

Celebration Day

Children invite special visitors to the classroom to celebrate how we get places. You and your children are ready for the day. Have fun!

- Children greet their visitors and show them where to stand.
- Children sing “Who Will Win the Race?”
- Visitors go to the train station where children show the box train they made.
- In the plane station, children teach visitors how to make a paper airplane.
- In the Need for Speed station, children will talk about rolling a toy car on a flat surface and ramp.
- Children and visitors share what they liked the best about the celebration.



All Kinds of Vehicles

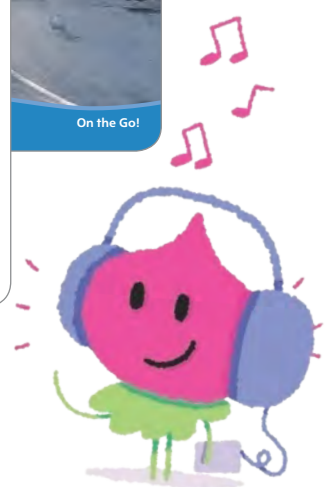
1 Counting
Say: A car is one kind of vehicle. A bus is also a vehicle. A motorcycle is a vehicle too. Can you find any cars, buses, or motorcycles in the picture? How many white cars can you count? How many buses? How many motorcycles? Have volunteers name and count the vehicles that they find in the picture.

2 Sing a Song
Point to the bus in the picture. Say: This is a bus. Its horn goes, beep beep. Let's all make the sound! Beep beep. Let's sing a song about a bus. Lead the children in singing "The Wheels on the Bus."
Have children perform movements and sounds suggested by the words.

3 Traveling About
Ask: Where do you think these vehicles are? How can you tell?
Have children describe what it's like to drive through their own town or city. Invite them to act out how they travel as they tell about it.

4 Near or Far?
Point to the picture. Say: Cars, buses, and motorcycles can go many places. They can go near and far. Tell children that a ride to someplace near is fast, but a ride to someplace far away is slow. Arrange children so that some are near you and some are far from you. Have children that are far from you walk very slowly toward you. Have children who are near to you walk very quickly to you. Have them repeat this activity by "traveling" to different objects in the classroom, instructing them to move either slowly or quickly depending on their proximity to the object.

5 My Favorite . . .
Point to the bus on the card. Say: My favorite vehicle is a bus because it doesn't cost a lot of money. I can get to many places using the bus.
Ask: What is your favorite vehicle? Have children name a favorite vehicle and explain why.



Meet the Three Cheers Pals

Javi and His Friends

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



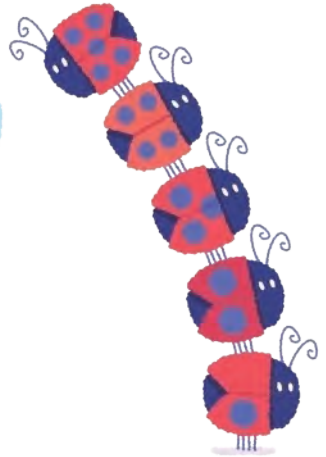
Tool Team



Queen Bee



Cloudy



The Ladies



Box and Purr



Javi



Hank



Dante



Bella



Flora



Tyler



Timber

Three Cheers for Pre-K

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

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

Reading Readiness

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

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

Phonological Awareness

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

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

Writing

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

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

Kindergarten Mathematics Goals

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



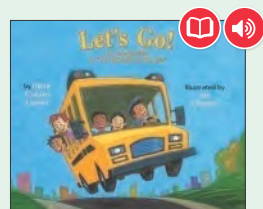
On the Go!

How do we get from here to there?

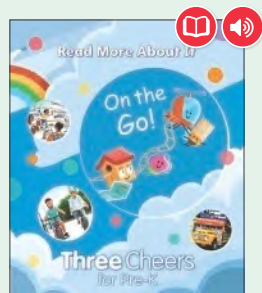
Weekly Question:

What kinds of transportation do we use?

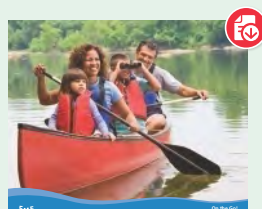
From the Theme Kit Print and Digital



Trade Book



Read More About It: "Go, Marco, Go!"



5x5



Theme and Concept Vocabulary



Theme Manipulative



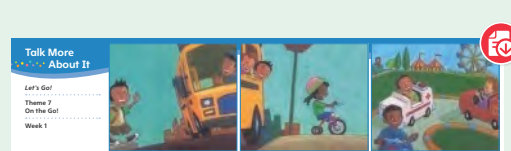
Big Book and Little Books



Wordless Experience Book: *On the Go!*



Sing, Rhyme, and Shout: "What Goes Place to Place?"



Talk More About It: *Let's Go!*

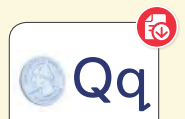
From the Teacher Toolkit Print and Digital



Assessment Guide



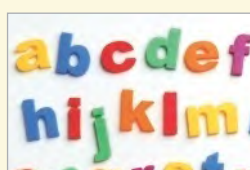
Social and Emotional Learning Cards



Alphabet Cards



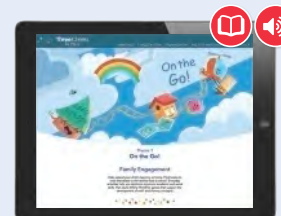
Picture Cards



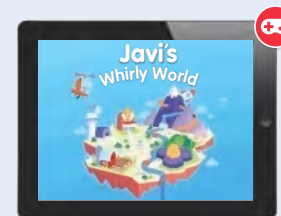
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



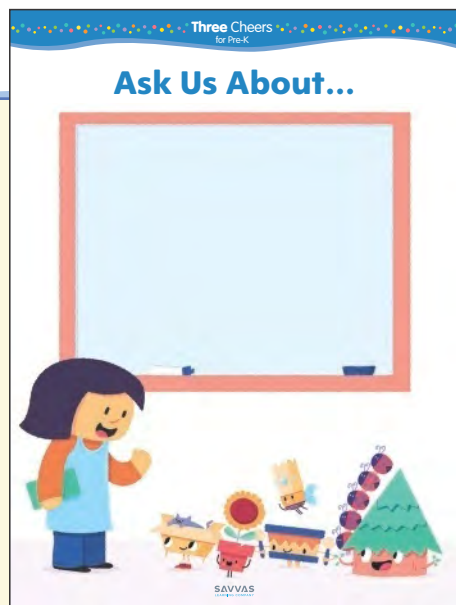
Digital Bookshelf

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 *Let's Go!*, how do the children get to school?
- Why is it important to follow rules?
- What is a pattern?

Day 1 pp. 7–14

Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “What Goes Place to Place?”
- Morning Meeting**

Story Time

- How do we get from here to there?**
- 1st Read Big Book** *Row, Row, Row Your Boat*

Literacy Circle

- Concept Vocabulary** Introduce
- Phonological Awareness** Sentences
- Alphabet Knowledge** Introduce Qq /kw/

Center Time and Small Groups

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

Math Circle

- Patterns**
- Snack Time** Snack Patterns

Science Circle

- Lights On**
- Light, Heat, and Electricity**
- Outdoor Play** Lead with Light

Learn and Play and Centers

- Let's Move!**
 - How We Travel
 - Lights On! Lights Off!
- Let's Talk** Rules
- Let's Read** Letters, Words, and Pictures, The Letter Q
- Rest Time** Time to Park!

Reflect

- 5x5** Describe Actions
- Social and Emotional Learning** Rules
- Let's Talk About It**

Day 2 pp. 15–22

Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “What Goes Place to Place?”
- Morning Meeting**

Story Time

- What kinds of transportation do we use?**
- 1st Read Trade Book** *Let's Go!*

Literacy Circle

- Concept Vocabulary** Develop
- Phonological Awareness** Sentences
- Alphabet Knowledge** Review Qq /kw/

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** Create Patterns

Science Circle

- Heat, Heat, Heat**
- Light, Heat, and Electricity**
- Outdoor Play** Hot Potato

Learn and Play and Centers

- Let's Move!**
 - All Aboard!
 - Shape City
- Let's Talk** Follow Directions
- Let's Read** Sentences, The Letter Q
- Rest Time** The Last Train Stop

Reflect

- 5x5** Sing a Song
- Social and Emotional Learning** Follow Directions
- Let's Talk About It**

Let's Celebrate!
Family gathering to share what children have learned about trains, planes, and speed.

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

Sing, Rhyme, and Shout “What Goes Place to Place?”

Morning Meeting**Story Time**

What kinds of transportation do we use?

2nd Read Trade Book *Let's Go!*

Literacy Circle

Concept Vocabulary Practice

Phonological Awareness Sentences

Alphabet Knowledge Review Qq /kw/

Oral Language Regular Plurals

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 Talk About Sharing

Social Studies Circle**How We Go****People**

Outdoor Play Travel Town

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

- Pattern of Movements
- Ride a Tricycle

Let's Talk Routines

Let's Read Sentences, Regular Plurals

Rest Time The Gliding Boat

Reflect

5x5 Movement

Social and Emotional Learning Follow Directions

Let's Talk About It

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

Sing, Rhyme, and Shout “What Goes Place to Place?”

Morning Meeting**Story Time**

What kinds of transportation do we use?

Read More About It “Go, Marco, Go!”

Literacy Circle

Concept Vocabulary Review

Phonological Awareness Sentences

Alphabet Knowledge Review Qq /kw/

Oral Language Regular Plurals

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

- Math: Patterns
- Literacy: Oral Language

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

Math Circle**Patterns**

Snack Time What Comes Next?

Social Studies Circle**Land and Water****Geography Tools**

Outdoor Play Getting Around Town

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

- Red Light, Green Light
- Marco Moves

Let's Talk Self Awareness

Let's Read Sentences, Regular Plurals

Rest Time Rest Time Favorites

Reflect

5x5 From Here to There

Social and Emotional Learning Community

Let's Talk About It

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

Sing, Rhyme, and Shout “What Goes Place to Place?”

Morning Meeting**Story Time**

What kinds of transportation do we use?

Compare *Let's Go!* and “Go, Marco, Go!”

Literacy Circle

Concept Vocabulary Check for Understanding

Alphabet Knowledge Review Qq /kw/

Oral Language Regular Plurals

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

- Math: Patterns
- Literacy: Alphabet Knowledge

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

Math Circle**Patterns**

Snack Time Create Patterns

Technology Circle**Computers****Access Information**

Outdoor Play Crossing Guard

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

- Play Patterns
- Transportation Town

Let's Talk Respect

Let's Read Sentences, Regular Plurals

Rest Time Stretch and Rest

Reflect

5x5 Habits of Exercise

Social and Emotional Learning Respect

Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, On the Go!

road
sky
transportation
travel

Concept Vocabulary

Conceptually related words to teach this week

ambulance
bus
motorcycle
tricycle
wheels

Academic Vocabulary

Terms used in this week's instruction

General

continue
create
off
on

subway
types

Literacy

letters
picture
plural
plurals
sentence

sound

sounds
word
words

Mathematics

extend
part

pattern
patterns

repeat
shape

Science

energy

electricity

heat

light

sun

warm

Social Studies

cities

land

map

maps

tools

town

water

world

Social and Emotional Learning

aware

directions

follow

routine

Technology

computer

device

information

Story Words

Words from the literature to explain and use this week

Trade Book

alarm honk motor
engine horn siren

Big Book

deliver merrily
floating passengers

Read More About It

elevator island vacation
ferry mainland

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

basic map
boxes (different sizes)
coffee cans
computers or other digital devices
cotton swabs
cubed boxes (four; tissue)
pan (small)
real-life objects (shaped like cones, spheres, cubes, cylinders)

rectangular boxes (tissue, shoe)
wet and dry play dough
wet and dry sand
wheeled toys (small)

Circle Times

computer or other digital device
objects or pictures of items that emit light and heat (lamp, flashlight, pictures of sun, fire, stovetop)
pictures or toys of cars, school bus, passenger train, public bus, taxi, bicycle, subway
pre-screened online map app
red and green paper circles

sidewalk chalk

sticky notes labeled *water, land, mountain, river, and other map features*

variety of maps, local area map, globe

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

Row, Row, Row Your Boat Follow along while listening to audio for the Big Book.

ABC Fun

My Alphabet Book Use different art tools to trace letters, and then name them.

Pretend and Learn

Time for School! Pretend to read a map and travel to school on a school bus.

Creativity Station

All Aboard! Use art materials to create representations of train cars.

STEM

Where Is It? Use a variety of wheeled toys to investigate and describe the position of objects.

Math Fun

What's the Shape? Name geometric solids based on attributes by touching them.

Sand, Water, and More

Let's Make Tracks Explore the motion of toy cars and the tracks they make in play dough and sand.

Writer's Club

Traveling Here and There Draw and write about traveling.

Monitor Progress



Assessment Guide

Observe

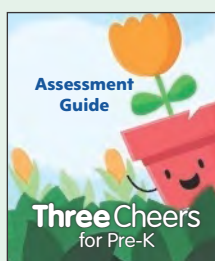
Observational Checklists

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



SCOUT

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



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

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

Pre-K Outcomes Progress Report

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

Portfolio

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



Centers

- **Reading and Listening** anecdotal notes about children following along with the digital text
- **Pretend and Learn** photographs of children pretending to travel on a school bus
- **Math Fun** anecdotal notes about children connecting attributes to discern shapes

On the Go!



Welcome to Today

15 minutes

Meet and Greet

- With Javi's help, greet each child and welcome the child to the start of a new theme!
- Encourage children to update their pictures on the Mood Meter.

Sing, Rhyme, and Shout

On the Go!

Use the picture on the card to introduce the theme, On the Go!

- **This week we are going to talk about *transportation*.** Remind children that *transportation* is a word people use for all the ways we move from place to place.
- Have children listen to the song as you sing, and invite them to sing along.



Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- shows understanding by responding appropriately.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Sing, Rhyme, and Shout: “What Goes Place to Place?”
- attendance chart, helper chart

Theme Vocabulary

| | |
|----------------|--------|
| transportation | sky |
| road | travel |

Morning Meeting

- 1 Attendance** Ask children to place their name cards on the attendance chart when you say the letter their name starts with.
- 2 Helper Chart** Assign new helper jobs to children. Have them demonstrate understanding of what these “job” terms mean by describing their new role, and then acting it out.
- 3 Weather** How did you *travel*, or get to school today? Did you walk, take a car, or go by school bus? If it rained today and you were going to walk, would you *travel* to school another way? Monitor children's understanding.
- 4 Today's Events** We are starting a new theme today called On the Go! Introduce the Theme Vocabulary. We will read about different kinds of *transportation*. We'll look at how some people *travel* by car on *roads*. While others *travel* by airplane in the *sky*.

DIFFERENTIATED SUPPORT

Extra Support

Sing, Rhyme, and Shout Have children act out how they traveled to school. If they rode in a car, prompt them to move their hands as if they are driving the car. If they walked, have them walk in place. KINESTHETIC



Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- separates a normally spoken four-word sentence into individual words.
- names at least 20 lower-case letters in the language of instruction.
- distinguishes between elements of print including letters, words, and pictures.

What You Need

- Big Book: *Row, Row, Row Your Boat*
- Vocabulary Cards: *transportation, wheels, bus, motorcycle, ambulance, tricycle*
- Alphabet Card: *Qq*

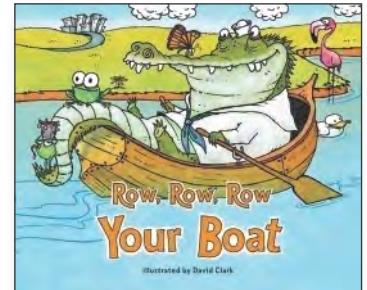
On the Go!

? **How do we get from here to there?** Introduce children to the guiding question for this theme. Display Vocabulary Card *transportation*. This picture shows different ways that people can get from one place to another. These are all different kinds of *transportation*.



Row, Row, Row Your Boat

Tell children that you will read a book about a boat.



- 1 Introduce** Have children engage in pre-reading behaviors. Hold the book *Row, Row, Row Your Boat* and start turning the pages backward. Let children tell you how to hold the book correctly.
- 2 Read Together** Display pp. 4–5. Point to the first word, *Row*. This is the first word I'll read. I see this word has three letters. Words are made up of letters that have meaning. There are spaces in between words. (Point out the space.) What letters do you see? Guide children to name the letters: uppercase *R*, lowercase *o*, lowercase *w*. Read the two pages aloud. Now let's look at the picture. What do you see? Continue reading the story, pausing to point out letters, words, and pictures.
- 3 Connect** After reading, name each method of *transportation* shown in the story and have children stand up if they have seen it or traveled on it.



Wheel of Motion

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

DIFFERENTIATED SUPPORT

Extra Support

Concept Vocabulary Give children additional practice with the Concept Vocabulary words using the Vocabulary Cards *ambulance, bus, motorcycle, tricycle, and wheels*. Display each card and say the word. Then explain how the picture shows the meaning of the word. Once children are more comfortable, show one card at a time and see if children can name the word. VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *What kinds of transportation do we use?* Display Vocabulary Card *wheels*. Many kinds of transportation, like cars, have wheels. Wheels go in a circle, and that's how a car moves. Display each of the other Vocabulary Cards for this week (*bus*, *motorcycle*, *ambulance*, *tricycle*) and briefly explain how each word relates to the question *What kinds of transportation do we use?*



Phonological Awareness

Sentences Children will separate four-word sentences into individual words.

- Listen as I say this sentence and see if you can count the words in it: *The boat is red*. How many words did you count? There are four words: *the, boat, is, and red*. Listen to this sentence. I want you to tell me the four words that are in the sentence: *My cat is furry*.
- Repeat with the following sentences: *The sky is blue.* / *That book is big.* / *I hurt my hand.* / *I want a sandwich.*

Alphabet Knowledge

Introduce Qq /kw/ Tell children that today they are going to learn about the letter Qq.

- 1 Letter Name** Display Alphabet Card Qq. Look at the picture. This is a coin called a quarter. Point to the uppercase Q. This is uppercase Q. Point to the lowercase q. This is the lowercase q. Say the letter name with me: /k/-you Point to the uppercase Q. *What is the name of this letter?* Point to the lowercase q. *What is the name of this letter?*
- 2 Letter Sound** The sound that the letter Q spells sounds like this: /kw/, /kw/, /kw/. Say it with me: /kw/. Point to the lowercase letter. *What sound does this letter spell?* Point to the uppercase letter. *What sound does this letter spell?*
- 3 Letter Formation** Trace the uppercase Q on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter in the air. Repeat with the lowercase q.



Transition

Chant and Rhyme

Have children stand and move. Have children echo you as you model the fingerplay.

On a boat,
I will go. (march in place)
It goes fast.
It's not slow. (row the boat quickly)

Theme Vocabulary

transportation

Concept Vocabulary

| | |
|------------|-----------|
| wheels | ambulance |
| bus | tricycle |
| motorcycle | |

Academic Vocabulary

| | |
|---------|----------|
| letters | sentence |
| sound | word |
| picture | |

✓ CHECK FOR UNDERSTANDING

IF... a child needs more practice separating sentences,

THEN... say a four-word sentence, and clap for each word. Have children clap with you. Repeat the sentence and have children identify each word. Repeat with additional sentences.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Geometry** Give each child a square, circle, rectangle, and triangle attribute block. *I will describe a shape. Hold up the shape that you think I'm talking about. This shape has four sides that are all the same size.* Give children hints to help them guess the shape. *Yes, a square has one, two, three, four sides. Each side is the same size.* Discuss that squares may be different sizes, but they are all squares. *Now I'm thinking of a shape that also has four sides. But two sides are longer and two sides are shorter.* Pause to give children time to look at their shapes. When children identify a shape, help them repeat the description. Continue the game.

▶ **ELL Access**

Academic Vocabulary

Emerging To help children understand what it means when sides are the same size or different sizes, use bamboo skewers to model the shapes. As you provide the clues for the shapes, hold up your fingers for the number of sides. Once the shape has been identified, invite children to trace the shape in the air as you describe it.

Developing Provide sentence frames to help children describe the shape. *This shape is _____. It has _____ sides.*

Expanding Have children take turns describing the shapes in their own words.

Bridging Have partners put their blocks in a bag. The first player reaches into the bag and selects a shape without looking. Holding the unseen shape in the bag, the first player says *I think this shape is a _____ because _____.* The second player confirms whether the guess was correct. Then partners switch roles.

- **Literacy: Alphabet Knowledge** Provide children with additional help pronouncing the sound that the letter *q* spells and forming upper- and lowercase letters. Say the sound (/kw/) several times and have children repeat. Be sure that they aren't adding an extra syllable and saying "kuh - wuh." Then assist them in forming the letters in sand or with another tactile measure.

▶ **ELL Access**

Relate Letter Sounds

Emerging Display Picture Cards *queen* and *quiet* and say: *This is a queen. This child is quiet.* Have children repeat the words with you. Then say: *Queen begins with the /kw/ sound.* Have students say the sound with you. Repeat for *quiet*.

Developing Say the words on Picture Cards *queen* and *quiet*. Then ask: *Which is a woman who wears a crown? Which tells how a house sounds at night?* Encourage students to say the words and listen to the beginning sound. Ask: *What sound does [queen] begin with? /kw/ Repeat for quiet.*

Expanding Display Picture Cards *queen* and *quiet*, and have children say the words. Then ask: *What sound do you hear at the beginning of each word? /kw/ What are some other words that have the /kw/ sound at the beginning? Possible answers: quick, quilt, quack*

Bridging Have children say the words on the Picture Cards *queen* and *quiet* and then identify the /kw/ sound at the beginning of the words. For practice pronouncing /kw/, lead children in repeating this silly sentence: *The quiet queen quit making quilts.*

Math Circle

15 minutes

Patterns

Tell children that today they will be looking at patterns.

1 Engage Create a pattern for children to repeat.

It's time to make a pattern, repeat after me:

Clap, clap (clap, clap)

stomp, stomp (stomp, stomp)

Children echo:

Clap, clap (clap, clap)

stomp, stomp (stomp, stomp)

2 Develop Choose two colors of snap cubes to distribute to children. Give each child a single cube in one of the two colors. Hold up one of each of the cubes and connect them to begin a pattern. I'm going to build a pattern. Snap two more cubes onto the pattern. Can you see the pattern? First, I see a [color] cube. Then, I see a [color] cube. Repeat the pattern to me. What color do you think comes next?

3 Practice Call up children in pairs to repeat the pattern. Monitor English language learners to see if they can follow the two-step oral directions. First, I want you to say the pattern. Then you say which color comes next in the pattern. Finally, you repeat the pattern. Call on additional children to continue the pattern.

Learning Outcomes

The child

- shows understanding by following one- to two-step oral directions in English.
- recognizes patterns.
- creates patterns.

What You Need

- Snap Cubes

Academic Vocabulary

repeat

continue

pattern

SEL Snack Time

15 minutes

Snack Patterns After children wash their hands, invite them to sit for snack time. Create a pattern of having children hold up one hand or two hands. Let's look at the pattern we created before we eat. Walk by each child as you say the pattern one hand, two hands.

DIFFERENTIATED SUPPORT

Engage and Extend

Practice Tell children that they can create a new pattern by adding in another colored block. This will make the pattern more complex. TACTILE

Science Circle

15 minutes

Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- observes sources of energy including light.
- investigates sources of energy including light.
- describes sources of energy including light.
- discusses sources of energy including light.
- coordinates sequence of movements to perform tasks.

What You Need

- Big Book: *Row, Row, Row Your Boat*
- flashlight

Outdoor Play

20 minutes

Lead with Light On a rainy day, pull down the shades and darken the classroom. Then turn off the lights and turn on a flashlight. Point to a play area in the classroom, and have children walk in pairs as they move to the lighted area. Repeat the activity by having them move to different classroom locations.

Lights On

Have children stand and take a big stretch. Then have them listen to the following chant. Have them echo the chant and mimic the actions.

| | |
|---------------------|--------------------------|
| On goes the light | (flip up a light switch) |
| The light is bright | (cover eyes) |
| I use the light | |
| In the night | (peer from side to side) |
| To see alright! | |

Light, Heat, and Electricity

- 1 Engage** Display pictures or objects that emit light (the sun, flashlight, lamp, digital device, unlit candle). Ask children what they think all these objects have in common (*they make light*). Explain to children that light is often all around us. Light is a type of energy. Energy is what makes things move or change. **Today we are going to talk about light and electricity. We see light with our eyes. Light helps us to see things.**
- 2 Develop** Model making observations and describing how the light can change. **I can change the light in the room by using this light switch. What happens when I turn the lights off? Yes! The room gets darker. What happens when I turn the lights on? The room gets brighter. Now watch as I turn the lights on and then off. Turn off/on the lights. When the light is off, I can't see everything in the room clearly. I don't want to walk around and bump into things. But when the lights are on. I see all the people and things in the classroom very easily.** Discuss light and electricity with children. **Electricity is an energy that can make objects move, light, or warm up. When I turn the light switch on, the electricity makes the light bulb light up. When I turn the light switch off, this stops the electricity and the light bulb is no longer lit.**
- 3 Practice** Give children time to investigate and observe light. Have children take turns turning off and on lamps and lights. Encourage children to describe what they see when the lights are off or on. **What can you see when the light is turned on? How does a flashlight help you see?** Remind children to never shine a flashlight in their eyes or the eyes of others.

Learn and Play

90 minutes

Let's Move

How We Travel Have children stand in a row. Ask each child to choose a type of *transportation* from the Big Book *Row, Row, Row Your Boat* to act out. Stand at the front of the room, and have children stand at the back behind a starting line.

- As you say: **On the Go**, children will mimic their vehicle and walk toward you. When you say: **Now we stop**, Children freeze. If anyone is still moving, send him or her back to start. Continue the game until the first child reaches you.

Lights On! Lights Off! Tell children that they are going to play a game. When you say: **Lights On**, have children run in place. When you say: **Lights Off**, tell them to freeze. Repeat the phrases and observe children who are able to coordinate this sequence of movements.

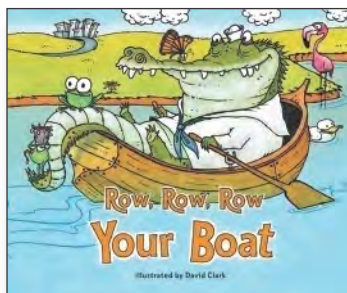
Let's Talk

Rules Tell children that there are rules we follow when we are in the classroom just like there are rules we follow when we ride in a car or on a bicycle. **What rule do I need to remember when I sit in a car? When you ride your bicycle, what do you wear on your head?**



Let's Read

Letters, Words, and Pictures Display p. 16 of *Row, Row, Row, Your Boat*. In order to tell whether children can distinguish different elements in print, have children point out and say three different letters. Then have them point to a word and one picture.



The Letter Q Tell children that they learned about the letter Q today. Have children practice writing uppercase Q and lowercase q in the air.

Theme Vocabulary

transportation

Academic Vocabulary

| | |
|--------|-------------|
| light | on |
| energy | electricity |
| off | types |

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

Time to Park! Have children pretend that they are either a car, truck, train, or bus. Tell them to pretend they are pulling into a garage. As you turn off your machine, lay down. It's time to turn off the lights. When I say all lights off, close your eyes. **All lights off.**

DIFFERENTIATED SUPPORT

Extra Support

Letters, Words, and Pictures If a child has difficulty identifying letters, look for a letter on p. 16 of *Row, Row, Row Your Boat* that was previously taught. Provide children with the Alphabet Card and have them trace the letter with their finger. Then have them find that same letter on p. 16. TACTILE

Reflect

10 minutes

5x5

Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- matches language to social contexts.

What You Need

- 5x5 Card: Types of Transportation
- SEL Card: *rules*
- Javi

Theme Vocabulary

transportation

CHECK FOR UNDERSTANDING

IF . . . a child has trouble identifying the rules to follow during Circle Time,

THEN . . . display the SEL Card: *rules* again and ask what the teacher and students are doing.

DIFFERENTIATED SUPPORT

Extra Support

Let's Talk About It Provide children with a variety of toy vehicles, such as a car, truck, bus, ship, plane, and train. Have the children hold and examine each type of transportation. **TACTILE**

Describe Actions Have children look at the picture and what the family is doing. *Have you ever been in a boat?* Ask children to share either a real or pretend story about riding in a boat.



Social and Emotional Learning

Rules Encourage children to reflect on the classroom rules. *Let's look at this picture. It looks like these children are getting ready for Circle Time. Do we have any rules about what we do in Circle Time? Sometimes we may need to add a rule. Is there a new rule we should follow during Circle Time? Maybe we can add a rule to stand when we have something to share during Circle Time.* Have children share any rules they think are needed. During the discussion, notice if children are following the rules you have already established, such as sitting quietly and listening to others speak. Gently remind them of the rules when needed.



Let's Talk About It

Tell children that it is time to reflect on their morning and what they learned.

- Remind children of the rules we follow when we hold Javi. Model using the appropriate tone and language for reflection time. *When someone is holding Javi, they get to speak. They speak loud enough for us all to hear. Everyone else should be quiet and listen.*
- *Who wants to share about the different types of transportation we learned about?* Prompt children to recall cars, trucks, buses, boats, and planes. As children take turns reflecting, if necessary, remind them to speak loudly enough for everyone to hear, to use appropriate titles when referring to teachers and other adults, and to use first names when talking about their friends.
- Have children reflect on the letter of the day. *Who can make the sound the letter Q spells?*



Welcome to Today

15 minutes

Meet and Greet

- As children enter the room, say: **Choo, choo. All aboard the class train!**
- Tell children they are welcome to place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

On the Go! Hold up the card and remind children that in this theme they are learning about types of *transportation*.

- Have children demonstrate their understanding of the instructional language by pointing to each kind of *transportation* as you name it.
- Have children listen to the song. Invite children to sing along.



Learning Outcomes

The child

- shows understanding by responding appropriately.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Sing, Rhyme, and Shout: “What Goes Place to Place?”
- attendance chart, helper chart
- Alphabet Cards: Aa–Zz

Theme Vocabulary

transportation travel

Morning Meeting

- 1 Attendance** Yesterday, when I called the first letter in your name, you put your name card on the chart. Today, we will try something different. I will hold up an Alphabet Card and say the letter. If this letter begins your name, then please come up and place your name card on the attendance chart. If more than one child gets up at a time, remind them to take turns.
- 2 Helper Chart** After we find out who is here today. What do we do next? We look for our helpers! Who are our helpers this week? Make sure children respond appropriately.
- 3 Question of the Day** Did you come to school in a car? 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** Today, we're going to read a new story called *Let's Go!* In this story, people *travel* on some exciting kinds of *transportation*.

DIFFERENTIATED SUPPORT

3-Year Olds

Attendance Help younger children understand the two tasks they will complete as children place their name cards. I held up the letter *B*. Bianca starts with *B*. First, Bianca listened for me to say *B*. Then she placed her name card. AUDITORY/KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates growing understanding of the sounds of the English language.
- engages in pre-reading activities.
- separates a normally spoken four-word sentence into individual words.
- asks questions relevant to the text read aloud.

What You Need

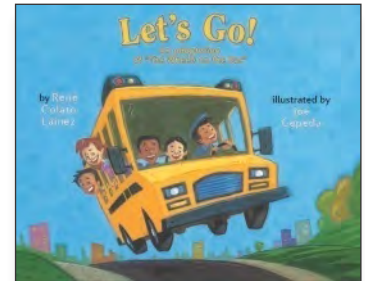
- Trade Book: *Let's Go!*
- Vocabulary Cards: *transportation, travel, wheels, bus, motorcycle, ambulance, tricycle*
- Alphabet Card: Qq

On the Go!

? **What kinds of transportation do we use?** Ask children the weekly question *What kinds of transportation do we use?* Display Vocabulary Card *transportation* and review with children. Then display Vocabulary Card *travel* and tell children that it means “to go from one place to another.”



Tell children that the book you will read today is called *Let's Go!*



1 Introduce Show children the front cover and engage children in a pre-reading activity. Show them some of the pictures and ask them to predict, or guess, what the book will be about.

2 Read Together As you read the book aloud, engage children in another reading-related activity and have them chime in on the repetitive text. Then help children demonstrate a growing understanding of the sounds of the English language and investigate sounds of the English language. **We are going to say some words in a funny way. We will use the sound /z/ at the beginning of each word. Listen while I say it. The wheels on the bus go zound, zound, zound.**

3 Connect Children will connect to the text and ask questions that are relevant to it. **We can ask questions about books so we make sure we understand them. A question should be about something in the book. Point to the picture on p. 7. I have a question: Why does the bus make a screeching sound? I think I've heard a bus screech before when it came to a stop. I bet that's what is happening on this page!** Have children share questions they have about the book that are relevant. If other children have answers to share, allow them to do so.

DIFFERENTIATED SUPPORT

Extra Support

Connect Provide sentence frames that start with question words for children who need support for asking questions, such as: *Why does the _____? Where does the _____?* To spark children's curiosity and to help them ask genuine questions, ask them: **Have you ever ridden in/on a _____? What do you want to know about _____? What would you ask the driver?** AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *What kinds of transportation do we use?* Display Vocabulary Card *wheels*. *Cars, buses, motorcycles, ambulances, and tricycles* all have *wheels* to help make them move. As the *wheels* go around and around, things move. Display each Vocabulary Card: *wheels, bus, motorcycle, ambulance, tricycle*, and ask children questions about each one that ties the word to the theme or weekly question.



Phonological Awareness

Sentences Children will separate four-word sentences into individual words.

- Listen as I say this sentence and see if you can count the words in it: *That is so good!* How many words did you count? There are four words: *that, is, so, and good*. Listen to this sentence. I want you to tell me the words that are in it: *That car is fast*.
- Repeat with the following sentences: *My dog is big.* / *The road is bumpy.* / *I want to play.* / *The sun is shining.*

Alphabet Knowledge

Review Qq /kw/ Tell children that today they will review the letter Qq.

- 1 Review Letter Name** Display the Alphabet Card Qq. Point to the uppercase Q. *What is the name of this letter?* Point to the lowercase q. *What is the name of this letter?*
- 2 Review Letter Sound** The sound that the letter Q spells sounds like this: /kw/, /kw/, /kw/. Say it with me: /kw/. There aren't a lot of words that start with the sound /kw/, but there are some. Repeat these words after me: *quick; quiet; queen; quarter*. Help your English learners demonstrate a growing understanding of the sounds of English by giving them individual help with the sound /kw/ and the words that start with it.
- 3 Review Letter Formation** Trace the uppercase Q on the Alphabet Card and explain the movements you make. Repeat with lowercase q.



Transition

Chant and Rhyme

Have children stand to stretch and echo the chant.

| | |
|----------------------------|-------------------------------------|
| The truck goes honk | (press your nose) |
| The motorcycle goes vroom | (move hands on pretend handle bars) |
| The ambulance goes nee naw | (move finger in a circle) |
| The tricycle goes toot | (make a squeeze with one hand) |

Theme Vocabulary

transportation travel

Concept Vocabulary

wheels ambulance

bus tricycle

motorcycle

Academic Vocabulary

sentence sounds

words letters

DIFFERENTIATED SUPPORT

ELL

Letter Sounds Have children echo you as you say *queen* and *quick*. Help children relate the Q at the beginning of the word to the /kw/ sound the letter Q spells. Ask children to make the /kw/ sound. Monitor children's pronunciation to see if the child demonstrates a growing understanding of the sounds of the English language. AUDITORY

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Patterns** Create a pattern of sounds and physical movements for children to echo.
 - I'm going to make a pattern. Repeat after me:
 - Clap, stomp (clap, stomp)
 - Clap, stomp (clap, stomp)
 - Children echo:
 - Clap, stomp (clap, stomp)
 - Clap, stomp (clap, stomp)
 - Remember: we have a pattern when something repeats over and over, again and again. You have seen that colors and shapes can make a pattern—so can sounds and movements!

► **ELL Access**

Listen to Comprehend

Emerging Have children mirror your motions and repeat your words as you demonstrate a pattern.

Developing Have children observe and listen to a series of movements you make. When you stop, they shout *Pattern!* if you repeated the parts correctly or *No pattern!* if your movements did not make a pattern.

Expanding Perform the clap, stomp, clap, stomp pattern. **What comes next?** Have children perform the next two (or four) movements and say the action words.

Bridging Tell children a pattern (without performing it) and have them perform it: **clap, stomp, stomp, clap, stomp, stomp.**

- **Literacy: Phonological Awareness** Give children practice separating spoken three- and four-word sentences into individual words. As you say this sentence, clap with each word and add a short pause after it: **I feel happy. How many times did I clap? I clapped three times. That means there are three words in the sentence: I, feel, and happy.** Share additional three-word sentences. Have children repeat each sentence after you. Then have children separate them into individual words. Then work with children on four-word sentences.

► **ELL Access**

Separate Sentences

Emerging Provide counters and cups for children. Say the sentence: **You are nice.** Have children repeat it. Then ask them to repeat each word as you say the sentence again. Have them drop a counter in their cup for each word. **How many counters are in your cup?** Tell children that the number of counters is the number of words in the sentence. Repeat with other three- and four-word sentences.

Developing Invite four children to stand in a row. Say: **You are nice.** Have the row of children repeat the sentence, with each child saying one part. (The fourth child will not have a word to say this time.) Ask the children who said a word to step forward so the class can count them. Ask: **How many words are in the sentence?** Repeat with different three- and four-word sentences.

Expanding Provide children with three- and four-word sentences. First, ask them to say a sentence. Then have them clap as they say each word and count the claps.

Bridging Ask a volunteer to say a sentence. Have classmates use claps or counters to see how many words are in the sentence.

Math Circle

15 minutes

Patterns

As you transition to the new activity, have children pretend to fly and join you in the circle. Invite children to be seated.

- 1 **Engage** Display attribute blocks (circle, square, triangle, rectangle). Have children name the shapes. Have children choose two shapes from the attribute blocks.
- 2 **Develop** Arrange the shapes in a line in an A, B, A, B pattern using the two shapes. Show the children the pattern. **This is a pattern. A pattern is something that repeats. Here, the shapes repeat.** Point as you say the shape pattern.
- 3 **Practice** Choose two new shapes to create a different A, B, A, B pattern. **See how I can create, or make, a new pattern.** Have the children identify the pattern and say the shape pattern with you.

Now choose two new shapes. **Let's follow this pattern. What shape comes next?** Repeat until children have created an A, B, A, B pattern. Have the children recognize the pattern and say the shape pattern with you.

Learning Outcomes

The child

- recognizes patterns.
- creates patterns.

What You Need

- Attribute Blocks: circle, square, triangle, rectangle

Academic Vocabulary

create

patterns

repeat



CHECK FOR UNDERSTANDING

IF... children are having difficulty creating A, B, A, B patterns,

THEN... have children practice recognizing A, B, A, B patterns in the classroom and saying the pattern with you before creating their own A, B, A, B patterns.



Snack Time

15 minutes

Create Patterns Place a container of attribute blocks in the center of the snack table. As children finish eating their snacks and cleaning up, have them create A,B,A,B patterns with the blocks. When everyone is done, invite volunteers to take turns describing and sharing their patterns with the rest of the group.



Science Circle

15 minutes

Learning Outcomes

The child

- observes sources of energy including heat.
- investigates sources of energy including heat.
- describes sources of energy including heat.
- discusses sources of energy including heat.
- coordinates sequence of movements to perform tasks.

What You Need

- objects or pictures of items that emit light and heat (lamp, flashlight, pictures of sun, fire, stovetop)
- sidewalk chalk
- Trade Book: *Let's Go!*
- Alphabet Card: Qq

Outdoor Play

20 minutes

Hot Potato Make a ball the “hot potato.” Have children gently toss the “hot potato” while you sing or play music. When the singing or music stops, whomever has the hot potato should sit down. Monitor children as they play to make sure their sequence of movements are appropriate for catching and tossing a ball.

Heat, Heat, Heat

Have children stand and take a big stretch. Then ask them to listen to the following chant.

Heat, heat, heat,
the heat warms my feet. (point to feet)

Heat, heat, heat,
the heat warms my seat. (point to chair)

Heat, heat, heat,
the heat just can't be beat. (clap)

Repeat the chant with children.

Light, Heat, and Electricity

- 1 Engage** Display pictures or objects of items that generate light and heat or warmth. Explain to children that when objects light up or rub together, they make heat. *We can see light. We can feel heat. Today, we are going to talk about light and heat.*
- 2 Develop** Guide children in investigating, observing, and describing light and heat. *Light and heat are two kinds of energy. We can see light. We can feel heat. The sun gives off light and heat. What does heat feel like? Heat is when you feel something warm or even hot. When we stand in the sunlight, we feel the heat from the sun's light on our skin.* Remind children that we should never stand in sunlight for long periods of time or look directly at the sun. *We can observe and describe heat.* Model rubbing hands back and forth. *I can rub my hands together. When I do this, my hands become warm. I have made heat.* Have children rub their hands together and observe how they can make heat. *When it's cold outside, we can turn on the heater in the classroom. Electricity helps make heat by warming the air in our classroom.*
- 3 Practice** Revisit the objects that generate light and heat. Ask children where they might encounter sources of heat. Have children stand near the lamp when the light is off. Ask them what they feel. Turn the light on. Ask them how they feel now. Closely monitor the amount of heat to ensure safety for children. *How do you know when you feel heat? Allow children to turn a flashlight on and off and describe what they feel.*

Learn and Play

90 minutes

Let's Move!

All Aboard! During Outdoor Play, use sidewalk chalk to create a line for the train to follow. First, have children stand in a line. Say **All aboard [school name] Train!** Model how to move your arm like a train. **Move your arms like this to make the train go.**

- As you call out motion words, have children complete the movement. **The train moves slowly, slowly up the hill. Oh no! This part of the track is bumpy.** Move up and down. Continue as children travel the train line.

Shape City Arrange children in groups of two, three, and four. Have children take a shape walk. At each station, they will hold hands to form a shape. Set up a station by drawing the shape on a sheet of paper. There can be stations for the following shapes: circle, triangle, square, and rectangle. **Let's start our walk through Shape City.** Circulate among the groups and modify the position of each group member as needed to create the correct shape. As you call out: **Time for a Shape City move,** have children walk, hop, or skip to the next station.

Let's Talk

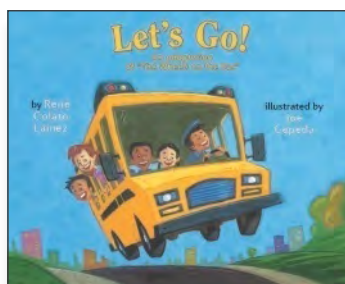
Follow Directions Circulate among children to talk about the routines they follow when playing in the area they are in.

- Engage children in one-on-one conversations about routines they follow. For example, **The way you keep all the books in the reading area is an important routine.**



Let's Read

Sentences Display the playground scene of *Let's Go!* Say this sentence aloud: **He drives the ambulance.** Assign four children one word each. **When I get to your word in the sentence, I want you to stand up.** Repeat with other sentences that describe this illustration.



The Letter Q Display several Alphabet Cards including the card for the letter Q. Have children find the letter Q.

Academic Vocabulary

| | |
|-------------|-------|
| heat | light |
| energy | warm |
| electricity | sun |

Center Time

30 minutes

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

Rest Time

35–40 minutes

The Last Train Stop Have children get cozy. Tell them to pretend that the class train is coming to the last train stop. Invite them to get comfortable. Repeat **chugga, chugga, chugga, chugga, chugga, chugga,** saying each word more and more slowly. When you are at a whisper, slowly and quietly say **choo, choo, goodnight, train!**

DIFFERENTIATED SUPPORT

Engage and Extend

All Aboard! Have children who like challenging projects use chalk to draw a realistic train track with two parallel rails and perpendicular ties on the playground. A number of children can collaborate on this project. **TACTILE**

Reflect

10 minutes

5x5

Sing a Song Hold up the card and have children look at the picture. Lead children in singing “Row, Row, Row Your Boat.” Have children rock back and forth as they sing.



Learning Outcomes

The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- describes sources of energy including light.
- describes sources of energy including heat.
- discusses sources of energy including light.
- discusses sources of energy including heat.

SEL Social and Emotional Learning

Follow Directions Display the SEL Card: *follow directions*. **Let’s look at this picture.** It looks like this child is getting ready to eat lunch. When we get ready for lunch or snack time, we follow a routine. That means we do the same steps every day. What do we do before we eat our lunch?



Have children share and act out the routine they follow prior to lunch or snack time. Prompt with words such as *first*, *next*, and *finally*. At Snack Time, notice that children are able to sustain attention to the routine they described.

SEL Let’s Talk About It

Tell children that it is time to reflect on their morning and what they learned.

- Remind children of the directions we follow when we sit down to reflect on our day. **What is the first thing we do?**
- Encourage children to share their favorite activity of the day. Have children discuss and describe what they learned about sources of energy. Ask: **What does heat feel like? What gives off heat? What gives off light? What is something in the sky that gives off light? What about in our classroom?**

What You Need

- 5x5 Card: Types of Transportation
- SEL Card: *follow directions*

Academic Vocabulary

| | |
|---------|-------|
| follow | light |
| routine | heat |

CHECK FOR UNDERSTANDING

IF . . . children have trouble identifying the routine they follow prior to lunch,

THEN . . . act out the routine.

DIFFERENTIATED SUPPORT

Extra Support

Let’s Talk About It Help children reflect on the science topic by having them say just one thing about one of these words: *on/off*, *energy*, *electricity*, *sun*. AUDITORY



Welcome to Today

15 minutes

Meet and Greet

- Greet each child by name and say the first letter in their name. For example, *Hi, Alfonso. Alfonso starts with the letter A.*
- Encourage children to place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

On the Go! Hold up the card and remind children that in this theme they are learning about types of *transportation*.

- Prompt children to name each vehicle in the picture. As they call out the names, use small self-stick notes labeled *road* and *sky* to label the place where the vehicle *travels*.



- Have children listen to the song. Invite children to sing along.

Morning Meeting

- Attendance** I'm going to hold up an Alphabet Card and say the letter name. If your name starts with that letter, place your name card on the chart. If more than one child gets up at a time, remind them to take turns. Monitor children's ability to sustain attention to the tasks until completed.
- Helper Chart** If you're a helper, stand and act out your job.
- Weather** Did you ever ride in a car in the rain? Have children share their experiences of being in a car during different types of weather.
- Today's Events** Today, we're going to reread *Let's Go!* Think about how you have *traveled* to get to school or to visit family and friends. Have you *traveled* on the *road*? How about in the *sky*? Have children listen and add to an idea or topic to demonstrate their understanding.

Learning Outcomes

The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- shows understanding by responding appropriately.
- uses a wide variety of words to label places.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Sing, Rhyme, and Shout: "What Goes Place to Place?"
- attendance chart, helper chart
- Alphabet Cards: Aa–Zz

Theme Vocabulary

| | |
|----------------|--------|
| road | sky |
| transportation | travel |



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.

Story Time

15 minutes

Learning Outcomes

The child

- increases listening vocabulary.
- typically uses complete sentences of four or more words.
- uses regular plurals.
- separates a normally spoken four-word sentence into individual words.
- retells or re-enacts a story after it is read aloud.

What You Need

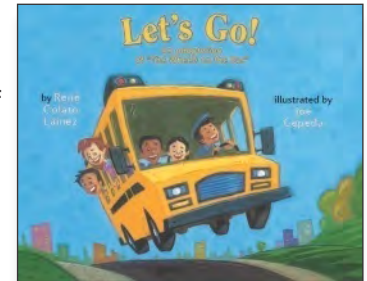
- Trade Book: *Let's Go!*
- Talk More About It Card: *Let's Go!*
- Vocabulary Cards: *transportation, travel, road, wheels, bus, motorcycle, ambulance, tricycle*
- Alphabet Card: *Qq*

On the Go!

? **What kinds of transportation do we use?** Remind children of the weekly question. Display Vocabulary Cards *transportation* and *travel* and review their meanings with children. Then display Vocabulary Card *road*: *This is a road. We can travel on roads. Another name for road is "street."*



Tell children they will listen to and talk about *Let's Go!*



1 Remember Hold up the front cover of *Let's Go!* How did the *wheels* move on the *bus*? Did they move side to side? No! How did they move? What made the choo choo sound?

2 Reread Help children increase their listening vocabulary in English. First, read the story with expression and encourage children to chime-in saying the sound that each vehicle makes. Then read the story a second time. Stop and have children look at the illustrations and make connections to the words related to this week's theme, On the Go! *All of the transportation you see in the story helps people travel from place to place. All of these vehicles have wheels. Show me with your hand how a wheel moves. That's right! It moves round and round in a circle. How many wheels do you see on the bus? How many do you see on the bicycle?*

3 Retell Have children use the Talk More About It Card to retell the story. Direct children to the first picture on the card. Model how to retell the story using complete sentences. *When you retell a story, you use your own words to tell about what happens in the story. Point to the first picture on the card. The children got on the bus. The bus drove on the road.*

Have children look at the next picture on the card. *Let's tell what happens in this part of the story.* If needed, provide children with a sentence frame to ensure they use a complete sentence with four or more words: *The children ride in the _____.*

DIFFERENTIATED SUPPORT

Extra Support

Retell Use simpler sentence frames, such as: *The wheels go _____; Children rode the _____.*

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display each of the Vocabulary Cards for this week: *wheels, bus, motorcycle, ambulance, tricycle*. Have children identify each one. *One of these words is a kind of transportation that has three wheels. Which one is it? (tricycle) Which ones have four wheels? (bus, ambulance)* Continue with the remaining words.



Phonological Awareness

Sentences Children will separate four-word sentences into individual words.

- Listen as I say this sentence and count the words in it: *The world is big*. How many words did you count? There are four words: *the, world, is, and big*.
- Repeat with the following sentences: *The bear is scary!* / *The train is here.* / *Lina is my friend.*

Alphabet Knowledge

Review Qq /kw/ Show Alphabet Card Qq. Have children name each letter and review the sound the letter *q* spells: /kw/. Then say each of these words and have children repeat: *quick; queen; quiet*.



Oral Language

Regular Plurals Children will use regular plurals when speaking.

- Display three books. *Sometimes, a word means just one thing, like the word book. But sometimes we want to talk about three of them, so we use the word books.*
- Hold up one hand. *I have one hand.* Hold up both hands. *How many do I have now? I have two hands.*
- Repeat a few times with objects in the classroom, such as crayons, markers, and toys.

Transition

Chant and Rhyme

Ask the class to stand and stretch as you say.

| | |
|-------------------------------|-------------------------|
| I hop on my bike. | (hop) |
| It's something I really like. | (point to smile) |
| I can go fast, | (walk in place quickly) |
| Or I can go slow. | (make slow steps) |
| I just like to be on the go! | |

Theme Vocabulary

| | |
|--------|----------------|
| road | transportation |
| travel | |

Concept Vocabulary

| | |
|------------|-----------|
| wheels | ambulance |
| bus | tricycle |
| motorcycle | |

Academic Vocabulary

| | |
|----------|--------|
| sentence | plural |
|----------|--------|



CHECK FOR UNDERSTANDING

IF... children need additional support with using plurals,

THEN... give each of them one crayon and ask how many they have. Then give them two more crayons, and have them use this sentence frame: *I have three ____*. Repeat with other small objects 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 (p. ELD•206).

Small Group

- **Math: Patterns** Review with children the patterns they have been creating. *What other patterns can we create? Ducks quack. Swans honk. Let's create a sound pattern.* Have children form two groups. Point to one group and have them honk. Then point to the other group and have them quack. Repeat. *Honk, quack. Honk, quack.* Ask the class to give you a new pattern using different animal sounds. Remind children that patterns repeat in some way.

▶ **ELL Access**

Share Information

Emerging Say *honk*. Have children repeat. Say *quack*. Have children repeat. Then ask them to say the pattern: *Honk, quack. Honk, quack. Honk quack* Say: *This is a pattern because honk, quack happens over and over.*

Developing Say the pattern *Honk, quack. Honk, quack. Honk, quack.* Have children repeat. Then use the same sounds to make a different pattern: *Honk, honk. Quack, quack. Honk, honk. Quack, quack.* Have children continue the pattern. Ask: *Which part repeats over and over? Honk, honk. Quack, quack.*

Expanding Perform the pattern. *Honk, quack. Honk, quack. Honk, quack.* Ask children what comes next and have them make the next two sounds. Then ask: *Why can't we say Honk, honk, quack next?* Help children express the idea that the same part of the pattern must repeat the same way every time.

Bridging Give children the repeating part of a sound pattern. Then have children extend the pattern. Ask partners to present it to the group, saying *Our pattern is _____. The part that repeats is _____.*

- **Literacy: Concept Vocabulary** Display Vocabulary Card *ambulance*. *This is an ambulance. An ambulance is used to carry people to the hospital who have been really hurt or are very sick. Can you use the word ambulance in a sentence?* Use Vocabulary Cards *bus, motorcycle, tricycle*, and *wheels* to reinforce the words and their meanings for children. Encourage them to use them in sentences.

▶ **ELL Access**

Expand Vocabulary

Emerging Display Vocabulary Card *bus*. Say: *This is a bus*. Have children repeat the word. Then use gestures, actions, and simple sentences children can repeat in order to convey the meaning of the word. For example: *A bus is big. A bus has many seats.* Repeat with other transportation vocabulary.

Developing Display Vocabulary Card *bus*. Say: *This is a bus*. Then ask questions about the word to elicit one- or two-word responses. For example: *Is a bus small or big? Is a bus quiet or noisy?* Repeat with other transportation vocabulary.

Expanding Display Vocabulary Card *bus*. Say: *This is a bus*. Then ask: *What do you know about a bus?* Encourage children to offer descriptions in complete sentences, such as *A bus is big. A bus is noisy. A bus goes to school.* Repeat with other transportation vocabulary.

Bridging Display Vocabulary Cards *ambulance, bus, motorcycle, tricycle*, and *wheels*. Have pairs play a game where one partner describes one of the items for the other partner to guess.

Math Circle

15 minutes

Patterns

Let's make more patterns today! Describe patterns by saying, Remember, patterns are when items repeat in some way.

- 1 **Engage** Review the shape pattern exercise from yesterday. Put down two shapes. *I am going to repeat this pattern.* Put down the next two shapes in the pattern. Ask children if they recognize the pattern. *Do you see the pattern? How can we extend the pattern? Who can put down the next two shapes for me?* Ask children to come up and add two blocks to extend the pattern.
- 2 **Develop** *Let's create a new pattern.* Get out the set of snap cubes. Invite a child to select two different colored snap cubes. Then snap them together. *[Child's name] has started a pattern.* Guide the children to describe the pattern. *What is the pattern of colors? What color comes next?* Add a snap cube to extend the pattern.
- 3 **Practice** Provide snap cubes to children, but allow them to select their two colors. *Now you will create your own patterns using two colors.* Have them snap six cubes together and then check in with them. Successful groups can show their patterns to the class.

Learning Outcomes

The child

- recognizes patterns.
- creates patterns.

What You Need

- Attribute Blocks
- Snap Cubes
- SEL Card: *share*

Academic Vocabulary

| | |
|---------|--------|
| shape | repeat |
| pattern | create |
| extend | |



Snack Time

15 minutes

Talk About Sharing After children finish their snacks, display the SEL Card *share*. Point to the picture. *What are the children sharing with this child? Their toys.* Discuss the next activity that children will do. Encourage them to tell about something they would like to share with a classmate.

DIFFERENTIATED SUPPORT

3-Year Olds

Create Patterns Place younger children in groups with older children. Monitor younger children's progress when snapping together the snap cubes during the Practice step. Model snapping the cubes together as needed. TACTILE

Social Studies Circle

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label places.
- identifies similarities between himself, classmates and other children inclusive of cultural influences.
- identifies differences between himself, classmates and other children inclusive of cultural influences.
- coordinates sequence of movements to perform tasks.

What You Need

- pictures or toys of cars, school bus, passenger train, public bus, taxi, bicycle, subway
- Trade Book: *Let's Go!*

Outdoor Play

20 minutes

Travel Town Create picture labels for places in your town. Include labels for features in the natural environment and businesses. Have children place the labels in the playground. Then provide children with a variety of push/pull toys such as cars, trucks, buses, and bicycles. As children push or pull their toy, have them talk about the places they pass along the way.

What do you see on your travels?

How We Go

All around the world, people use different kinds of *transportation* to *travel* to school and work. Let's chant as we act out traveling.

Encourage children to repeat the chant and actions.

| | |
|-------------------------|-----------------------|
| On the train, I stand. | (stand) |
| On a tricycle, I pedal. | (model pedaling legs) |
| On a boat, I row. | (model rowing arms) |
| In my class, I sit. | (sit down) |

People

1 Engage Display objects or pictures of various forms of transportation. There are many different ways we can travel. Let's name some types of transportation. Hold up each object or picture and ask children to name it. There are different types of transportation we can use to get to school. Tell children how you got to school. How did you get to school today? Today, we will learn how we are alike and different in the types of *transportation* we used.

2 Develop Explain that how we live and *travel* often depends on how and where we live. Most people in our town (or city) *travel* in cars and buses to get to school or work. We have many different *roads* we can drive on to get from one place to another. We don't have train tracks that lead from our houses and apartments to school. Most people here don't *travel* on trains very often.

Explain that in other places, people may *travel* in other ways. In some places, many people use a bicycle to get from one place to another. The cities and towns build special bike lanes on the *road*. People ride bikes to work and school. In other places, people mostly rely on trains and subways to get to school and work.

3 Practice Have children line up according to how they *travel* to school. Have children talk about how the different ways are similar or different from one another. [Child] gets to school by __. This is [same/different] from how I get to school.

Then have children share if the way they *travel* to school is similar to how children in other places *travel* to school. Have children model different ways to *travel* to school that are different from what they do. Let's pretend we take a train to school. Show how we would ride on a train.

Learn and Play

90 minutes

Let's Move

Pattern of Movements Have children create a pattern.

- Have children stand in a row. As you call out directions, have children complete the action. You can alternate the directions by having one child mimic rowing a boat, while the next child mimics steering a car.
- **What pattern did we create? Rowing a boat and steering a car.**

Ride a Tricycle Show children the picture of the girl riding a tricycle in *Let's Go!* Then have them follow your directions to act out how to safely ride a *tricycle*.

- The first thing we do before we get on our tricycles is to put on our helmets. Next, we sit on the seat. Now, let's put our hands on the handlebars. Then, let's put our feet on the pedals. Finally, let's turn our heads from left to right to make sure no one is coming our way. Now, begin to turn the pedals with your feet as they go round and round. Let's go for a ride!
- Repeat the directions, monitoring children to be sure they are following the directions as they pretend to ride a tricycle.

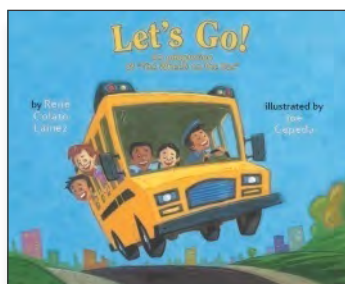
Let's Talk

Routines Engage children in one-on-one conversations in which they describe a routine they follow in class. For example: **How do you get ready for rest time? What's the first thing you do?**



Let's Read

Sentences Point to a picture in *Let's Go!* and say a short sentence describing it. Then say the sentence again and hold up a finger for each word as you separate the sentence into individual words. **How many words are in this sentence?** Prompt children to mimic you as you say the sentence again.



Regular Plurals Display *Let's Go!* Pause at pictures that show one or two items and call out the singular and plural forms of the nouns. For example: I see two lights on the *bus*. I see one helmet on the girl's head. I see two *wheels* on the bicycle. Emphasize the /s/ or /z/ sound at the end of the regular plural noun.

Theme Vocabulary

transportation road
travel

Concept Vocabulary

wheels tricycle
bus

Academic Vocabulary

types subway
world

Center Time

30 minutes

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

Rest Time

35–40 minutes

The Gliding Boat Tell children to pretend that they are going to rest on a very large boat. Have them imagine that the boat is slowly moving back and forth, gently moving with the water. Say: **back and forth, back and forth. Slowly we sway, back and forth.**

DIFFERENTIATED SUPPORT

Extra Support

Routines As needed, provide children with prompts as they describe a class routine. Offer the first step in the routine and guide them through each step as you act it out. Then have children act out the routine with you.

AUDITORY

Reflect

10 minutes

5x5

Movement Display the picture on the 5x5 Card. Tell children that there are many different types of boats. Some boats hold many people and some hold one or two people. Invite children to act out paddling the canoe.



Learning Outcome

The child

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

What You Need

- 5x5 Card: Types of Transportation
- SEL Card: *follow directions*
- Javi



Social and Emotional Learning

Follow Directions Draw attention to the picture of the child getting ready to eat lunch.

- Who can say the directions the child is following?
- Invite children to complete the sentence frames to describe the routine they follow before going outside. *We follow directions before we go out to play. First, we _____. Then we _____. Finally, we _____.*



Academic Vocabulary

directions



CHECK FOR UNDERSTANDING

IF . . . children need assistance on describing the directions they follow before going outside,

THEN . . . act out the directions they give. Guide them to name the correct directions in order. *Juan told me to line up, but should I get my coat first? Yes, I think I will need my coat before I get in line.*



Let's Talk About It

Ask children to reflect on their busy morning. As you pass Javi around the room, provide prompts to help children reflect on what they did in class today. As children share their reflections, look to see that they are able to sustain their attention to the class routine until it is completed.

- I learned that some ride to school on a _____. This is [the same as / different from] how I get to school.
- When there is more than one item, it is plural. One ___, two _____.

DIFFERENTIATED SUPPORT

Engage and Extend

Follow Directions Have children talk about times they follow directions when they play at home or school. Prompt them to make the connection that when they play board games or sports, they follow directions. AUDITORY



Welcome to Today

15 minutes

Meet and Greet

- Warmly greet children. Ask if they would like a high five or a hug as they enter the classroom.
- Prompt children to be aware of what emotions they are feeling this morning. Invite them to share their mood on the Mood Meter.

SEL Sing, Rhyme, and Shout

On the Go! Say each line of the “What Goes Place to Place?” song and ask children to repeat after you. Then have children participate by singing the song. As they sing, have Javi fly around the room and engage children in song.



Morning Meeting

- 1 Attendance** As children place their names on the attendance chart, have them demonstrate understanding of terms used in the classroom by sharing the name of the chart.
- 2 Helper Chart** Have helpers share their responsibilities for the day. Have children demonstrate their self awareness by asking the following questions. *What is your favorite part of helping? Which job on the helper chart is the one you like the most or the least?* Monitor children’s responses to see that they respond appropriately.
- 3 Question of the Day** *Do you like to ride a tricycle?* 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** *We’re going to read a new story today called “Go, Marco, Go!” Can you guess what it will be about?* Tell children that all the books they read this week will relate to the theme, On the Go! *Let’s see what types of transportation Marco travels on in the story.*

Learning Outcomes

The child

- shows self-awareness.
- shows understanding by responding appropriately.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Sing, Rhyme, and Shout: “What Goes Place to Place?”
- Javi
- attendance chart, helper chart, T-chart

Theme Vocabulary

transportation

DIFFERENTIATED SUPPORT

Extra Support

Helper Chart Help children respond about what job they like most or least by offering two jobs to choose from. *Do you like to be the line leader or the snack helper?* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- increases listening vocabulary.
- increases listening vocabulary.
- uses regular plurals.
- engages in reading-related activities.
- separates a normally spoken four-word sentence into individual words.

What You Need

- Read More About It Book: “Go, Marco, Go!”
- Vocabulary Card: *wheels, bus, motorcycle, ambulance, tricycle*
- Alphabet Card: Qq

On the Go!

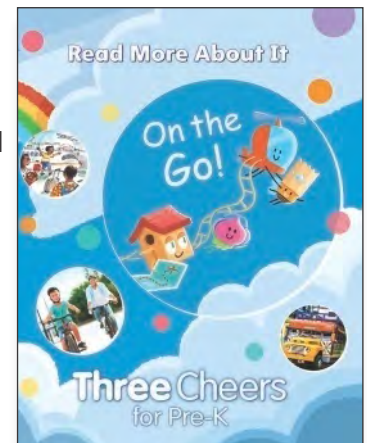
? **What kinds of transportation do we use?** Remind children of the weekly question. Display Vocabulary Cards *transportation, travel, and road*. Have children talk about how the words relate to the question.



“Go, Marco, Go!”

Children will engage in a reading-related activity and increase their listening vocabulary.

- 1 Introduce** Display pp. 4–5 in the Read More About It book. Read the title of the story and then tell children that they should listen for new words while you read the story aloud.
- 2 Read Together** As you read the story aloud, help children increase their listening vocabulary. For English language learners, they will increase their vocabulary in English. When you get to each of these words, stop and make sure children understand what each word means: *vacation, ferry, island, mainland, waiting area, elevator, press, button*. Then as you say each word again, have children point to an illustration that relates to the word. Children may also act out the meaning of each word.
- 3 Connect** After reading, have children recall the different kinds of *transportation* Marco and his family took. Then have children engage in a reading-related activity and increase their listening vocabulary by re-enacting parts of the story by pantomiming the kinds of *transportation*. End Story Time with these questions: [Have you ever traveled from one state to another? How did you get there?](#)



DIFFERENTIATED SUPPORT

ELL

Read Together To help children comprehend the story and to increase their listening vocabulary, name and point to the different types of *transportation* while previewing the illustrations. As you say the types of *transportation* while reading aloud, have children point to them in the story.

AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *What kinds of transportation do we use?* Display Vocabulary Card *ambulance*. *People travel in these when they need to go to the hospital. What is this type of transportation?* Hold up cards and give children clues for each word. Have children identify the word. Repeat until each word has been used at least once.



Phonological Awareness

Sentences Children will separate four-word sentences into individual words.

- We've been separating, or taking apart, the words in sentences. Listen to this sentence and tell me what words are in it: *I like my bicycle.* Repeat with the following sentences: *That car is purple.* / *The train is late.* / *The bus is yellow.*

Alphabet Knowledge

Review Qq /kw/ Show Alphabet Card *Qq* and have students name the letter. Work with children as they make the sound /kw/ that the letter *Q* spells. Have them repeat the following words with the initial /kw/ sound: *quite, quiet, quick, quack.*



Oral Language

Regular Plurals Children will use regular plurals when speaking.

- Sometimes, a word means just one thing, like the word *wheel*. But sometimes we want to talk about four of them, so we use the word *wheels*.
- *Is there more than one wheel on a car?* Have children use this sentence frame with the correct regular plural: *A car has four _____.*
- Have children turn and talk to a partner using regular plurals.

Transition

Chant and Rhyme

Ask children to stand and stretch. Have them echo you and complete the fingerplay.

The bike has two wheels (hold up two fingers)
 A tricycle has three (hold up three fingers)
 A car has four (hold up four fingers)
 And a bus has even more!

Concept Vocabulary

wheels ambulance
 bus tricycle
 motorcycle

Academic Vocabulary

sentence
 plurals



CHECK FOR UNDERSTANDING

IF . . . a child needs practice separating sentences into individual words,

THEN . . . say this sentence, and have the child take a step forward with you for each word: *I feel fine.* Ask the child how many steps you took and what the words were. Repeat the sentence and steps, if necessary. Then work with a few four-word sentences.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Patterns** Have children work in pairs. Give each child four snap cubes of a single color (so each partner has a different color). Ask children to alternate snapping three of their cubes together to make a tower of six cubes. Model this with your own cubes for children to follow. Say the color pattern of your tower and have children tell their pattern, each partner alternating by saying the color they placed. *You each have one cube left. Who should place their cube to continue the pattern? How do you know?* Have children complete their patterns.

▶ **ELL Access**

Internalize Vocabulary

Emerging Say each color as you model snapping 6 cubes of two colors together in a pattern. Have children repeat each word. Children may find it helpful to say the color in their home language first.

Developing Provide sentence frames to help children tell both colors before saying their pattern: *My color is _____. The other color is _____.*

Expanding Ask questions to help partners explain their pattern. *What color do you have? What color does your partner have? What is your pattern?*

Bridging Have children use 6 snap cubes of one color to make a pattern with a partner. Ask partners to present their patterns to the group. Challenge the group to tell which color block comes next.

- **Literacy: Oral Language** Have children use regular plurals in their oral language. Place pairs of items in the center of a circle, such as two crayons, two books, two markers, and so on. Hold the items as you model. *Here is one _____. Now there are two _____. Repeat the activity with all of the objects.*

▶ **ELL Access**

Learn Language Structures

Emerging Hold up one crayon and say, *one crayon*. Have children repeat the words with you. Now hold up two crayons while you say, *two crayons*. Have children repeat the plural form. Then give one or two crayons to a child in the group and say: *Gina has [one crayon]. Let's all say how many crayons Gina has.* Repeat with other objects.

Developing Give one crayon to a child and two crayons to another child. Say: *Gina has one crayon. Juan has two crayons.* Then ask: *Who has two crayons? Juan has two crayons.* Have children repeat the answer.

Expanding Display pairs of items and invite each child to take one or two of the same item. Then ask each child: *How many [crayons] do you have?*

Bridging Display pairs of items on a table for the group to study for a minute. Then have everyone cover their eyes while a chosen child takes and hides one or two of the same item. When the group uncovers their eyes, have the chosen child ask: *What do I have?* Have the other children make guesses, such as *You have two crayons.*

Math Circle

15 minutes

Patterns

Tell children that today they will be reviewing patterns. **Patterns are when items repeat in some way.**

- Engage** Review the colored cube pattern exercise from yesterday. **Today, I am going to create a new pattern.** Snap the cubes together in an AA, BB, AA, BB pattern using the two colors. Show the children the pattern. **This pattern is different than the patterns that we made yesterday. What is the pattern here?** Ask a child to come up and add two cubes to the pattern. Have another child come up and add the next two cubes.
- Develop** **Let's create another pattern.** Get out the foam attribute blocks. Hold up a few shapes. **Which shape should we start our pattern with?** Have children raise their hands to vote for each shape. The shape with the most votes will be the first shape in the pattern. **What should the second shape be?** Have children vote again.

We will create a pattern with [shape 1] and [shape 2]. Place two of the first shape followed by two of the second shape. Monitor that children recognize the pattern. **Here is the first part. Do you see the pattern? What shape comes next?** Ask for volunteers to extend the pattern.
- Practice** Distribute attribute blocks to pairs of children. Have pairs create their own patterns using two shapes. Have them form a pattern with eight shapes, and then check in with them. Ask a successful group to share their pattern with the class. **What pattern did [child's name] and [child's name] make? What comes next if they extend the pattern?**



Learning Outcomes

The child

- recognizes patterns.
- creates patterns.

What You Need

- Snap Cubes
- Attribute Blocks

Academic Vocabulary

| | |
|---------|--------|
| shape | create |
| pattern | part |
| extend | |

SEL Snack Time

15 minutes

What Comes Next? After children eat their snacks and clean up, transition to the next activity by displaying some snap cubes in a simple pattern, such as AA, BB, AA, BB, or A, B, A, B, A, B. **Look at the pattern I created with the snap cubes. What comes next if we want to extend the pattern?** Ask a volunteer to come up and add the correct snap cube to extend the pattern.

DIFFERENTIATED SUPPORT

Engage and Extend

Create Patterns Give small groups some foam attribute blocks and have them create their own A-B-A-B patterns without your prompting. TACTILE

Social Studies Circle

15 minutes

Learning Outcomes

The child

- shows self-awareness.
- uses a wide variety of words to label places.
- identifies common features in the natural environment.
- explores geography tools.
- explores geography resources.

What You Need

- a variety of maps, including one large one; a map of the local area; a globe
- sticky notes labeled *water, land, mountain, river*, and other map features
- red and green paper circles
- Picture Cards: *boat, truck, taxi*
- Read More About It Book: "Go, Marco, Go!"

Outdoor Play

20 minutes

Getting Around Town Draw a large but simple map of a town. It can be drawn on large paper, or you can place pictorial markers of roads and buildings on the playground. Have children pretend to drive around town as you give directions, such as *drive to the grocery store*. Encourage children to move their hands as if holding and turning a steering wheel. Tell them to park and go into the store to buy something they need or want.

Land and Water

Ask children to stand and repeat after you as you chant.

We're going on a journey. (march in place)
We'll travel on land, and by sea.

We're going on a journey. (march in place)
We'll travel on land, and by sea.

Geography Tools

- 1 Engage** Display a variety of maps and globes. Ask children if they have seen objects like these and how the objects are used. Tell children that maps are important tools people use to see and learn about different places. **Maps also help people travel from one place to another.** Explain that people can find maps in many different places. They may be online, on a large folded piece of paper, or in books.
- 2 Develop** Display a large map and have children look at it closely. Point out a feature of the map and tell children what it is. For example: **On most maps, water is shown in the color blue. Land is sometimes colored green and sometimes brown. What different colors do you see?** Allow children to ask about things they see on the map.
- 3 Practice** Invite children to sit around the map of your local area. Call out common features in the natural environment, such as rivers, lakes, and mountains. Then point out human features such as streets and important buildings. Guide children to identify the features and places. **What color shows water? Which color shows land? What color shows a river? What color is shown for the mountains? What other things do you see on this map?** As children call out a variety of features and places, have them place labels made from sticky notes.

Learn and Play

90 minutes

Let's Move

Red Light, Green Light Pass out red circles and green circles cut from paper. Tell children that they will create a red light, green light pattern. *Let's start with a red light.* Invite a child with a red circle to stand. *Now, we need a green light. Which color should come next? Right! We need a red light.* Have children continue to line up according to the red light, green light pattern. Once the pattern is complete, have children say their color as you walk by.

Marco Moves Display Read More About It: "Go, Marco, Go!" Designate a rug or area in your room as the ferry. Have children re-enact driving onto the ferry and then riding on the ferry. Say: *How do you think Marco moved when he was on the ferry?* Tell them that many times large boats and ferries sway as they move through the water. *It can be hard to balance!* Have them gently sway as they imagine moving on the ferry. Encourage children to act out other parts of the story.

Let's Talk

Self Awareness Encourage children to be aware of their thoughts and feelings. Have children share their personal preferences by saying what they liked or did not like about the story "Go, Marco, Go!"

- Have children use a prompt such as: *I [liked/ did not like] the story. My favorite part was _____. I did not like _____.*

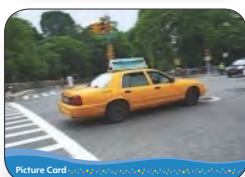
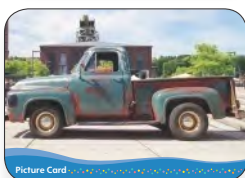
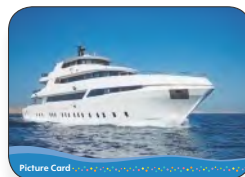


Let's Read

Sentences Display Picture Cards for different kinds of *transportation*, such as *boat*, *truck*, and *taxi*. Say a short sentence about each picture. For example: *The boat gently sways. The truck is big. The taxi is yellow.*

Have children practice segmenting the sentence by holding up a finger as you say each word.

Regular Plurals Have children look again at the kinds of *transportation* in "Go, Marco, Go!" Ask them to say the plural form of the words *jet* and *elevator*. *I see one jet. When I say jet, the word ends with the sound /t/. What if there were two? What sound would come at the end? That's right, the sound /s/ is added. One jet, two jets.*



Theme Vocabulary

| | |
|----------------|--------|
| transportation | travel |
|----------------|--------|

Academic Vocabulary

| | |
|-------|--------|
| tools | map |
| land | cities |
| water | town |

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

Rest Time Favorites Ask children to get into their favorite rest time position. They may lie on their backs, put their heads down on the tables, or cuddle under blankets. As children relax into their favorite positions, ask them to picture in their minds that a wheel is rolling more and more slowly as they shut their eyes.

DIFFERENTIATED SUPPORT

Engage and Extend

Self-Awareness Encourage children to share additional personal preferences. Have them share their preferences on the books, activities, and classroom routines they completed this week. Prompt them to discuss their favorite part of the week and their least favorite. *My [favorite/least favorite] activity was _____ because I like/don't like _____.* AUDITORY

Reflect

10 minutes

5x5

From Here to There Display the 5x5 Card and ask children to look at the picture. Discuss with children how boats, kayaks, and other types of *transportation* help us get from here to there.

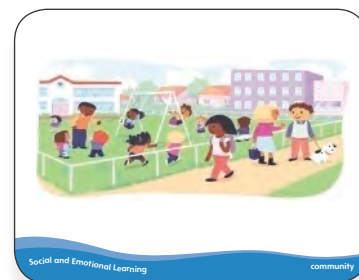


- How do you get from home to school?



Social and Emotional Learning

Community Draw attention to the picture on the SEL Card: *community*.



- Look at all of the people in this picture. They are part of a community. A *community* is a group of people who have something in common. These people all look like they live near each other. They are part of a community.
- Help children become self-aware by thinking about the communities they belong to. *Your neighborhood is the place you live. We all belong to a neighborhood, like the people in the picture. We are all part of a community.*



Let's Talk About It

Tell children that it is time to reflect on the busy day and on all the different things they learned about and did.

- Pass Javi around, and prompt children to be self-aware by sharing their personal preferences. You may prompt them with this sentence: *I liked _____ because _____.* Model using the sentence frame. *Today, we learned about maps. I liked looking at the large map because I could see the land and water.*



Learning Outcomes

The child

- shows self-awareness.

What You Need

- 5x5 Card: Types of Transportation
- SEL Card: *community*
- Javi

Academic Vocabulary

aware



CHECK FOR UNDERSTANDING

IF . . . a child needs additional help understanding how they belong to a community,

THEN . . . ask them who their neighbors are. Explain that their neighbors are the people who live in their neighborhood. The neighbors are part of their community.

DIFFERENTIATED SUPPORT

3-Year Olds

Community Place sets of stuffed animals in various places around the room. Point to one set and explain that they make up a community. Point to another set and say they are a community, too! Explain that the people we live near are part of our community. VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- typically uses complete sentences of grammatical complexity usually with subject, verb, and object order.
- uses regular plurals.

What You Need

- Trade Book: *Let's Go!*
- Read More About It Book: "Go, Marco, Go!"
- Vocabulary Cards: *wheels, bus, motorcycle, ambulance, tricycle*
- Alphabet Card Qq

On the Go!

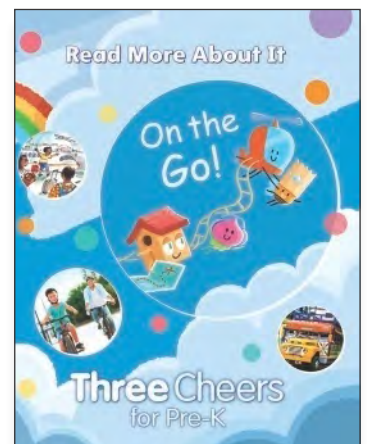
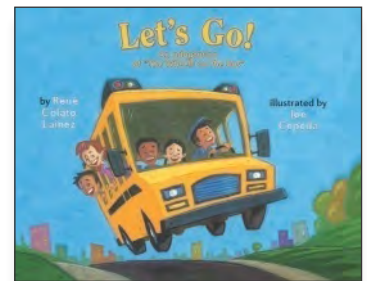
? **What kinds of transportation do we use?** Ask children the guiding question *What kinds of transportation do we use?* This week, we have talked about boats, cars, trucks, *buses*, trains, and planes. These are all different types of *transportation*. Some of them have *wheels*, but some do not.



Let's Go! and "Go, Marco, Go!"

Children will compare the two texts using complete sentences.

- 1 Remember** Have children tell what they remember about *Let's Go!* and "Go, Marco, Go!"
- 2 Reread** Read *Let's Go!* pp. 2–3 aloud. Then read "Go, Marco, Go!"
- 3 Compare** Use the following sentence frames as models so children begin to understand complete sentences that have correct subject, verb, and object order. *Let's Go!* and "Go, Marco, Go!" have some things that are alike. Both texts are about different kinds of _____. Have children say the sentence with the word *transportation* filled in. Which one has a ferry? "Go, Marco, Go!" has a _____. Have children say the sentence with the word filled in. Have children continue comparing the texts using complete sentences and correct subject, verb, and object order.



DIFFERENTIATED SUPPORT

Extra Support

Connect If children have difficulty finishing the sentences, say the ending of the sentence and have children repeat it. 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 do wheels do? Why do some people ride on a bus? How is a bus different from a motorcycle? When might someone ride in an ambulance? How are tricycles different from bicycles?*



Alphabet Knowledge

Review Qq /kw/ Display Alphabet Card Qq and have children name each letter. Then have children practice making the sound /kw/ at the beginning of each of these words: *quick, quiet, queen, quit, question, quilt.*



Oral Language

Regular Plurals Children will use regular plurals when speaking.

- Sometimes, a word means just one thing, like the word *car*. But sometimes we want to talk about more than one car, so we use the word *cars*. The word *cars* is called a plural word because it means more than one.
- Have children turn and talk to a partner using regular plurals.

Transition

Chant and Rhyme

Prompt children to stand and stretch. Then have them echo and complete the chant.

| | |
|-------------------|-------------------|
| Hop on the bus. | (hop) |
| Here we go. | (point forward) |
| Don't make a fuss | (frown) |
| Or we'll go slow. | (take slow steps) |

Concept Vocabulary

| | |
|------------|-----------|
| wheels | ambulance |
| bus | tricycle |
| motorcycle | |

Academic Vocabulary

| | |
|----------|--------|
| sentence | plural |
|----------|--------|



CHECK FOR UNDERSTANDING

IF... a child has difficulty using regular plurals when speaking to a partner,

THEN... become the child's partner and guide them with suggestions of common, regular plurals that they can use in a sentence.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Patterns** Create a tower of 12 snap cubes that repeats *yellow, yellow, blue, blue* three times.
 - Invite children to investigate the tower. **What do you see when you look at this tower? Do you see a pattern? When you look for patterns, you look for how parts repeat.**
 - If we want to add to this pattern, what color cube would go next? How do you know? Have each child add a cube to the tower.

▶ **ELL Access**

Share Information

Emerging Have children say the colors of the pattern aloud with you as you touch each cube. Say: *yellow, yellow, blue, blue, yellow, yellow, blue, blue* and so on. Break off the first four cubes and say: **This is the part that repeats.**

Developing Point to each cube. As you point, have children say the pattern: *yellow, yellow, blue, blue, yellow, yellow, blue, blue* and so on.

Expanding Have children explain in their own words what the pattern is and which color cube comes next.

Bridging Have children use complete sentences to talk about the tower and the pattern.

- **Literacy: Alphabet Knowledge** Take children to the sand table and assist them in forming the letters Q and q in the sand. While they are writing the letters, say these words and have children repeat so they get additional practice with words that start with the sound /kw/: *quilt, queen, quarter, quit, question, quiet.*

▶ **ELL Access**

Relate Letter Sounds

Emerging Engage in oral language play by making up Q word chants. For example, say: */kw/, /kw/, /kw/, queen!* or */kw/, /kw/, /kw/, quick!* Say a chant and repeat it in unison with children.

Developing Play a game in which children listen for the /kw/ sound. Say: **Here are three words: *cake, quake, wake.* Which begins with /kw/?** Repeat with other sets of words.

Expanding Ask children questions that include Q words, such as **What place is quiet?** or **What is a quick snack?** Children will practice pronouncing /kw/ in their responses. For example: *The library is a quiet place. Yogurt is a quick snack.*

Bridging Have pairs work together to form a sentence with two /kw/ words you provide. For example, if you say **question** and **quick**, children might say *I have a quick question.*

Math Circle

15 minutes

Patterns

As you transition to the new activity, have children stomp loudly or tiptoe gently to join you in the circle. Invite children to be seated.

- 1 **Engage** We are going to make more patterns today. Display snap cubes in a variety of colors. Have children name the colors. Have children choose three colors from the snap cubes.
- 2 **Develop** Snap the cubes together in an A, B, C, A, B, C pattern using the three colors. Show the children the pattern. **This pattern is different than the patterns that you made earlier.** Point as you say the color pattern. **We can make many different kinds of patterns.**
- 3 **Practice** Give pairs of children three crayons (red, yellow, green) and a piece of paper. **Let's create a pattern book together. You draw one part of the pattern. Then we can put all the parts together to make a big pattern. Let's make our pattern red, yellow, green. Draw three circles. Use a different color for each. That will be one part of pattern.**

As students work, identify three children to tape their parts on the board to form the pattern. Have the children recognize the pattern and say the color pattern with you. **What part of the pattern repeats?**

Learning Outcomes

The child

- recognizes patterns.
- creates patterns.

What You Need

- Snap Cubes
- crayons
- paper
- tape

Academic Vocabulary

| | |
|----------|--------|
| patterns | create |
| repeat | part |



CHECK FOR UNDERSTANDING

IF... a child is having difficulty creating A, B, C patterns,

THEN... start a pattern and have the child recreate it. Then put the patterns together and have the child say the completed pattern.



Snack Time

15 minutes

Create Patterns Place a container of snap cubes in the center of the snack table. Also display a few snap cube patterns, such as AA, BB, AA, BB or ABC, ABC. After children eat their snacks and clean up, encourage them to sit quietly and try to create one of the patterns while the rest of the group finishes their snack.

Technology Circle

15 minutes

Learning Outcomes

The child

- is aware of where own body is in space.
- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- explores geography tools.
- explores geography resources.
- coordinates sequence of movements to perform tasks.
- uses technology to access appropriate information.

What You Need

- pre-screened online map app
- computer or other digital device
- Trade Book: *Let's Go!*
- Read More About It Book: "Go, Marco, Go!"

Outdoor Play

20 minutes

Crossing Guard Invite children to select a riding toy to drive outside. Ask a child to direct traffic to make sure no one bumps into anyone or anything. Set up a crosswalk with sidewalk chalk and have other children wait until directed to cross the street.

Computers

Have children stand and shake out their bodies. Invite them to echo the chant and mimic the fingerplay.

On a computer, (mimic typing)
I type, type, type

On a device, (mimic tapping with one finger)
I tap, tap, tap

Access Information

- 1 Engage** Show the computer or digital device with an online map application. Explain that people use different tools such as computers and devices to find and look at maps. *If a car driver needs to find the way from one place to another, the driver may use a map on his or her phone to find the best way to get there.* Point out to children how the map shows the land, water, and roads that people can drive on. Today, children will use technology to access geographic tools and resources.
- 2 Develop** Have children use technology to access appropriate online maps of the United States, the state, and the region. Pre-screen the maps prior to children's use to make sure they are appropriate for prekindergartners. *I'm going to use a computer to find a map of the United States.* Navigate to the map. *Let's look at the map. Do you see all the different states? What else do you see? Now let's look at a map of our state.* Navigate to a road map of your state. *This is a map of the state where we live. Our state is called ____.* Do you see these lines? These lines show where roads are. *This is how drivers look to see the way from one place to another.*
- 3 Practice** Bookmark a few online maps. Work with children to explore different online maps. *What information does this map show? How do you know?*

Learn and Play

90 minutes

Let's Move

Play Patterns Have children stand in a row. Tell them that they will create a new pattern by completing a sequence of movements.

- As you walk along the row, tell the first child to remain standing. Then have the next child sit. *As I walk by, call out the next position in the pattern. Stand, sit, stand, sit.* Continue until each child is in place.

Transportation Town Have children select a type of *transportation* to act out driving. Show children different types of *transportation* in *Let's Go!* or the story "Go, Marco, Go!"

- Have children pantomime riding or operating the vehicle. Encourage them to make the sounds they might hear while on their vehicle.

Let's Talk

Respect Circulate among the play areas and observe if children are staying in their own seats without leaning or encroaching on others.

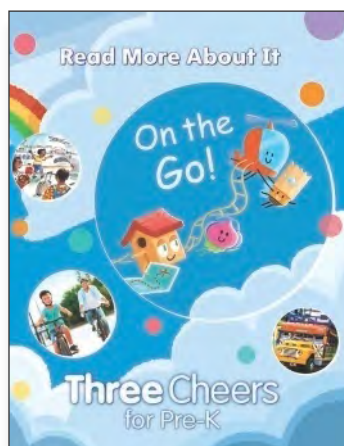
- Engage children in one-on-one conversations about being aware of personal space. Explain that when you are aware of your body in space, you show that you respect, or care, about others. *When you sit at the table, where do you put your hands? That's right: on your lap or on the table. How about when we're all walking in a line to the playground? We move without bumping into others.*



Let's Read

Sentences Display "Go, Marco, Go!" Say four-word sentences about the pictures. As you say each sentence, tap the table as you say each word. You may say sentences such as, *The family is happy. Marco likes the ferry.*

Regular Plurals Have children say examples of regular plurals. *I have one ball. The word ball changes when I have more than one. It changes from ball to balls. We added the sound /z/. One ball, two balls. Look at p. 4. There is more than one bag on the page. Say one bag, two bags.*



Theme Vocabulary

transportation road

Academic Vocabulary

computer information

device maps

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

Stretch and Rest Quietly ask children to settle into a comfortable spot. Softly say, *It's time to rest. You've had a busy morning. Now let's take one long stretch and then be still. It's time to be quiet. Close your eyes.*

DIFFERENTIATED SUPPORT

Engage and Extend

Sentences Extend the activity of separating sentences into individual words. Read aloud or say five-word sentences. Have children raise a finger as you say each word. AUDITORY

Reflect

10 minutes

5x5

Habits of Exercise Display the 5x5 Card. Have children look at how the family is paddling the canoe. Tell them that paddling makes the canoe move through the water. It also is good exercise. *Let's act out different ways we can exercise. I'll call out movements and you mimic my actions.*



Learning Outcomes

The child

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

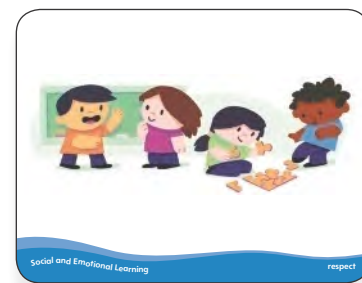
What You Need

- 5x5 Card: Types of Transportation
- SEL Card: *respect*
- Javi



Social and Emotional Learning

Respect Draw attention to the picture of the children by the puzzle. *Look at the boy walking by the puzzle. When we walk around the classroom, we don't bump into other people or their things. The boy in this picture is being careful not to step on the girl's puzzle piece. Why do you think it's important to follow the rule that we don't bump into other people? Would you like it if someone bumped into you or stepped on your toy? Allow a volunteer to answer. Nobody would. We need to be aware of, or notice, where our bodies are so that we don't bump other people. That is how we show respect to others.*



Let's Talk About It

Remind children that they have practiced many things this week. *I'm going to pass Javi around. When it's your turn to hold Javi, please reflect on what we did in class today.*

- Who can describe what online maps we looked at?
- We also made a pattern today. Can four volunteers show us the pattern we created? Have children say the pattern as they recreate it.



CHECK FOR UNDERSTANDING

IF . . . a child needs additional support to understand that everyone should stay in their own space to remain comfortable,

THEN . . . hold two stuffed animals. Demonstrate holding them close together. *When the stuffed animals are this close, they both can't move freely. One is always touching the other. But, if I move one slightly away, they can still talk and play. They just won't bump into one another.*

DIFFERENTIATED SUPPORT

3-Year Olds

Social and Emotional Learning

Reinforce awareness of space by having children practice. Have them sit in their seat without touching others. Then ask them to walk in line without bumping into the child in front of them. Children may also practice moving around the classroom during small groups, making sure that they don't disrupt others. KINESTHETIC

Three Cheers for Pre-K

Pre-Kindergarten Outcomes

| Domain | This Week's Instructional Focus |
|---|--|
| Social and Emotional Development | <ul style="list-style-type: none"> Child is aware of where own body is in space and respects personal boundaries. Pages 85, 90, 92 Child follows classroom rules and routines with occasional reminders from teacher. Pages 53, 60 Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. Pages 61, 68, 76 |
| Language and Communication | <ul style="list-style-type: none"> Child demonstrates understanding of terms used in the instructional language of the classroom. Pages 53, 61, 85 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. Pages 70, 74, 78, 82, 86 |
| Emergent Literacy Reading | <ul style="list-style-type: none"> Child engages in pre-reading and reading-related activities. Pages 54, 62, 78; C•188–C•189 |
| Emergent Literacy Writing | <ul style="list-style-type: none"> Child independently writes to communicate his/her ideas for a variety of purposes. Pages C•202–C•203 |
| Mathematics | <ul style="list-style-type: none"> Child names common shapes. Pages 57, 65, 73, 81, 89; C•198–C•199 Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.). Pages 57, 58, 65, 66, 73 |
| Science | <ul style="list-style-type: none"> Child observes, investigates, describes, and discusses position and motion of objects. Pages 58, 66; C•196–C•197, C•200–C•201 |
| Social Studies | <ul style="list-style-type: none"> Child explores geography tools and resources. Pages C•192–C•193 |
| Fine Arts | <ul style="list-style-type: none"> Child uses art as a form of creative self-expression and representation. Pages C•194–C•195 Child responds to different musical styles through movement and play. Pages C•188–C•189 |
| Physical Development | <ul style="list-style-type: none"> Child coordinates sequence of movements to perform tasks. Pages 58, 74, 76, 82, 90, 92 |
| Technology | <ul style="list-style-type: none"> Child practices safe behavior while using digital tools and resources. Pages 90; 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 of terms used in the instructional language of the classroom. **Pages 53, 61, 85**
- Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. **Pages 70, 74, 78, 82, 86**

Kindergarten Literacy Goals

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

Reading Readiness

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

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

Writing

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

- Write informative and narrative texts that include details.

Mathematics

Pre-Kindergarten Outcomes

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

Kindergarten Mathematics Goals

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



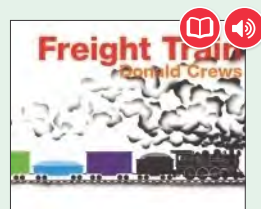
On the Go!

How do we get from here to there?

Weekly Question:

What are the different types of railroad cars?

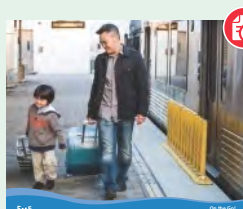
From the Theme Kit Print and Digital



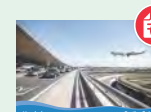
Trade Book



Read More About It: "The Hungry Crows"



5x5



Theme and Concept Vocabulary



Theme Manipulative



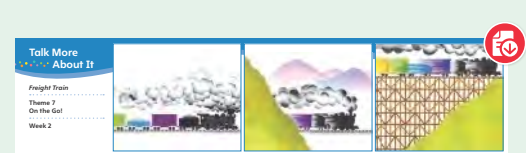
Big Book and Little Books



Wordless Experience Book: *On the Go!*

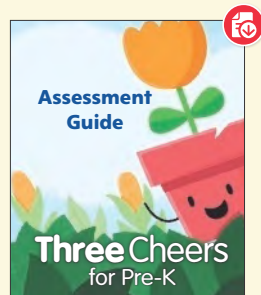


Sing, Rhyme, and Shout: "The Train Goes Speeding By"



Talk More About It: *Freight Train*

From the Teacher Toolkit Print and Digital



Assessment Guide



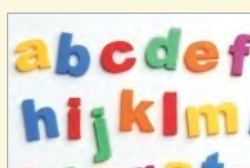
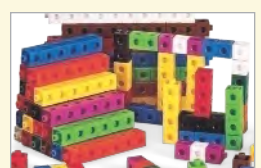
Social and Emotional Learning Cards



Alphabet Cards



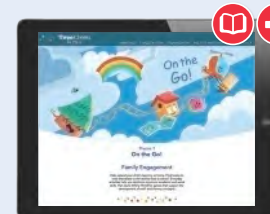
Picture Cards



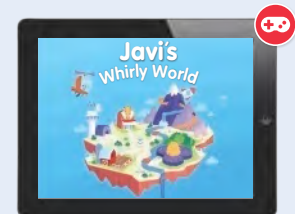
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



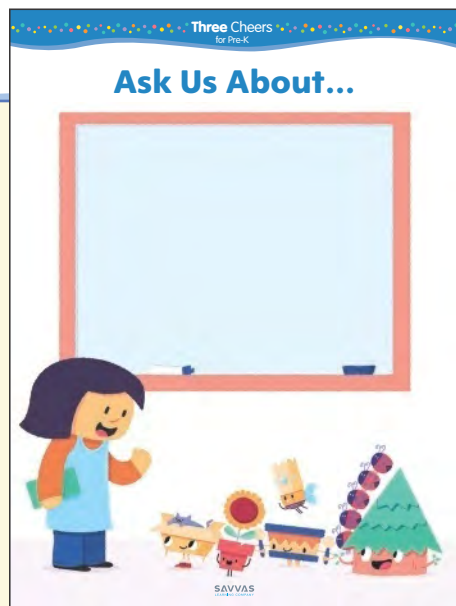
Digital Bookshelf

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 a freight train?
- What do you do when you first get to school?
- What shapes do you see?

Day 1 pp. 53–60

Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “The Train Goes Speeding By”
- Morning Meeting**

Story Time

- How do we get from here to there?**
- Reread Big Book** *Row, Row, Row Your Boat*

Literacy Circle

- Concept Vocabulary** Introduce
- Phonological Awareness** Compound Words
- Alphabet Knowledge** Introduce *Uu /u/*

Center Time and Small Groups

Small Group Options

- Math: Patterns
- Literacy: Alphabet Knowledge

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

Math Circle

- Geometry**
- Snack Time** Snack Shapes

Science Circle

- I Have a Little Wagon**
- Spatial Sense**
- Outdoor Play** Outdoor Train

Learn and Play and Centers

- Let’s Move!**
 - Hokey Pokey
 - Get on Board
- Let’s Talk** Rules
- Let’s Read** Letters, Words, and Pictures; The Letter *U*
- Rest Time** Train Slowing Down

Reflect

- 5x5** Going to School
- Social and Emotional Learning** Rules
- Let’s Talk About It**

Day 2 pp. 61–68

Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “The Train Goes Speeding By”
- Morning Meeting**

Story Time

- What are the different types of railroad cars?**
- 1st Read Trade Book** *Freight Train*

Literacy Circle

- Concept Vocabulary** Develop
- Phonological Awareness** Compound Words
- Alphabet Knowledge** Review *Uu /u/*

Center Time and Small Groups

Small Group Options

- Math: Geometry
- Literacy: Phonological Awareness

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

Math Circle

- Geometry**
- Snack Time** Solid Shapes

Science Circle

- I Have a Little Wagon**
- Spatial Sense**
- Outdoor Play** Treasure Hunt

Learn and Play and Centers

- Let’s Move!**
 - Make a Compound Word!
 - Where is Javi?
- Let’s Talk** Follow Directions
- Let’s Read** Compound Words, The Letter *U*
- Rest Time** Waiting for the Train

Reflect

- 5x5** Colors
- Social and Emotional Learning** Follow Directions
- Let’s Talk About It**

Let's Celebrate!
Family gathering to share what children have learned about trains, planes, and speed.

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

Sing, Rhyme, and Shout “The Train Goes Speeding By”

Morning Meeting**Story Time**

What are the different types of railroad cars?

2nd Read Trade Book *Freight Train*

Literacy Circle

Concept Vocabulary Practice

Phonological Awareness Compound Words

Alphabet Knowledge Review *Uu /u/*

Oral Language Irregular Plurals

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

- Math: Geometry
- Literacy: Irregular Plurals

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

Math Circle**Geometry**

Snack Time Flat or Solid Shapes

Social Studies Circle**How Do We Travel?****My Life**

Outdoor Play Conductor Says

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

- Class Patterns
- Human Sentences

Let's Talk Follow Directions

Let's Read Compound Words, Irregular Plurals

Rest Time Train Motion

Reflect

5x5 All Aboard!

Social and Emotional Learning Follow Directions

Let's Talk About It

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

Sing, Rhyme, and Shout “The Train Goes Speeding By”

Morning Meeting**Story Time**

What are the different types of railroad cars?

Read More About It “The Hungry Crows”

Literacy Circle

Concept Vocabulary Review

Phonological Awareness Compound Words

Alphabet Knowledge Review *Uu /u/*

Oral Language Irregular Plurals

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

- Math: Geometry
- Literacy: Concept Vocabulary

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

Math Circle**Geometry**

Snack Time Respect

Social Studies Circle**How Do We Travel?****People**

Outdoor Play Swings

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

- One Foot-Two Feet Patterns
- The Hungry Crows

Let's Talk Self-Awareness

Let's Read Compound Words, Irregular Plurals

Rest Time Sleeper Car

Reflect

5x5 Where Do the Tracks Go?

Social and Emotional Learning Community

Let's Talk About It

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

Sing, Rhyme, and Shout “The Train Goes Speeding By”

Morning Meeting**Story Time**

What are the different types of railroad cars?

Compare *Freight Train* and “The Hungry Crows”

Literacy Circle

Concept Vocabulary Check for Understanding

Alphabet Knowledge Review *Uu /u/*

Oral Language Irregular Plurals

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

- Math: Geometry
- Literacy: Oral Language

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

Math Circle**Spatial Sense**

Snack Time Turn Shapes

Technology Circle**Technology Whiz****Access Information**

Outdoor Play Freeze Tag

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

- 3D Clay Shapes
- Through a Tunnel

Let's Talk Respect

Let's Read Compound Words, Irregular Plurals

Rest Time Calming Sounds

Reflect

5x5 Train Trip

Social and Emotional Learning Respect

Let's Talk About It



Vocabulary

Theme Vocabulary

Words to develop the theme, On the Go!

road
sky
transportation
travel

Concept Vocabulary

Conceptually related words to teach this week

caboose
engine
freight
track
train

Academic Vocabulary

Terms used in this week's instruction

General

absent
create
different
passenger train
rail car
sleeper car

Literacy

author
compound
illustrator
irregular
letter
letters
part
pictures

plural
sound
whole
word
words

Mathematics

box
cone
cube
curved
cylinder
flat
pattern
rectangle
shape
solid

sphere
turn
3D

Science

above
around
beginning
behind
below
beside
between
bottom
down
end
far
finish

in front of
left
near
next to
on
right
start
top
under
up

Technology

device
information
technology

Story Words

Words from the literature to explain and use this week

Trade Book

box car gondola trestles
hopper car tunnels
car tank car

Big Book

drive

Read More About It

auto carrier oil refrigerator
car

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

basic map
boxes (different sizes)
coffee cans
computers or other digital devices

cotton swabs
cubed boxes (four; tissue)
pan (small)
real-life objects (shaped like cones, spheres, cubes, cylinders)
rectangular boxes (tissue, shoe)
wet and dry play dough
wet and dry sand

wheeled toys (small)

Small Groups

self-stick notes
small, squeezable rubber ball

Circle Times

age appropriate app or game about trains
balls: blue, green, red, yellow
computer or digital device

large cardboard boxes
party hat
pictures of different types of trains
toy cars
tray
two thick books
wooden blocks

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

Row, Row, Row Your Boat Follow along while listening to audio for the Big Book.

ABC Fun

My Alphabet Book Use different art tools to trace letters, and then name them.

Pretend and Learn

Time for School! Pretend to read a map and travel to school on a school bus.

Creativity Station

All Aboard! Use art materials to create representations of train cars.

STEM

Where Is It? Use a variety of wheeled toys to investigate and describe the position of objects.

Math Fun

What's the Shape? Name geometric solids based on attributes by touching them.

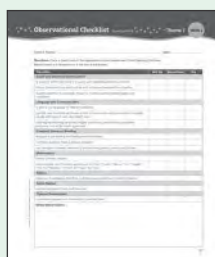
Sand, Water, and More

Let's Make Tracks Explore the motion of toy cars and the tracks they make in play dough and sand.

Writer's Club

Traveling Here and There Draw and write about traveling.

Monitor Progress



Assessment Guide

Observe

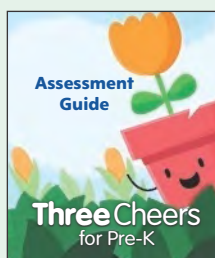
Observational Checklists

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



SCOUT

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



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

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

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **ABC Fun** anecdotal notes about children naming letters
- **Creativity Station** anecdotal notes about children using art materials to create an appropriate representation
- **STEM** photographs of children investigating the position of objects

On the Go!



Welcome to Today

15 minutes

Meet and Greet

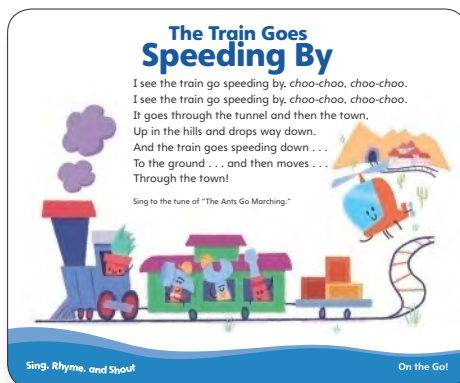
- As children enter the classroom, have Javi give them a high five and remind them they will continue learning about transportation this week.
- Tell children to place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

On the Go! Display the card and discuss a new way to get from here to there.

- One way to get from here to there is by *train*. Have you ever ridden on a *train*? What was it like? Tell us about it.
- Say the words to “The Train Goes Speeding By” one line at a time, and at a slow pace. Have children echo you. Then play the recording and have the children chime in on the words *choo-choo*.



Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- is able to use language for different purposes.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Javi
- Sing, Rhyme, and Shout: “The Train Goes Speeding By”
- attendance chart, helper chart

Concept Vocabulary

train

Academic Vocabulary

absent

Morning Meeting

- 1 Attendance** Say: *Look around you. Is anyone absent today?* Children should be able to demonstrate understanding of terms used in the instructional language of the classroom by identifying whether anyone is absent.
- 2 Helper Chart** Remind children that one of the rules of the classroom is helping with certain tasks. Assign helper jobs for the week.
- 3 Weather** *What is the weather like today?* To demonstrate their ability to use language for different purposes, have children describe the weather using complete sentences, like “It is sunny,” or “It’s raining.” Then have them fill in the Weather Chart.
- 4 Today’s Events** Discuss the daily routine and today’s activities.

DIFFERENTIATED SUPPORT

Extra Support

Morning Meeting Give occasional reminders about the purpose of classroom rules. Offer reminders like, *Remember, we wash our hands to stay healthy. We do our jobs so one person doesn’t have all the work.* AUDITORY



Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- combines words to make a compound 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.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- retells or re-enacts a story after it is read aloud.
- distinguishes between elements of print including letters, words, and pictures.

What You Need

- Big Book: *Row, Row, Row Your Boat*
- Vocabulary Cards: *freight, train, track, caboose, engine*
- Picture Cards: *butter, fly, cup, cake, dog, house, umbrella*
- Alphabet Card: *Uu*

On the Go!

? **How do we get from here to there?** Remind children of the guiding question for the theme. Explain that we use different kinds of *transportation* to get from here to there. *Cars, trains, airplanes, and boats are all kinds of transportation.*

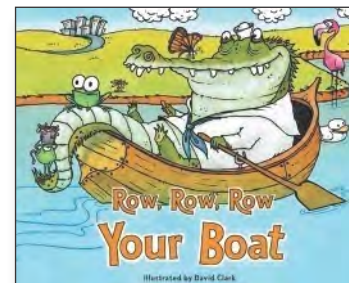


Row, Row, Row Your Boat

Tell children you are going to reread the story *Row, Row, Row Your Boat*.

- 1 Remember** Have children tell you what they recall from the book *Row, Row, Row Your Boat*.
- 2 Reread** As you read the book aloud, engage children in a pre-reading activity. Have them chime in on the repeated words: *row, row, row; drive, drive, drive; ride, ride, ride; fly, fly, fly.*

After you have read the book, turn to different pages and have children distinguish between letters, words, and pictures.
- 3 Retell** Work with children and have them retell the story. Guide them to the right order if they mix it up, and encourage them to use the words *first, next, then, and last.*



DIFFERENTIATED SUPPORT

ELL

Row, Row, Row Your Boat Make simple drawings of the vehicles in *Row, Row, Row Your Boat* to help children retell the story. Reread portions of the story and have children put the pictures in order. VISUAL, TACTILE

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: What are the different types of railroad cars? Display Vocabulary Card *train*. This is a *train*. A *train* is a kind of *transportation*. *Trains* have different kinds of *cars*. Display each of the other Vocabulary Cards for this week (*caboose*, *engine*, *freight*, *track*) and briefly explain how each word relates to the question *What are the different types of railroad cars?*



Phonological Awareness

Compound Words Children will combine words to make compound words.

- Display Picture Card *butter* and have children name it. Then display Picture Card *fly* and have them name it. *We have two parts: the word butter and the word fly. What happens if we put those parts together? We get the whole word butterfly!*
- Repeat with Picture Cards *cup*, *cake*; *dog*, *house*.



Alphabet Knowledge

Introduce Uu /u/ Tell children that today they are going to learn about the letter *U*.

- 1 Letter Name** Display Alphabet Card *Uu*. Point to the uppercase *U*. *This is the uppercase U*. Point to the lowercase *u*. *This is the lowercase u*. Say the letter name with me: “you,” like the word *you*. Point to each letter and have children name it.
- 2 Letter Sound** Display Picture Card *umbrella*. Guide children to recognize the distinct sound of the letter *u*. *This is an umbrella. It starts with the sound that the letter u spells: /u/, /u/, /u/*. Say it with me: /u/. Point to the lowercase letter. *What sound does this letter spell?* Point to the uppercase letter. *What sound does this letter spell?*
- 3 Letter Formation** Trace the uppercase *U* on the Alphabet Card and describe how to form it. Repeat for lowercase *u*.



Transition

Chant and Rhyme

Ask children to stand up and stretch their arms upwards.

Then chant the following little rhyme. Teach it to children one line at a time. Then have them echo the entire chant after you. When they get to “choo-choo,” have them try to sound like a *train* whistle. Model this for children.

The little *train*

Goes up the *track*.

It says, “Choo-choo!”

And comes right back.

Theme Vocabulary

transportation

Concept Vocabulary

| | |
|---------|---------|
| freight | train |
| track | caboose |
| engine | |

Academic Vocabulary

| | |
|----------|----------|
| letters | compound |
| pictures | part |
| sound | whole |
| words | |



CHECK FOR UNDERSTANDING

IF... children have difficulty with the initial sound /u/,

THEN... have them echo these words: *under*, *up*, *upstairs*, *us*.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Patterns** Recall with children some of the patterns they have been creating. Give each child a triangle, circle, and square attribute block. Say: **We are going to make a pattern together.** Ask one child to put their attribute blocks in a line. Discuss what the next child should do to repeat the shapes and make a pattern. Continue until all children have placed their shapes to make one repeating pattern. Say the pattern together.

▶ **ELL Access**

Internalize Vocabulary

Emerging As children build the pattern, ask: **What comes next?** When a child offers a shape, respond, **Yes, a circle comes next.** Think aloud at different points as children extend the pattern.

Developing Ask questions to help children tell how to extend the pattern. Ask: **What shape comes next? Where is the part that repeats?** Have children respond by naming shapes, by pointing to a sequence of blocks, or by using short sentences, such as *A circle is next.*

Expanding Help children describe the part of the pattern that repeats. Have them use a sentence frame to help, such as *The part that repeats has ___ blocks. The shapes are ___, ___, ___.*

Bridging Have children explain how they know which shape comes next. Ask: **How do you know [a square] comes next?** Encourage children to respond using this sentence frame: *I know a ___ comes next because ___.*

- **Literacy: Alphabet Knowledge** Display Alphabet Card *Uu*. Have children name each letter as you point to it. Display Picture Card *umbrella*. The letter *U* spells this sound: /u/. *Umbrella* starts with the letter *u* and the sound /u/. Trace uppercase and lowercase *u* with your finger and ask children to trace in the air as you do.

▶ **ELL Access**

Relate Letter Sounds

Emerging Hold up Alphabet Card *Uu*. **This is letter U.** The sound that letter *U* spells is /u/. Listen as I say it. /u/. You say it. Show Picture Card *umbrella*. Say the word emphasizing the initial sound. Have children repeat the word. **Point to the picture object that starts with /u/.** Yes, *umbrella* begins with /u/.

Developing Show children two Picture Cards, one of which should be *umbrella*. Listen and repeat as I say each picture's name. Raise your hand if you hear the sound that letter *U* spells, /u/.

Expanding Guide children to say each word for Picture Cards *umbrella*, *octopus*, and *egg*. Listen for the sound that the letter *U* spells: /u/. Ask children to choose the picture object that starts with the sound /u/. Then say these pairs of words and have children identify the word that starts with /u/: **up, down; over, under.**

Bridging Show children Picture Cards *umbrella*, *octopus*, and *egg*. Have them tell you which picture object starts with the sound /u/. Have everyone repeat *umbrella* together. Then challenge the group to think of more /u/ words.

Math Circle

15 minutes

Geometry

Tell children that they will learn about some more shapes.

Children are introduced to solid shape names informally today. While the formal mathematical names are introduced on other days this week, children may still continue to name the solids informally like this before progressing to the formal names. The intention is that by using the formal mathematical names early and often, children will gain more familiarity, experience, and confidence with them as they continue to work with solids.

- 1 **Engage** Show the 3D cube, sphere, cylinder, and cone geometric solids. *These are solid shapes. I'm going to pass around these solid shapes. As you hold each one, turn it around in your hands to feel and see it.* Hold up each shape before you pass it around and name the shapes *box, can, ball, and cone.*
- 2 **Develop** Have children take turns examining each of the shapes. Ask them to tell anything they notice about each of them. Children might talk about the shapes being flat or curved, they might see a 2D shape in the faces (or "sides") and describe the corners of the cube as "pointy." They might name the cube as a box and tell about a similar shaped object they know. Listen to different descriptions and ask other children if they can also see what is being described.
- 3 **Practice** Place the geometric solids in different positions. Point to one and ask children to describe where it is using any location words they know. For example, point to the cube and ask, *Tell me where this shape is.* Or, *Tell me where the box is. What words do you know that can tell me?* Remind children that they can say, it's *next to, behind, near, in front of,* and so on.

Learning Outcomes

The child

- names common shapes.
- demonstrates use of location words.

What You Need

- cube, sphere, cylinder, and cone geometric solids

Academic Vocabulary

| | |
|--------|----------|
| solid | cylinder |
| 3D | cone |
| shape | box |
| cube | flat |
| sphere | curved |



CHECK FOR UNDERSTANDING

IF... a child has trouble describing the solid shape,

THEN... describe something about the solid yourself and ask if children can see what you mean, such as *I can see this shape has some flat parts. Can you see them? Where are they?*



Snack Time

15 minutes

Snack Shapes Model identifying the shapes of snacks or snack containers. *My water bottle is shaped like the can we looked at.* Encourage children to say other shapes they see.

Science Circle

15 minutes

Learning Outcomes

The child

- demonstrates use of location words.
- observes position of objects.
- observes motion of objects.
- investigates position of objects.
- investigates motion of objects.
- describes position of objects.
- coordinates sequence of movements to perform tasks.

What You Need

- red ball, yellow ball, blue ball, green ball
- SEL Card: *rules*
- Big Book: *Row, Row, Row Your Boat*
- Alphabet Card: *Uu*

Outdoor Play

20 minutes

Outdoor Train Using sidewalk chalk, draw a *train track* on the ground. Have children line up and extend their arms to rest on the shoulders of the child in front of them. Tell them the child in front is the *engine*, and the child in the back is the *caboose*. Have other children choose what type of *train car* they will be. Have children move around the chalk *train track*.

I Have a Little Wagon

Have children gently shake out their bodies. Then ask them to listen to you sing the following chant. Have children coordinate a sequence of movements and echo the fingerplay and your movements.

| | |
|-----------------------------|-------------------------------|
| I have a little wagon. | (Hold hand out with palm up.) |
| It goes everywhere with me. | (Move hand around.) |
| I can pull it. | (Pull hand toward you.) |
| I can push it. | (Push hand away from you.) |
| I can pull it behind me. | (Put arm behind you.) |

Spatial Sense

- 1 Engage** Display the blue, red, and yellow balls next to one another on a desk or table. Set the green ball off to the side. Ask children to tell what they observe about the balls' positions. **Which ball is beside the blue ball? What is below the balls? Today, we are going to look at objects and tell where they are.**
- 2 Develop** Point to the red ball. Ask children to observe, investigate, and describe its position. Then have them describe where the blue ball and the yellow ball are relative to the red ball. Encourage children to use location words such as *beside*, *left*, and *right*. Then discuss with children what is above, below, in front of, and behind the balls. **Which ball is beside the ball on the left? How many balls is the red ball beside? What are the balls in front of? What do you see behind the balls?**
- 3 Practice** Guide children to observe and investigate the motion of the balls. Move the blue ball to the floor. **I moved the blue ball to the ground; is it above or below the other balls? Is the red ball to the left or the right of the yellow ball?** Bring out the green ball. **Where can I place this green ball?** Invite children to place the green ball on the table and describe the ball's position using location words.

Learn and Play

90 minutes

Let's Move

Hokey Pokey Gather children in a circle to play the “Hokey Pokey.” The “Hokey Pokey” is an ideal game to monitor how children coordinate a sequence of movements. You lead the game as you sing:

You put your right foot in, (extend right foot)
 You put your right foot out, (withdraw right foot)
 You put your right foot in, (extend right foot)
 And you shake it all about. (shake right foot)
 You do the Hokey-Pokey,
 And you turn yourself around. (turn in a circle)
 That's what it's all about!

Have children echo the song and your movements. Perform the song with other body parts.

Get on Board Line up chairs like a *train*. Have a child sit at the front and be the conductor. Have a few children sit and be the first passengers on board. Have children rotate their bended arms like *train* wheels. Call out children's names with places and have them “get on board” by taking a seat in an empty chair. *We're at the [fire house]! _____, get on board!* When children get on board, they should join in the movements.

Let's Talk

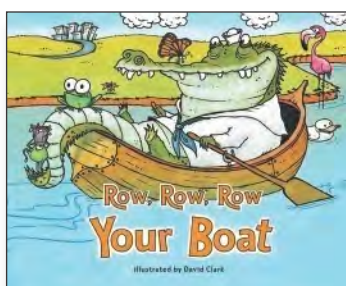
Rules Display SEL Card: *rules*. What rule are the children following in the picture? They're being quiet while they sit in a circle. What were the rules of the “Hokey Pokey”? Review the movements. You all did a great job following the rules!



Let's Read

Letters, Words, and Pictures Display pp. 14–15 of *Row, Row, Row Your Boat*. Have children distinguish between different elements of print. Have children point to three different letters, one word, and one picture.

The Letter U Display Alphabet Card *Uu*. Using the card, trace the uppercase and lowercase letters for children. Then draw the letters in the air. Then have the children echo your movements.



Concept Vocabulary

| | |
|--------|---------|
| train | caboose |
| engine | track |

Academic Vocabulary

| | |
|--------|-------------|
| beside | right |
| below | above |
| behind | in front of |
| left | around |

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

Train Slowing Down Ask children to make the *ch-ch-ch-ch* sound of a *train* chugging along (stressing the first *ch* sound). Guide them to slow the sound, as if the *train* is coming to a stop. When they stop, have them lie down. *The trains are in the station. All the trains get to take a rest.*

DIFFERENTIATED SUPPORT

Engage and Extend

Get on Board Encourage children to add their own movements to the *train*. They can pull the *train* whistle, or they may “chug” by moving up on toes and then back on flat feet. KINESTHETIC

Reflect

10 minutes

5x5

Going to School Have children look at the picture. *Maybe the child is taking the train to school.* Ask children to share how they *travel* to school each day. Then have children notice the different ways they all *travel* to school. *Who comes by bus? Who comes by car? Does anyone come by train?* Have children raise their hands.



Learning Outcome

The child

- follows classroom rules with occasional reminders from teacher.

What You Need

- 5x5 Card: Trains
- SEL Card: *rules*
- Javi

Theme Vocabulary

travel transportation

Concept Vocabulary

train track
engine



Social and Emotional Learning

Rules Display SEL Card *rules*. The children are sitting during Circle Time. *What rule are they following?* Point to the teacher in the picture with his finger to his lips. *Sometimes, I need to remind you of our classroom rules. What are some of our classroom rules?* Ask children to share as many as they can remember. Remind them of any they forget to mention.



CHECK FOR UNDERSTANDING

IF . . . children have difficulty remembering one thing they learned about *trains* today,

THEN . . . open the Big Book *Row, Row, Row Your Boat* to pp. 14–15 and point to various details, such as the *engine* and the *tracks*.



Let's Talk About It

Hold up Javi. Give children a reminder about the rules for talking with Javi. *When you hold Javi, it's your turn to talk. If you're not holding Javi, please sit quietly and listen.* Pass Javi around and have children tell one thing they learned about *trains* today. Make sure children are following the classroom rule of sitting quietly while other children are talking. Gently remind them of this rule if needed.

DIFFERENTIATED SUPPORT

Engage and Extend

Social and Emotional Learning

Guide children to discuss rules people follow on public *transportation*, like *trains* and buses. *Should people be allowed to eat on a train or a bus? Why or why not? Should people have to sit down while the bus or train is moving? Why or why not?* Then have children act out a rule, such as keeping arms and hands to oneself or talking quietly when having a conversation.

KINESTHETIC



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, ask which greeting they would like today: a handshake, a high five, or a pat on the back.
- Have children place their pictures on the Mood Meter.

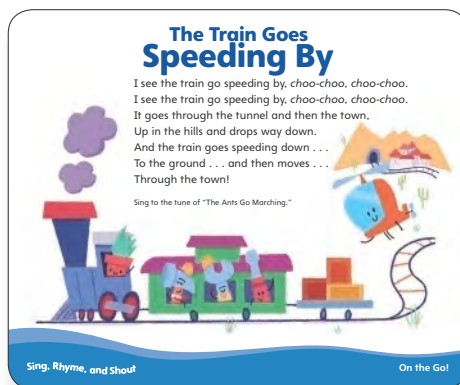


Sing, Rhyme, and Shout

On the Go! Display the card.

Remember, a *train* is a way to get from one place to another. *Trains* can sometimes go very fast!

- Point to the word *speeding*. The *train* in the song goes “speeding by.” Let’s sing the song. When you hear the word *speeding*, move your hand quickly from left to right. Model this movement for children. Then sing the song along with the recording. Children may still only sing along with the words *choo-choo*, which is fine.



Learning Outcomes

The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Sing, Rhyme, and Shout: “The Train Goes Speeding By”
- attendance chart, helper chart

Concept Vocabulary

train

Morning Meeting

- 1 Attendance** Tell children they’re going to begin their morning routine. Give them some directions so that they can practice sustaining their attention until the tasks are completed. First, invite children to place their name cards on the attendance chart.
- 2 Helper Chart** Next, ask children to review their helper jobs by having them mime the action of the task. As they mime, monitor that they have understood your instructional language.
- 3 Question of the Day** *Have you ever been on a train?* 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** Ask them to listen as you tell them about today’s events. *Today, we’re going to read about a special kind of train. What else is special about today?*

DIFFERENTIATED SUPPORT

ELL

Morning Meeting

During the helper chart activity, use the SEL Card *help* to review what it means to help. Ask questions about the picture and have children point to the card to answer. For example: *Who needs help? What object helps that child?* Then explain: *When you help, we call you a helper.* VISUAL



Story Time

15 minutes

Learning Outcomes

The child

- engages in reading-related activities.
- combines words to make a compound 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.
- asks questions relevant to the text read aloud.

What You Need

- Trade Book: *Freight Train*
- Vocabulary Cards: *freight, train, track, caboose, engine*
- Picture Cards: *rain, bow, basket, ball*
- Alphabet Card: *Uu*

DIFFERENTIATED SUPPORT

ELL

Freight Train Work with English language learners and review *Freight Train*. Guide them to understand that the book is about a special kind of *train*, one that carries *freight*, or objects (or stuff). Have children say those words (*freight, objects, stuff*) in their home language. Then point to different *train* cars in the story and have children use this sentence frame to talk about the *train* cars: *The freight train has a ____*. VISUAL, AUDITORY

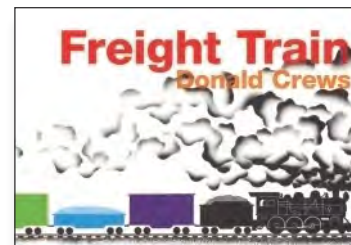
On the Go!

? What are the different types of railroad cars? Review the weekly question with children: *What are the different types of railroad cars? A train is a type of transportation. We can travel, or go, to different places on a train.*



Freight Train

Tell children that the book you will read today, *Freight Train*, will tell about a lot of different railroad cars.



- 1 Introduce** Engage children in a reading-related activity and discuss what authors and illustrators do. Display the cover of *Freight Train*. Donald Crews is the person who wrote this book. We call the person who writes a book the author. Donald Crews also made the illustrations, or pictures. We call that person the illustrator.
- 2 Read Together** Read the book aloud, stopping at a few places to point out the illustrations. Introduce difficult or unfamiliar story vocabulary words, such as *tank car, hopper car, gondola car, box car, tunnel, and trestle*. Then, have children ask questions relevant to the text. We can ask questions about a book to make sure we understand it. Sometimes, we can figure out the answers, too. Questions start with certain words. We can start a question with one of these words: *what, how, or why*. Can you think of questions you have about the book? Prompt children to use a question word to ask a question relevant to the text.
- 3 Connect** Have children connect the text to their own experiences. *Have you ever ridden on a train? What was it like? Would you like to ride on a train? What do you think it would be like?*

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question:

What are the different types of railroad cars?

Display Vocabulary Card *caboose*. This is a

caboose. Say the word *caboose* with me:

caboose. Where would you see a *caboose* on a

train? Display each additional Vocabulary Card

(*train, engine, freight, track*) and ask children questions about each one that ties the word to the theme or weekly question.



Phonological Awareness

Compound Words Children will combine words to make compound words.

- Display Picture Cards *rain* and *bow* and have children name each. *We have the word rain and the word bow. What happens if we put those words together?* Repeat with Picture Cards *basket, ball*.



Alphabet Knowledge

Review Uu /u/ Tell children that today they are going to review the letter *U*.

- 1 Review Letter Name** Display Alphabet Card *Uu*. Point to uppercase *U*. *What is the name of this letter? (uppercase U)*. Point to the lowercase *u*. *What is the name of this letter? (lowercase u)*



- 2 Review Letter Sound** *The sound that the letter U spells is this: /u/. Say that sound with me: /u/, /u/, /u/.* Point to lowercase letter *u* and have children say the sound /u/. Repeat with uppercase *U*.
- 3 Review Letter Formation** Display the Alphabet Card and use your finger to trace the uppercase *U*. Next, trace the lowercase *u*. Ask children to draw the letters in the air.

Transition

Rhyme

Sing the following rhyme to the tune of “Hokey Pokey.”

I got my *butter* here, (extend left hand)

I got my *fly* there. (extend right hand)

I got my *butterfly* here: (pull hands together)

And I shake it everywhere.

I put two words together and make a brand new word.

That’s what it’s all about!

Theme Vocabulary

transportation travel

Concept Vocabulary

freight train

track caboose

engine

Academic Vocabulary

author compound

illustrator word

letter sound



CHECK FOR UNDERSTANDING

IF . . . a child has trouble forming the letter *U*,

THEN . . . have the child trace the letter forms on a piece of paper with finger paint, holding the child’s hand and guiding it as he or she writes. Say the letter name aloud 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 **English Language Development** lessons (p. ELD•209).

Small Group

- **Math: Geometry** Review solid shapes with children. Hold up the sphere from the set of geometric solid manipulatives. **Look at this ball. It's round and solid.** Pass the sphere around. **Feel the round shape.**
 - Ask a child to place the sphere in a place that the rest of the group can see.
 - Have children tell where the sphere is located. Have them use location words, such as *beside*, *behind*, and *above*.

▶ **ELL Access**

Internalize Vocabulary

Emerging Hold up the sphere from the set of geometric solids. Have children identify the object. They may say the word *ball* in their home language.

Developing Hold up the sphere from the set of geometric solids. Engage children in conversation using questions and eliciting simple responses: **What is this shape? Yes, it is a ball. What can you tell me about it? Yes, the ball is round. The ball is solid.**

Expanding Hold up the sphere from the set of geometric solids. Ask children to use this sentence frame to describe the ball: *The ball is _____. The ball is _____.*

Bridging Hold up the sphere from the set of geometric solids. Ask children to use the words *ball*, *round*, and *solid* in a sentence of their own.

- **Literacy: Phonological Awareness** Review combining two words to form a new word using Picture Cards *basket* and *ball*. Then say each of the following word pairs and guide children to combine them: *sun, flower; dog, house; tooth, brush; air, plane; foot, ball*.

▶ **ELL Access**

Expand Vocabulary

Emerging Have Picture Card *toothbrush* available. Have children hold their fists in front of them to represent two words. Say: **Repeat after me: tooth** [pause] **brush**. Shake one fist for each word. Then move your fists together to touch and say: **toothbrush**. Have children mirror your actions. Then show Picture Card *toothbrush*.

Developing Tell children that words can be put together to make new words. Say **I'm going to say two words: tooth** [pause] **brush. Can you say those words together to make a new word?**

Expanding Tell children that words can be put together to make new words. Say: **I'm going to say two words: tooth** [pause] **brush. What new word can you make from these two words? What word can you make with tooth and paste?**

Bridging Say: **tooth** [pause] **brush. Can you make a new word from these two words? What is another new word that starts with tooth? toothpaste** What is another new word that ends with *brush*? *paintbrush*

Math Circle

15 minutes

Geometry

Children will focus on identifying a cube.

- 1 **Engage** Hold up the cube geometric solid. I'm going to pass around this shape. As you hold it, look at all the different sides. Turn it around in your hands to see all of the box.
- 2 **Develop** We talked about this shape yesterday. This shape looks like a box. It has a special name we use in math. It's called a cube. Have children repeat the shape name. What do you notice about the cube? Discuss the cube. I see many different sides. I see that it is solid, each side is flat, and each side has a square shape.
- 3 **Practice** There are many objects that have this shape. Which ones can you see? Have children look around the classroom and playground to see if they can find, identify, and name a cube. Have them use location words to describe the location of the cube they have identified. Children may identify "long boxes" (rectangular prisms) as cubes. Discuss their similarities and differences, emphasizing the rectangle faces of the rectangular prism. Use the rectangular prism geometric solid as needed to help with the comparison.

Learning Outcomes

The child

- names common shapes.
- demonstrates use of location words.

What You Need

- cube and rectangular prism geometric solids

Academic Vocabulary

shape rectangle
cube



CHECK FOR UNDERSTANDING

IF... a child needs help differentiating between the cube and rectangular prism,

THEN... remind the child of the terms *longer* and *shorter*. Have the child look for the shape that has some sides longer than the others.



Snack Time

15 minutes

Shapes Have children look at their snacks and identify any shapes they see. Model different examples, such as: *I have an orange today. This shape is a ball.*



Science Circle

15 minutes

Learning Outcomes

The child

- combines words to make a compound word.
- demonstrates use of location words.
- describes position of objects.
- describes motion of objects.
- discusses position of objects.
- discusses motion of objects.

What You Need

- two thick books, tray, balls, wooden blocks, toy cars
- Javi
- Picture Card: *toothbrush*
- Alphabet Card: *Uu*

Outdoor Play

20 minutes

Treasure Hunt Decide on a classroom object to hide outside in the outdoor play area. Give clues as to where you hid it, such as, *The object is near where you slide down for fun.*

I Have a Little Wagon

Repeat the chant from the previous day but change the final line to use a directional word.

| | |
|-----------------------------|-------------------------------|
| I have a little wagon. | (Hold hand out with palm up.) |
| It goes everywhere with me. | (Move hand around.) |
| I can pull it. | (Pull hand toward you.) |
| I can push it. | (Push hand away from you.) |
| I can turn it upside down. | (Turn hand upside down.) |

Spatial Sense

- 1 Engage** Make a ramp with the two books and tray. Hold up the two toy cars. *Let's have the cars race down the ramp. Where should I place the cars to start the race? Place the cars at the top of the ramp. I am placing the cars next to each other. What direction will the cars move on the ramp? (down)* Ask children to point where the race will end. *Where will the cars finish the race? (at the bottom)*
- 2 Develop** Invite children to use the cars and ramp to model different location words. Encourage them to use the location words as they move the cars. Guide children as they describe and discuss the position and motion of the cars. *How can we move the car up the ramp? Who can place the car on the books? How can we move the cars around the ramp?*
- 3 Practice** Put out the balls and wooden blocks. Call out different location words and ask children to demonstrate using the blocks or balls.
 - Place the block near the ramp. Roll the ball around the ramp. Place the ball at the beginning of the ramp. Place the ball at the bottom of the ramp. Place the ball under the ramp. Place the ball far from the ramp.

Learn and Play

90 minutes

Let's Move

Make a Compound Word! Review with children how to combine words to make compound words. Bring a pair of children to the front of the class. Have them stand a few feet apart. Have a compound word in mind. Ask one child to say one part of the compound word and take a step to the middle. Then have the other child say the other part of the compound word and take a step, too. Once they are standing next to each other, have them say the compound word together.

You may use this exercise to review compound words taught on Day 1 and today (*butterfly, cupcake, doghouse, rainbow*). You may also preview compound words from later in the week (*toothbrush, keyboard, ladybug, goldfish, airplane*).

Where Is Javi? Tell children you are going to hide Javi somewhere in the classroom. Tell them to turn around and not to peek! Have them count to ten as you place Javi somewhere visible, such as on a bookshelf. When they get to ten, allow them to turn around and look for Javi but not touch him. Once a child has found Javi, call the rest of the class over. Say: *Good job, [child's name]. Where did you find Javi?* Elicit the answer "on the bookshelf." Continue the game, placing Javi in places to elicit answers including location words, such as *near, next to, between, and inside*.

Let's Talk

Follow Directions Talk with children about how they followed the directions for the compound word exercise. *Today, you practiced following directions. There were three directions to follow during the compound word game. What was the first step?* Review each step of the directions. *Good job following directions!*

SEL Let's Read

Compound Words Display Picture Card *toothbrush*. *Toothbrush is a compound word. What are the two parts of this compound word?*

The Letter U Display Alphabet Card *Uu*. *What is this letter called?* Point to the letter *U* and make the sound /u/. *Can you repeat that sound after me? /u/* Then trace the letter on the card as children trace in the air.



Academic Vocabulary

| | |
|---------|-----------|
| down | up |
| start | near |
| top | beginning |
| next to | bottom |
| on | under |
| end | far |
| finish | between |

Center Time

30 minutes

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

Rest Time

35-40 minutes

Waiting for the Train Have children find a spot in the room and stand. *We're all waiting for the train to come. The train is very late. Pretend you get a message—either on your phone or pre-set a note on your desk. Oh! I just got a message that the train is going to be very, very late today. Let's rest for a while. When we get up, the train should be here.* Have children lie down and rest.

DIFFERENTIATED SUPPORT

Engage and Extend

Make a Compound Word! Play the game in reverse. Say a compound word. Have two children stand side by side and say the word together. Then one child steps forward and says only the first word; the second child steps forward while saying the second. When they are side by side again, they should repeat the full compound word. AUDITORY, KINESTHETIC

Reflect

10 minutes

5x5

Colors Display the card and have children look closely at the picture. Have the children identify the colors in the picture. Then have them look around the classroom for objects of the same color.



Learning Outcome

The child

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

What You Need

- 5x5 Card: Trains
- SEL Card: *follow directions*

CHECK FOR UNDERSTANDING

IF . . . children have difficulty finding objects of certain colors,

THEN . . . display an object from the classroom that matches that color. Allow children to take the object around with them to compare it to other objects.

Social and Emotional Learning

Follow Directions Display SEL Card *follow directions*. Point to the three pictures. The teacher probably gave the child some directions to follow before snack time or lunch. What is the child doing in each picture? First, she is washing her hands. Second, she is getting her lunch. Third, she is eating her lunch at the table. Do you follow any of these directions before you eat? As children volunteer answers, make sure the others are listening and sitting quietly. Monitor to be sure they are sustaining attention until the discussion is completed, offering gentle reminders if anyone talks out of turn or gets distracted.



Let's Talk About It

Let's talk about some other directions you follow in class. When you come to class in the morning, I tell you to hang up your jacket. What do you do with your jacket? You hang it up! That's following a direction. When we sit in Circle Time and someone is talking, what direction do I give you? Sit quietly and listen. Ask children to think of some other directions you have given today or yesterday. You may link these directions to the idea of rules, which you talked about on Day 1.

DIFFERENTIATED SUPPORT

Extra Support

Let's Talk About It Stand up and act out various directions you have given children in the classroom or outside. You can put your finger to your lips to indicate staying quiet when others are speaking. Another example would be to pull your hands and feet in toward your body, to show "hands and feet to yourself." KINESTHETIC



Welcome to Today

15 minutes

Meet and Greet

- Greet each child with their name: **Hi, _____!** It's so good to have you **in class today**. Encourage children to respond back to you.
- Tell children to share their mood on the Mood Meter.



Sing, Rhyme, and Shout

On the Go! *Trains make a certain sound. Let's say it: choo-choo!*

- Display the card. Point to the words *choo-choo*. **What part of a train makes this sound? A whistle. A train has a large whistle that makes a choo-choo sound.**
- Model pulling the cord of a *train* whistle as you say, *choo-choo*. Have children echo your movement.
- **When we get to the choo-choo part, let's pull the cord to blow the whistle!** Have children make the choo-choo movement when the song gets to the *choo-choo* lyric.
- Play the recording and have the class sing along.



Learning Outcome

The child

- is able to use language for different purposes.

What You Need

- Sing, Rhyme, and Shout: “The Train Goes Speeding By”
- attendance chart, helper chart

Theme Vocabulary

sky

Concept Vocabulary

train

Morning Meeting

- 1 Attendance** Have children add their name cards to the attendance chart. Model language used for a different purpose by wishing absent classmates well. Provide a sentence structure: **I hope ___ feels better.**
- 2 Helper Chart** Ask this week's helpers to tell what they have enjoyed about helping.
- 3 Weather** **What was the sky like when you came to school this morning?** Have children describe whether the sky was blue or cloudy and if they saw the sun.
- 4 Today's Events** Preview some of the day's activities. Ask children to share if they are excited to start the day.

Story Time

15 minutes

Learning Outcomes

The child

- typically uses complete sentences of four or more words.
- uses irregular plurals.
- combines words to make a compound word.
- retells or re-enacts a story after it is read aloud.

What You Need

- Trade Book: *Freight Train*
- Talk More About It Card: *Freight Train*
- Vocabulary Cards: *track, caboose, engine, train, freight*
- Alphabet Card: *Uu*
- Picture Cards: *umbrella, foot, feet, teeth*

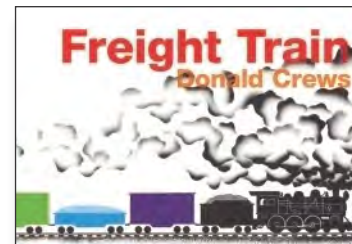
On the Go!

? **What are the different types of railroad cars?** Remind children of the weekly question: *What are the different types of railroad cars?* Explain that today they will reread the story about a *freight train*.



Freight Train

Tell children that today you are going to read *Freight Train* again.



- 1 Remember** Ask children to share what they remember about the book *Freight Train*.
- 2 Reread** As you read the book aloud, tell children to say “chugga-chugga” each time you turn a page. When you come to the parts about the tunnel and the trestle, vary your intonation to make the story more exciting.
- 3 Retell** Display the Talk More About It Card for *Freight Train*. Use the three pictures to prompt children to retell the important parts of the text. Guide children to use complete sentences with four or more words when they retell the story. Model this for the first picture: *I can start retelling this story using sentences that have details. Instead of saying: The train is long., I can say The freight train is long. What other details can I use? The freight train has eight cars. The freight train has different colors.* Have children retell the rest of the story using the other images. Monitor their responses to make sure they are saying sentences with four words and including details.

DIFFERENTIATED SUPPORT

Engage and Extend

Freight Train During the Retell step, use the trade book by having children look through it and say sentences that have at least six words in them. VISUAL, AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards *train*, *engine*, *caboose*, *freight*, and *track*. Have children identify each one. Some of these words name a kind of railroad car. Is a *track* a kind of railroad car? No. A *train* rides on a railroad *track*. What other words are kinds of railroad cars? (*freight*, *caboose*, *engine*)



Phonological Awareness

Compound Words Children will combine words to make compound words.

- Say the following word pairs and have children combine them to form compound words: *tooth*, *brush*; *key*, *board*; *lady*, *bug*; *gold*, *fish*.

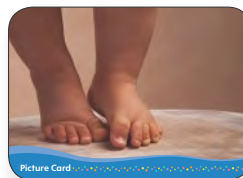
Alphabet Knowledge

Review Uu /u/ Use Alphabet Card *Uu* to review the letter names. Then use Picture Card *umbrella* to review the sound the letter *u* spells: /u/.

Oral Language

Irregular Plurals Children will use irregular plurals in their oral language.

- Display Picture Card *foot* and have children identify it. What if I want to say more than one foot? Do I say the word *foots*? Allow children to respond. Then Display Picture Card *feet*. If we want to talk about more than one foot, we say the word *feet*.
- Point to a tooth in your mouth. What is this? It is a tooth. Display Picture Card *teeth*. What is this a picture of? These are teeth. When we want to talk about more than one tooth, we say the word *teeth*. Smile and show me your teeth!



Transition

Rhyme

Sing the following rhyme to the tune of “Hokey Pokey.”

I got my *dog* here, (extend left hand)

I got my *house* there. (extend right hand)

I got my *doghouse* here: (hands together)

And I shake it everywhere.

I put two words together and make a brand new word.

That’s what it’s all about!

Theme Vocabulary

transportation travel

Concept Vocabulary

freight train

track caboose

engine

Academic Vocabulary

compound word

irregular plural



CHECK FOR UNDERSTANDING

IF . . . children have difficulty recalling details from the story,

THEN . . . page through the book and use pictures to review details. For example, on p. 16: The *train* goes through a tunnel. Drag your finger “through” the tunnel.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Geometry** Review solid shapes with children. Hold up the cube from the set of geometric solid manipulatives. *Does anyone remember what this is called? This is a cube. It looks like a box. It is solid. It has many flat sides. Each side is shaped like a square.* Trace the square faces and have children echo your movements.

► **ELL Access**

Use Visual Support

Emerging Hold up the cube and say, *cube*. Ask children to echo you. Hold up the rectangular prism and ask: *Is this a cube? No, all of the sides are not squares. This is not a cube.*

Developing Hold up the cube and ask children to say its name. Then hold up a rectangular prism. Ask: *Is this a cube? Solicit yes/no responses. Then say: This is not a cube. All of the sides are not squares.*

Expanding Set out a cube and a rectangular prism. Say: *One shape is a cube. One shape is not a cube. Can you tell me which shape is the cube?* Encourage children to say, *This is a cube.*

Bridging Set out a cube and a rectangular prism. Ask: *Which shape is the cube? What makes this shape a cube?* When children identify the cube, have them to complete the sentence: *All the sides are _____.*

- **Literacy: Irregular Plurals** Play a word game with children to review the two irregular plurals they learned today. Point to your body parts. *Here is one foot, now there are two _____. This is one tooth. I have many _____.*
 - Have children turn and talk to a partner and use irregular plural words in sentences. Suggest words to use (such as *teeth, feet*) and guide children to talk in complete sentences.

► **ELL Access**

Learn Language Structures

Emerging Hold up one finger. *One tooth.* Hold up two fingers. *Two teeth.* Have children echo both your movements and your words.

Developing Hold up one finger. *One tooth.* Hold up two fingers. *Two teeth.* Have children echo both your movements and your words. Then repeat with *child/children.*

Expanding Hold up one finger if the word I say means one thing. Hold up two fingers if the word I say means two or more things. *Child. Children. Foot. Feet.*

Bridging Hold up one finger if the word I say means one thing. Hold up two fingers if the word I say means two or more things. *Child. Children. Foot. Feet.* Now say the words back to me. Hold up one or two fingers as you do.

Math Circle

15 minutes

Geometry

Tell children that today they are going to look at a ball shape. Remind them that this shape is solid. It is not flat.

- 1 **Engage** Use the geometric solids manipulatives. Hold up a sphere. **This ball is round and solid.** Pass the sphere around so that children can look at it and feel it.
- 2 **Develop** **This shape looks like a ball. The shape also has a special name in math. It is called a sphere.** Have children repeat the shape name. **A sphere is curved all the way around. It does not have any flat sides. This means a sphere can roll.** Ask children what it means to roll.
- 3 **Practice** Pass the sphere around and have children see how the sphere can roll. Have children look around the classroom and playground to see if they can find and identify a sphere. Have them use location words to describe the location of the sphere shape they have identified.

Learning Outcomes

The child

- names common shapes.
- demonstrates use of location words.

What You Need

- sphere geometric solid

Academic Vocabulary

shape solid
sphere



CHECK FOR UNDERSTANDING

IF . . . children struggle understanding what spheres are,

THEN . . . show examples of spheres other than balls, such as oranges, an ornament, and a globe.



Snack Time

15 minutes

Different Shapes Before children begin eating their snacks, ask: **Does anyone have a snack that looks like a square? What about a sphere, or ball?** Ask children questions about other shapes they see in their snacks.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- uses irregular plurals.
- combines words to make a compound word.
- connects his or her life to events.
- coordinates sequence of movements to perform tasks.

What You Need

- Trade Book: *Freight Train*
- Big Book: *Row, Row, Row Your Boat*
- Picture Cards: *foot, teeth*

Outdoor Play

20 minutes

Conductor Says Have children make the same *train* as they did on Day 1 by asking them to line up and extend their arms to rest on the shoulders of the child in front of them.

Play a game of “Conductor Says.” The child at the front of the *train* is the conductor. The conductor calls out actions, like “go faster,” “turn left,” and “sound the whistle.” Rotate children so they get a turn as conductor. Guide conductors to ask for movements as well as sounds.

How Do We Travel?

Have children stand up and stretch. Encourage children to repeat the chant and actions. You begin by calling out the question.

How do we *travel*?

- | | |
|--------------------------------|-----------------------|
| On a <i>train</i> ! Choo-choo! | (pull whistle) |
| On a bus! Rattle-rattle! | (bounce up and down) |
| In a car! Vroom-vroom! | (turn steering wheel) |
| In a truck! Honk-honk! | (push horn) |

My Life

- 1 Engage** Do you ever go to the store? How do you get there? Have children connect their life to events and tell you how they *travel* to the store. Remind children that people go places using different types of *transportation*.
- 2 Develop** We *travel* to the store in a car or a bus, and then we buy things. Then we transport, or bring, these things back home. Those things had to get to the store, too. They were transported by a truck or a *train*.
- 3 Practice** Ask two children to pretend to be trucks. *You're going to transport some things to the store.* Give these children some classroom objects. (If you have play groceries, use those.) Then, have three children form a *train* with arms extended, resting on the shoulders of the child in front of them. *You are a train. You'll also transport things.* Give them some classroom objects. *I am the store. The truck and the train will bring me the things.* Ask children to *travel* to you. Finally, ask the remaining children to come to the store to buy the goods. *You all are cars and buses. People travel on you to come to the store.* Act out selling and buying goods at the store.

Learn and Play

90 minutes

Let's Move

Class Patterns Create a class pattern using children and a sequence of gross motor movements.

- Have children stand in a circle. Call out movements and monitor children as they perform the actions. Alternate the movements in sets of two: for example, **Reach up high, Jackson! Give yourself a hug, Rose!** Then repeat. This creates an a-b-a-b pattern.
- **What is our pattern?**
- Continue the exercise with additional sets of gross motor movements.

Human Sentences Review details from the trade book *Freight Train* by having children build complete sentences of four or more words.

- Display and reread the descriptions of the different types of cars on pp. 6–9. Then provide a sentence frame: *There is a [color] ___ car.* Ask a volunteer to complete the sentence.
- Then have six children come to the front of the class and sit in a row. Repeat the completed sentence. Have each child jump up and say one word of the sentence in order. Whisper prompts as needed.

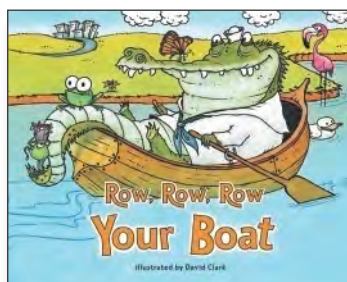
Let's Talk

Follow Directions Engage children in a class talk about the Human Sentences activity. **What were the directions for the activity? Were they hard to remember? Were they hard to do?**

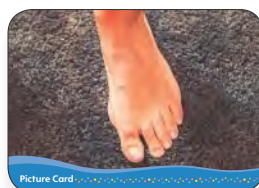


Let's Read

Compound Words Display and read p. 16 of the Big Book *Row, Row, Row Your Boat*. Practice combining words to make a compound word. Point to the word *everywhere*. *Everywhere* is a compound word. What are the two parts of this compound word?



Irregular Plurals Display the Picture Card *foot*. **One foot. Two ___.** Display the Picture Card for *teeth*. **Two teeth. One ___.** Continue with other examples as needed to ensure students can use irregular plurals.



Theme Vocabulary

transportation travel

Concept Vocabulary

train

Academic Vocabulary

different

Center Time

30 minutes

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

Rest Time

35–40 minutes

Train Motion Explain to children that many people find riding on a *train* relaxing. The gentle motion of a *train* can be very peaceful. Have children find a spot and sit cross-legged. **We're on a train that is gently bouncing along. Let's make that movement.** Have the children gently bounce up and down. **The motion is so relaxing, I think it's making us fall asleep!** Have the children lie down and rest.

DIFFERENTIATED SUPPORT

Extra Support

Follow Directions Give children practice following three-step directions. Give them directions to do something in the classroom using three steps. Be sure to use ordinal numbers. AUDITORY

Reflect

10 minutes

5x5

Learning Outcomes

The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- coordinates sequence of movements to perform tasks.

What You Need

- 5x5 Card: Trains
- SEL Card: *follow directions*

All Aboard! Have children coordinate a sequence of movements. First, have them line up as if they are waiting for a *train*. Ask them to use their hearing. **Do you hear the *train* whistle yet? What will the whistle sound like? Do you hear the *train* coming? What will the *train* sound like?** Then have the children make their own *train*. As they move around the room, have them add in these sounds. Monitor children to be sure they are sustaining attention until the *train* activity is completed.



SEL Social and Emotional Learning

Follow Directions Display SEL Card *follow directions*. Point to the three pictures. **The child is following directions before she eats lunch. We follow directions all day. What are some directions you follow before we end the school day?** Review familiar three-step directions that you and the children do at the end of each day, such as cleaning up their area, throwing away trash, or going to the coat room to get their backpack and coat. Then have children follow these directions correctly. Monitor that they sustain their attention to these routine tasks until they are completed.



✓ CHECK FOR UNDERSTANDING

IF . . . children have trouble sustaining their attention to the *train* exercise until it is completed,

THEN . . . offer encouragement and praise the effort the children are making. **Your *train* looks great!** Use children's names: ____, **you're doing a great job keeping your hands on ____'s shoulders!**

SEL Let's Talk About It

Let's talk about directions you follow at home. **What does your family tell you to do?** Guide children to talk about directions they follow at home. To distinguish following directions from following rules, ask children to use ordinal terms like *first*, *second*, and *third*. Model an answer for children: **When I sweep my garage at home, first I find the broom. Second, I sweep the floor. Then I push the dust into a pile. Last, I sweep it into a dustpan.**

DIFFERENTIATED SUPPORT

Extra Support

Let's Talk About It Provide sentence frames to children who need support talking about directions they follow at home. **My mom tells me to ____.** *First, I ____.* *Second, I ____.* *Then, I ____.* *Last, I ____.* Suggest topics like washing their hands or putting away their toys. VISUAL



Welcome to Today

15 minutes

WEEK 2 DAY 4

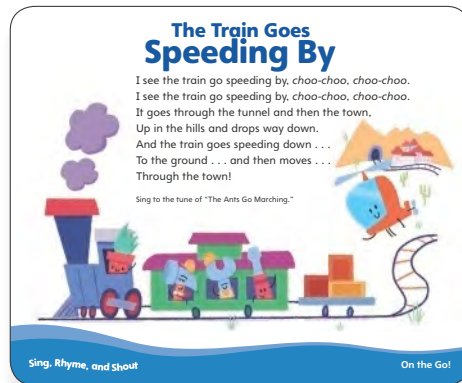
Meet and Greet

- Greet children as they enter the classroom.
- Have children place their pictures on the Mood Meter. This will help you gauge the energy of the classroom this morning.

Sing, Rhyme, and Shout

On the Go! Display the card.

- Point to the word *tunnel*. *Trains* go through tunnels. A tunnel is a passage that goes underground. Tunnels can even go through mountains!
- Model some movements for children. Bend your left arm and raise your elbow to make a tunnel. Then have your right hand be a *train* that goes “through” the tunnel. Ask children to echo your movement. *When we get to the word tunnel, let’s have our train go through our tunnel!*
- Play the recording and have the class sing along. On “it goes through the tunnel,” perform the movement.



Learning Outcome

The child

- speaks so that her speech is understood by the teacher.

What You Need

- Sing, Rhyme, and Shout: “The Train Goes Speeding By”
- attendance chart, helper chart
- Alphabet Cards

Concept Vocabulary

train



Wheel of Motion

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

Morning Meeting

- 1 Attendance** Choose letters from the Alphabet Cards and have children whose first name or last name begins with that letter put their name on the chart.
- 2 Helper Chart** Review helper job responsibilities, and remind helpers how to carry out their roles.
- 3 Question of the Day** *Would you rather go on a train or in a boat?* 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. Monitor that children's speech is understood. Remind them not to speak too quickly.
- 4 Today's Events** Preview some of the day's activities.

DIFFERENTIATED SUPPORT

Extra Support

Morning Meeting Model clear enunciation to support children in speaking more clearly. During the explanation of Today's Events, model enunciating clearly as you speak. Then ask children to say whether or not they are excited about what you previewed. As they speak, monitor their enunciation. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label things.
- uses irregular plurals.
- engages in reading-related activities.
- combines words to make a compound word.

What You Need

- Read More About It Book: “The Hungry Crows”
- Vocabulary Cards: *travel, transportation, road, track, caboose, engine, train, freight*
- Alphabet Card: *Uu*
- Picture Cards: *umbrella*

On the Go!

? What are the different types of railroad cars? Remind children of the weekly question. Then display Vocabulary Cards *road, transportation, and travel*. Have children identify each word.



“The Hungry Crows”

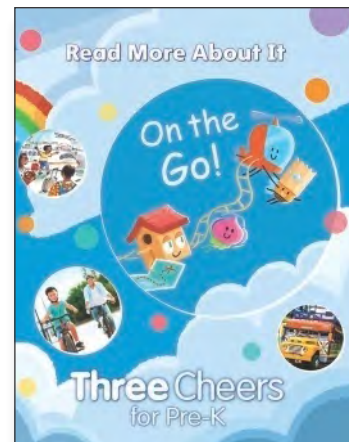
Ask children to help a friend find a place to sit. Tell them you are going to read a story from the Read More About It Book.

1 Introduce Display pp. 6–7, “The Hungry Crows.” Engage in a reading-related activity and point to the crows that repeat in every illustration. *There are crows in this story. There are crows in every picture!*

Point to p. 6. *The crows are flying over a freight train. The crows see different kinds of railroad cars.* Have the children use *freight train* to label the *train* in the picture. Ask a volunteer to come up and point to the picture as he or she says “*freight train.*”

2 Read Together Read the story aloud to children. Then go back and point to the pictures as you introduce each of the cars of the *freight train*. *What do you think a refrigerator car is for? It’s like your refrigerator at home in your kitchen. It keeps food cold. Food can travel by train that way. How about an auto carrier? It carries cars, of course! You know what a hopper car is. What is in this hopper car? Corn. Look at this boxcar. What is inside the boxcar? Toys!*

3 Connect After reading together, engage in another reading-related activity. Ask a volunteer to hold the book right-side up as you verbalize. Ask the children some questions that connect their own experiences to the story you just read aloud. *There were apples in the refrigerator car. What is your favorite fruit? The crows landed on an auto carrier. Do you like riding in a car?*



DIFFERENTIATED SUPPORT

ELL

“The Hungry Crows” To give Spanish speakers confidence with new vocabulary, point out that the Spanish words *automóvil* and *refrigerador* are almost the same as *automobile* and *refrigerator* in English. AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question:

What are the different types of railroad cars?

Display Vocabulary Cards *caboose* and *engine*.

This is used to make a *train* move. What is my word?

Hold up two cards and give children clues for one of the words (*engine*, *caboose*, *freight*, *train*, *track*). Have children identify the word. Repeat until each word has been used at least once.



Phonological Awareness

Compound Words Children will combine words to make compound words.

- Say the following word pairs and have children combine them to form compound words: *air, plane*; *grand, mother*; *neighbor, hood*; *straw, berry*; *pony, tail*.

Alphabet Knowledge

Review Uu /u/ Use Alphabet Card *Uu* to review the letter names and how to form each letter. Then use Picture Card *umbrella* to review the sound the letter *u* spells: /u/.

Oral Language

Irregular Plurals Children will use irregular plurals in their oral language.

- Sometimes we want to talk about one thing: There is one *train*. What do we call words that are more than one like the word *trains*? They are called plural words. I don't have one foot, I have two _____. Allow children to finish the sentence.
- There are some plural words that are tricky, like the word *teeth*. Here are some other tricky ones: If we want to talk about more than one house, we say *houses*. But if we want to talk about more than one mouse, we say *mice*. If we want to talk about more than one deer, we say *deer*!
- Have children turn and talk to a partner using the irregular plurals *teeth*, *deer*, *feet*, and *mice*.

Transition

Rhyme

Sing the following rhyme to the tune of "Hokey Pokey."

I got my *basket* (extend left hand)
here,

I got my *ball* there. (extend right
hand)

I got my *basketball* (hands together)
here:

And I shake it everywhere.

I put two words together and make a
brand new word.

That's what it's all about!

Theme Vocabulary

transportation travel

road

Concept Vocabulary

freight train

track caboose

engine

Academic Vocabulary

compound plural

word



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty combining words to form compound words,

THEN . . . say a pair of words, such as *sun* and *flower*. Have the child repeat each word after you. Then say the words again more quickly. Repeat until the child says the compound word.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Geometry** Display the solid shapes children have been exploring. Point to the sphere. Review what they learned and the mathematical vocabulary they used to describe a sphere. *We learned a new word for a ball. What is this? Yes. It's a sphere. How is a sphere like a ball?* Have children describe the sphere as an object that is round and can roll. *What else did we learn about a sphere?* Guide children to recall a sphere's attributes—is curved and has no flat sides. Pass around a small rubber ball that can be squeezed. Have children experiment by squeezing the ball into different shapes. *Could your new shape roll?*

▶ **ELL Access**

Academic Vocabulary

Emerging Ask children to find and point to the sphere in the group of solids. Say the name *sphere* and have children repeat.

Developing Ask children to point to the sphere and tell its name, using this sentence frame: *This shape is a _____*. If children say "ball," ask them for another name for "ball."

Expanding Have children identify the sphere and tell one or two attributes, such as *round* and *can roll*.

Bridging Have children describe the sphere's attributes in complete sentences.

- **Literacy: Concept Vocabulary** Provide extra support for the Concept Vocabulary words. Display Vocabulary Card *track*. *This is a railroad track. Trains travel on a railroad track.* Use Vocabulary Cards *caboose*, *engine*, *freight*, and *train* to reinforce the words and their meanings for children.

▶ **ELL Access**

Confirm Understanding

Emerging Display the Concept Vocabulary Cards. Point to each card and say its name. Repeat, and have students say the names with you. As children listen, point to each card and say aloud a three- or four-word sentence that conveys meaning. For example: *Trains go fast. The caboose is last. Tracks are long.*

Developing Review the Concept Vocabulary Cards with children and have them say the words. Then distribute the cards to children. Have them stand and say "All Aboard!" when you name their card.

Expanding Review the Concept Vocabulary Cards with children. Then ask them to name the card that matches a simple description you say aloud. For example: *Train cars carry it. People want to buy it. What is it? freight*

Bridging Review the Concept Vocabulary Cards with children. Have pairs create clues to say aloud so that others can guess which card they are thinking of. For example: *Train cars carry it. People want to buy it. What is it? freight*

Math Circle

15 minutes

Geometry

Remind children that they have learned about many shapes and patterns.

- 1 **Engage** Display the geometric solids: cube, rectangular prism, cone, sphere, and cylinder. Hold up the cylinder. **This shape is curved in the middle, and it has two flat sides.** Pass around the cylinder so that children can examine and feel the curves and the flat faces.
- 2 **Develop** Show one of the faces of the cylinder. **What shape do you see here? That's right. It's a circle. This shape looks like a can. It has another name we use in math. It is a cylinder.** Have children repeat the shape name. Discuss which of the shapes have a curved surface and which have a flat surface.
- 3 **Practice** Have children help you create a pattern. **Let's think about curved and flat to create a pattern with these shapes. We'll put the cube first. Does the cube have curves? No. Let's put the cone next. Does it have curves? Yes. Hold up the rectangular prism. Let's put this long box next. Does it have any curves? No. So what would come next in our pattern? We would put the cylinder next. It has curves.** Have children recognize the pattern: flat, curved, flat, curved.



Learning Outcomes

The child

- names common shapes
- recognizes patterns.
- creates patterns.

What You Need

- geometric solids

Academic Vocabulary

| | |
|--------|----------|
| solid | cylinder |
| shape | curved |
| cube | flat |
| cone | create |
| sphere | pattern |



Snack Time

15 minutes

Respect Ask children to help you set up for the snack. **How does paying attention to how your body is moving show respect for others?** Talk about how moving carefully around the room will prevent them from dropping or spilling something or bumping into something or someone.

DIFFERENTIATED SUPPORT

Engage and Extend

Geometry Challenge children's creativity by having them think of ways they could create new shapes and patterns with the geometric solids. For example, stack a cube on a rectangular prism. Next, put a cylinder on a cube. Repeat the shapes. **AUDITORY**

Social Studies Circle

15 minutes

Learning Outcomes

The child

- shows self-awareness.
- uses irregular plurals.
- combines words to make a compound word.
- identifies differences between him- or herself, classmates and other children inclusive of cultural influences.
- coordinates sequence of movements to perform tasks.

What You Need

- pictures of different types of trains
- large cardboard boxes
- Read More About It Book: "The Hungry Crows"
- Picture Cards: *keyboard*, *goose*

Outdoor Play

20 minutes

Swings Provide some unstructured play time outside that includes an area with a swing set. Use the swing set to monitor children's coordination and balance in isolation. Have children take turns using the swings. Even if another child gives them a starting push, they should coordinate their leg and body movements to sustain swinging on a swing.

How Do We Travel?

Have children stand up and stretch. Then perform the chant and have children echo you.

I want to take a *train*!

All aboard! All aboard!

(welcome with your arm)

I want to take a *train*!

Choo-Choo! Choo-Choo!

(pull whistle)

I want to take a *train*!

Rattle, rattle down the *track*!

(bend arms, move in circles)

People

- 1 Engage** There is more than one kind of *train*. All around the world, people use different *trains*. Review *freight trains*. *Freight trains* carry things. What kinds of cars does it have? It has hopper cars, box cars, refrigerator cars, and tank cars.
- 2 Develop** People also *travel on trains*. Review once again the idea that *trains* are different in different places. Display a picture of a rail car, as in England or Australia. *These trains carry people*. Display a picture of a passenger *train*. *Some trains can carry people a long way*. Show a picture of people sleeping in a sleeper car. *Some trips are so long that people sleep on the train! They sleep in sleeper cars*.
- 3 Practice** Hold up the photos again. Say their names out loud and have children echo you. *Rail car. Passenger train. Sleeper car*. Then support children's showing self-awareness by asking them about their personal preferences. *How do you like to travel? What do you like about it? Of the trains we've learned about, which one interests you the most? Pretend you are riding on the train. Show me what you would do*.

Learn and Play

90 minutes

Let's Move

One Foot-Two Feet Patterns Create a class pattern using children and a sequence of gross motor movements.

- Have four children stand at the front of the class. Tell the first and third children to stand on one foot. They can use the tip of their other foot for balance, if needed. Tell the second and fourth children to hop on one foot. **What is our pattern? Stand-hop-stand-hop.** Rotate the children so others get to play.
- Have another four children stand up front. Tell the first and third children to stand on both feet. Tell the second and fourth children to jump up and down. **What is our pattern? Stand-jump-stand-jump.** Repeat with other patterns.

The Hungry Crows Put out three large cardboard boxes to represent *train* cars. Decorate or label them as a refrigerator car full of apples, an auto carrier full of cars, and a hopper car full of corn. Display Read More About It: “The Hungry Crows” for the class. Have children pretend they are the hungry crows by flapping their wings and landing near the different cars. When they land, have them say the name of the car. After all three cars are identified, have children fly away like the crows do at the end of the story.

Let's Talk

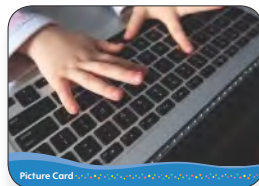
Self-Awareness Provide sentence frames to children so they may express their personal preferences about “The Hungry Crows.”

- I [liked / did not like] the story. I [liked / did not like] when _____.



Let's Read

Compound Words Display Picture Card *keyboard*. *Keyboard* is a compound word. What are the two parts of this compound word? Now put the word parts back together and say the compound word.



Irregular Plurals Display Picture Card *goose*. Have children use regular plurals as they finish the phrase: **One goose. Two ____.**



Concept Vocabulary

freight train

Academic Vocabulary

rail car sleeper car

passenger train

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

Sleeper Car Remind children that some *trains* have sleeper cars. People can sleep in those cars when they go long distances. **Let's pretend we're sleeping on a train.** **We're in a sleeper car.** Have children lie down and rest as they imagine lying down on a bed in a sleeper car.

DIFFERENTIATED SUPPORT

Engage and Extend

Self-Awareness Guide children to show self-awareness by expressing other personal preferences. Ask them to draw a picture of something that is their favorite, such as a food, a classmate, or a place they like to go. Ask them to present their pictures to the class. Model this for them. **This is a picture of ____.** **It is my favorite ____.** **I love ____ because ____.** TACTILE, AUDITORY

Reflect

10 minutes

5x5

Learning Outcome

The child

- shows self-awareness.

What You Need

- 5x5 Card: Trains
- SEL Card: *community*

✓ CHECK FOR UNDERSTANDING

IF . . . children have trouble thinking of other communities they are a part of,

THEN . . . hold out your arms wide to encompass the whole class. Tell children that they all come to this classroom every day. Guide them to understand that they are part of their classroom community.

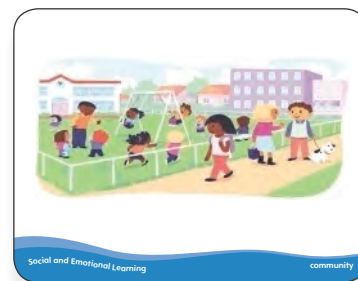
Where Do the Tracks Go? Have children use their fingers to trace imaginary *train tracks* in the air. Guide children to observe and discuss the position of the *train*. *Where did the train start? Where did it go? Where did it end up?* They should use as many of these location words as possible: *left, right, above, beside, below, behind, between, bottom, in front of, around, next to, on, near, far, front, middle, under, and top.*



SEL Social and Emotional Learning

Community Display SEL Card *community*. Remind children that a community is a group of people who have something in common. *All of these people look like they live near each other. They are part of a community: their neighborhood. I see that the children in the picture are playing outside at school.*

That is a community, too! They are part of their school community. You are part of your neighborhood, and you are part of your school. Can you think of any other group you are a part of?



SEL Let's Talk About It

Today, we learned that we are all part of different communities. Ask children to echo you. *I am part of my neighborhood. I am part of my school. I am part of this classroom. What other communities are you part of?* Guide children to show self-awareness by describing themselves in terms of one other community, such as a family or sports team.

DIFFERENTIATED SUPPORT

Extra Support

5x5 If children have trouble tracing the imaginary *train* route with their fingers, trace a route on a table and have them copy you. Go slowly and make the path large. TACTILE



Welcome to Today

15 minutes

Meet and Greet

- Welcome children and tell them you are happy they are in class.
- Then tell them how you are feeling. Next, have them respond by posting their feelings on the Mood Meter.



Sing, Rhyme, and Shout

On the Go! Display the card.

- Say the lyric, “It goes through the tunnel ...” and repeat the tunnel movement from yesterday. Then add a right turn with your hand on “... and then the town.” Have children repeat your movement.
- Model more movements. Say, **Up in the hills and drops way down.** Move your right hand up and then down, as if on a hill. Have children repeat your movement.
- **Let’s put all our movements together!** Say the words to the song aloud and perform the speeding *train*, the choo-choo whistle pull, the tunnel, the turn through town, and the up-and-down movements. Play the recording and have children perform all the movements.



Learning Outcomes

The child

- is aware of where own body is in space.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Sing, Rhyme, and Shout: “The Train Goes Speeding By”
- attendance chart, helper chart

Concept Vocabulary

train

Morning Meeting

- 1 Attendance** Ask children to place their name cards on the chart.
- 2 Helper Chart** Have helpers stand and tell how it felt to help out in the classroom this week. Remind children that new jobs will be assigned next week.
- 3 Weather** Ask children if the weather has changed this week or if it has stayed the same. Ask them to fill in the Weather Chart. Monitor that they understand the term *Weather Chart*.
- 4 Today’s Events** Preview some of the day’s activities.

DIFFERENTIATED SUPPORT

Engage and Extend

Morning Meeting During the helper chart activity, have children begin to think about what job they might like to try next week. Have them take on the role and act it out. Also ask them to think about if a new role needs to be created to help out with something in the class. KINESTHETIC, AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label things.
- typically uses complete sentences of grammatical complexity usually with subject, verb, and object order.
- uses irregular plurals.
- 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: *Freight Train*
- Read More About It Book: “The Hungry Crows”
- Vocabulary Cards: *track, caboose, engine, train, freight*
- Alphabet Card: *Uu*
- Picture Cards: *goose, mouse, umbrella*

On the Go!

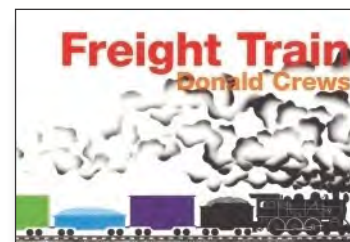
? What are the different types of railroad cars? Remind children of the weekly question. Have children name several kinds of *train cars*.



Freight Train and “The Hungry Crows”

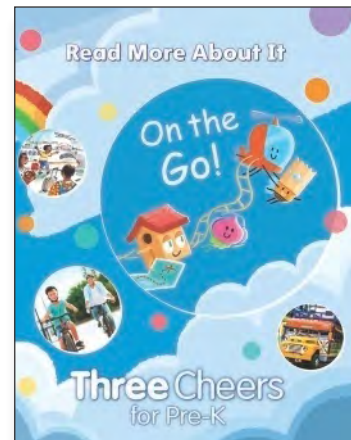
Tell children that you will review *Freight Train* and “The Hungry Crows.”

1 Remember Display the front cover of *Freight Train*. Invite volunteers to retell details from the story. Ask children to use a variety of words to label things in the story. Support them by pointing to the pictures. *What does the train run on? What color is the hopper car? What does the train run through?*



Then display “The Hungry Crows.” *What was in the refrigerator car? What is the hopper car filled with?*

2 Reread Read *Freight Train* starting on p. 6. Then read all of “The Hungry Crows” aloud.



3 Compare Have children compare and contrast the two stories. *I’m going to say the name of a type of car. Tell me if the car is in Freight Train, “The Hungry Crows,” or both.* Children should reply using complete sentences with subject, verb, and object order. Model sentence frames: *The ____ is in Freight Train. The ____ is in “The Hungry Crows.” The ____ is in both stories.*

DIFFERENTIATED SUPPORT

ELL

Freight Train and “The Hungry Crows” During the Remember activity, open *Freight Train* to pp. 6–7, and then 8–9. Ask a question about each type of car to encourage children to respond with the name of the car. For example: *Is this a tank car or a hopper car?* AUDITORY, 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, use Vocabulary Cards and monitor the responses of individuals to the following prompts: *What does a freight car carry? Does a train ride on a track? Where is the caboose on a train? What does the engine do?*



Alphabet Knowledge

Review Uu /u/ Use Alphabet Card *Uu* to review the letter names and how to form each letter. Then use Picture Card *umbrella* to review the sound the letter *u* spells: /u/.



Oral Language

Irregular Plurals Children will use irregular plurals in their oral language.

- Display Picture Card *goose*. *This is a goose. We say the word goose if there is just one. If there are more, we say the word geese.*
- Display Picture Card *mouse*. *If there is just one, we say the word mouse. If we want to talk about more than one, what word do we say? Listen to this little story to find out: A mouse was eating some cheese. There was a lot of cheese! So, he asked four mice to help him eat it.*

Transition

Chant and Rhyme

Sing the following rhyme to the tune of “Hokey Pokey.”

I got my *gold* here, (extend right hand)

I got my *fish* there. (extend left hand)

I got my *goldfish* here: (hands together)

And I shake it everywhere.

I put two words together and and make a brand new word.

That’s what it’s all about!

Concept Vocabulary

| | |
|---------|---------|
| freight | train |
| track | caboose |
| engine | |

Academic Vocabulary

| | |
|-----------|--------|
| word | plural |
| irregular | |



CHECK FOR UNDERSTANDING

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

THEN . . . use the Vocabulary Cards to review each word with them. Then give them sentence frames to complete, such as *I can ride on a ____.*

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Geometry** Pass around the cylinder block and have children describe it. Give children self-stick notes. Have them hunt in the classroom to find objects that look like the cylinder. Once they find one, they should stick their self-stick note to it and return to their seat. As you walk to each cylinder, have children guide you to their cylinder. Remind children that they can say, *it's next to, behind, here, in front of,* and so on.

▶ **ELL Access**

Academic Vocabulary

Emerging Help children describe the cylinder and the location of an object by affirming and expanding responses into full sentences. For example, if children point to an object and say *can*, say: **Yes. This looks like a can. It is next to the book.**

Developing Have children complete sentence frames to help name the solid and describe its location. For example: *This shape is a _____. It is next to the _____.*

Expanding When you find children's cylinder shape, ask questions to help them describe a cylinder. For example: **What shape is the top and bottom?**

Bridging When you find children's cylinder shapes, have them use sentences to tell you what makes their shape a cylinder.

- **Literacy: Oral Language** Remind children that plural words mean there is more than one. Then review various regular and irregular plurals with them.
 - Have children turn and talk to a partner and use irregular plural words in sentences. Suggest words to use (such as *geese, deer, and mice*) and guide them to talk in complete sentences.

▶ **ELL Access**

Learn Language Structures

Emerging Display the Vocabulary Cards *foot, mouse, goose, and tooth*. Using your fingers to show the number of things you are talking about, point to the *foot* picture and say: **Here is one foot. You have two feet.** Have children echo. Continue making up sentences with the irregular plurals for children to repeat.

Developing Display the Vocabulary Cards *foot, mouse, goose, and tooth*. Point to the pictures and say sentences using the singular and plural forms of the words. Have students repeat the nouns. Then play a game. Show 1–5 fingers and point to a card. Children respond by saying the number and the corresponding noun.

Expanding Display the Vocabulary Cards *foot, mouse, goose, and tooth*. Help students practice saying the plural form of each picture. Then ask questions to encourage students to respond using the irregular plurals, for example: **Does a dog have three feet? Do you brush one tooth?**

Bridging Display the Vocabulary Cards *foot, mouse, goose, and tooth*. Review the plural forms of these words. Then have students make up sentences using phrases you give them, such as *three mice* or *lots of teeth*.

Math Circle

15 minutes

Spatial Sense

As you transition to the new activity, have children form a *train* line and join you in the circle. Invite children to be seated.

- 1 **Engage** Display the geometric solids: cylinder, sphere, cube, and cone. Hold up the cone. Ask children where they might have seen a shape like this before. Hold up a party hat next to the cone. *Does this object have the same shape? Has anyone seen one of these before? Where? What is it for?*
- 2 **Develop** Pass around the cone. *We call this shape a cone.* Have children repeat the shape name. Point out that the cone has a flat part, a curved part, and a point. *When we have been looking at shapes this week, we have been turning them around, so we can see each part of them.* Turn the cone clockwise to demonstrate that the shape remains the same. *I turned the cone over. It is still a cone. It still has the flat part, the curved part, and the point.*
- 3 **Practice** Turn the cube to demonstrate that the shape remains the same. *Is the shape still the same? How do you know?* After practicing in a whole group, have children work in pairs to turn the sphere and cylinder in order to demonstrate that the shapes remain the same.

Learning Outcomes

The child

- names common shapes.
- turns shapes to demonstrate that the shapes remain the same.

What You Need

- geometric solids
- party hat

Concept Vocabulary

train

Academic Vocabulary

| | |
|--------|----------|
| solid | cylinder |
| shape | cone |
| cube | turn |
| sphere | |



CHECK FOR UNDERSTANDING

IF . . . children have difficulty explaining that shapes remain the same when turned,

THEN . . . review and model turning the geometric solids to demonstrate that the shape remains the same. Discuss the same attributes of the shape before and after it is turned.



Snack Time

15 minutes

Turn Shapes Share snacks that are in a variety of shapes. Have children turn the snack before taking a bite and demonstrate that the shapes stay the same. Ask questions, such as *What happens if you turn it over this way? Is the shape the same or different?*

Technology Circle

15 minutes

Learning Outcomes

The child

- is aware of where own body is in space.
- combines words to make a compound word.
- coordinates sequence of movements to perform tasks.
- opens digital learning applications.
- navigates through digital learning applications.
- uses technology to access appropriate information.
- practices safe behavior while using digital tools and resources.

What You Need

- computer or digital device
- age-appropriate app or game about trains
- clay
- SEL Card: *respect*
- Picture Cards: *rainbow, rain, bow, mouse*

Outdoor Play

20 minutes

Freeze Tag Have children play freeze tag. Ask for a volunteer to be “it.” That child chases the other children around the outdoor play area. If touched, children must freeze in place. They are not released from the freeze until another child touches them. The game ends when all children are frozen. Then, another volunteer can be “it” and the game starts again. The game is a way to monitor children’s ability to coordinate a sequence of movements.

Technology Whiz

Have children stand and hug themselves by crossing their arms in front of them and then release.

Hold up a fist as you say, “Technology Whiz.” Extend each finger as you say the other words. Ask children to echo the chant and mimic the fingerplay.

| | |
|------------------|-------------------|
| Technology Whiz! | (raise your fist) |
| Computers! | (index finger) |
| Tablets! | (middle finger) |
| Learning! | (ring finger) |
| Games! | (pinky finger) |
| Technology Whiz! | (thumbs-up) |

Access Information

- 1 Engage** Explain to children that computers and other digital devices can help them access and learn information about different types of *transportation*. [Let’s play a game where we learn about different types of trains.](#)
- 2 Develop** Have an app or game about different types of trains pre-selected for children in order for them to use digital tools and resources safely. [When you use digital tools and resources, you should have permission from an adult. I have already selected an app for you to use to find out more about trains.](#)
- 3 Practice** Have children play the game or application on their own. Guide them as they open it and navigate through it. As they use digital tools or resources, check to make sure they are only using the site you pre-selected to ensure children’s safety while on the Internet. Then ask them questions, such as: [Which types of trains did you explore? What is something new that you learned about the train?](#)

Learn and Play

90 minutes

Let's Move

3D Clay Shapes Provide clay to children. Divide children into three groups. Members of one group should mold the clay into a box, or cube. Members of the second group should mold a cone, and the third group, a sphere. Ask children to show and name their 3D clay shapes when they are finished.

Through a Tunnel Have five or six children create a human *train* again by standing in a line and extending their arms and resting them on the shoulders of the child in front of them.

Have another group of children create a human tunnel. Have them create two lines, facing each other, and a few feet apart. Ask them to raise their hands high and bend their hands at the wrists to make an arch. For the *train* to pass through, they may not be able to connect hands.

The human *train* should coordinate a sequence of movements by going around the classroom and through the tunnel at least twice. Have children switch places.

Let's Talk

Respect Display the SEL Card *respect*. Look at the boy and girl talking by the chalkboard. The girl is listening quietly, and she and the boy are standing without touching each other. Talk with children about being aware of their personal space. When you are aware of your own space, you're being respectful. When you sat at the table and made your 3D clay shapes, did you stay in your own space? Did you bump into another classmate?

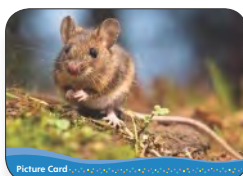


Let's Read

Compound Words Display Picture Card *rainbow*. *Rainbow* is a compound word. What are the two parts of this compound word? Display Picture Cards *rain* and *bow* to help teach the compound word *rainbow*. Children should say the smaller words and then combine them into the compound word.



Irregular Plurals Display Picture Card *mouse*. One mouse. Two ____.



Theme Vocabulary

transportation

Concept Vocabulary

train

Academic Vocabulary

technology

information

device

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

Calming Sounds Ask children to settle down and find a spot to rest. Play some calming music, such as a lullaby or a recording of calming sounds, like the ocean. Encourage children to listen as they relax.

DIFFERENTIATED SUPPORT

Engage and Extend

Compound Words Extend the learning of compound words orally by saying a compound word and asking children to tell you the two words that make up its parts. Possible words to use: *moonlight*, *applesauce*, *bedroom*, *blueberry*. AUDITORY

Reflect

10 minutes

5x5

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: Trains
- SEL Card: *respect*

CHECK FOR UNDERSTANDING

IF . . . children have difficulty keeping their hands and arms to themselves during the classroom walk activity,

THEN . . . walk in front of them, leading them and modeling appropriate awareness of one's own body in space.

DIFFERENTIATED SUPPORT

Extra Support

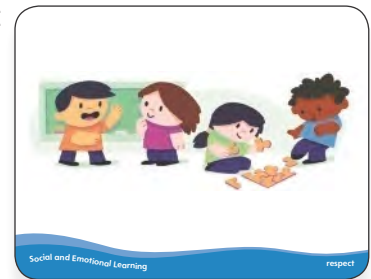
Let's Talk About It Role-play with children the scenarios in the "Let's Talk About It" phrases, but in their positive form. Have a child stand in front of an area of the classroom, such as a bin of toys or manipulatives. Walk up to the child and say: *Excuse me*. Guide the children to move out of the way. Then repeat the exercise with you stepping out and a child replacing you. You can also model this phrase: *May I have the ____?* Then step out and repeat the scenario with two children. AUDITORY, KINESTHETIC

Train Trip Remember, we learned that people who buy things are called consumers. Have children work in pairs and coordinate a sequence of movements in which they pretend to buy *train* tickets from each other. *Buy a train ticket* from your partner. Raise your hand if you are buying a ticket. Now raise your hand if you are selling a ticket.



Social and Emotional Learning

Respect Display SEL Card *respect*. Point to the child in the picture who is stepping near the puzzle piece. *When we move around the classroom, let's not step on anyone's stuff—including their feet! That's a way of showing respect.*



Help children become more aware of where their own body is in space. Ask two volunteers to walk around the classroom at a normal pace. As they walk, offer reminders of ways to be respectful.

- Let's not step on anyone's stuff!
- Let's not bother anyone—especially if they're working or listening!
- Let's keep our hands and arms to ourselves. Let's show respect!

Repeat the exercise with other volunteers.

Let's Talk About It

Another part of becoming aware of one's own body in space is speaking up to get one's needs met. *If we don't like how someone is treating us, we can say so.* Model some phrases for children.

- Stop. I don't like it when you (push me). Next time, please say "excuse me."
- I don't like it when you grab something from me. Next time, ask me ____.

Have children echo these phrases. *Today was a such a good day! Let's be respectful of others as we get ready to go home.*



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 131, 136, 138 Child shows self-awareness and can express pride in age appropriate abilities and skills. Pages 123, 130 |
| Language and Communication | <ul style="list-style-type: none"> Child engages in conversations in appropriate ways. Pages 99, 107, 115, 123, 131 Child demonstrates understanding of terms used in the instructional language of the classroom. Pages 107, 115 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. Pages 116, 132 |
| Emergent Literacy Reading | <ul style="list-style-type: none"> Child engages in pre-reading and reading-related activities. Pages 100, 108; C•188–C•189 Child deletes a word from a compound word. Pages 100, 104, 108, 112, 116, 120 Child recognizes at least 20 distinct letter sounds in the language of instruction. Page 100 |
| Emergent Literacy Writing | <ul style="list-style-type: none"> Child independently writes to communicate his/her ideas for a variety of purposes. Pages C•202–C•203 |
| Mathematics | <ul style="list-style-type: none"> Child names common shapes. Pages 103, 111, 119, 127; C•198–C•199 Child creates shapes. Pages 119, 127 |
| Science | <ul style="list-style-type: none"> Child observes, investigates, describes, and discusses properties and characteristics of common objects. Pages C•194–C•195, C•200–C•201 Child observes, investigates, describes, and discusses position and motion of objects. Pages 104, 112, 120, 128; C•196–C•197, C•200–C•201 |
| Social Studies | <ul style="list-style-type: none"> Child connects [his] life to events, time, and routines. Pages 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. Page 107 |
| Physical Development | <ul style="list-style-type: none"> Child coordinates sequence of movements to perform tasks. Pages 104, 112, 122, 136 |
| Technology | <ul style="list-style-type: none"> Child practices safe behavior while using digital tools and resources. Pages C•188–C•189 |

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

Ready for Kindergarten!

Speaking

Pre-Kindergarten Outcomes

- Child engages in conversations in appropriate ways. **Pages 99, 107, 115, 123, 131**

Kindergarten Literacy Goals

- Follow agreed-upon rules for discussions; speak audibly and express thoughts, feelings, and ideas clearly.

Language

Pre-Kindergarten Outcomes

- Child demonstrates understanding of terms used in the instructional language of the classroom. **Pages 107, 115**
- Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. **Pages 116, 132**

Kindergarten Literacy Goals

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

Reading Readiness

Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 100, 108; C•188–C•189**

Kindergarten Literacy Goals

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

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child recognizes at least 20 distinct letter sounds in the language of instruction. **Page 100**

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

- Child names common shapes. **Pages 103, 111, 119, 127; C•198–C•199**
- Child creates shapes. **Pages 127; C•198–C•199**

Kindergarten Mathematics Goals

- Correctly name shapes regardless of their orientation or size; identify shapes as two-dimensional or three-dimensional.
- Create models of shapes using different materials. Compose simple shapes to form larger shapes.



THEME 7 WEEK 3

On the Go!

How do we get from here to there?

Weekly Question:

How are trucks and planes alike and different?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "The Ugly Duckling"



5x5



Theme and Concept Vocabulary



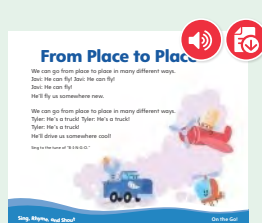
Theme Manipulative



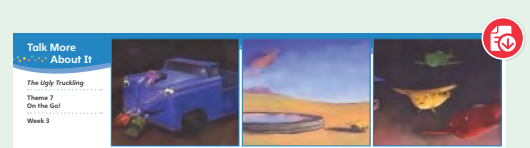
Big Book and Little Books



Wordless Experience Book: *On the Go!*



Sing, Rhyme, and Shout: "From Place to Place"



Talk More About It: *The Ugly Truckling*

From the Teacher Toolkit Print and Digital



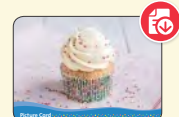
Assessment Guide



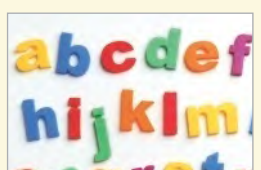
Social and Emotional Learning Cards



Alphabet Cards



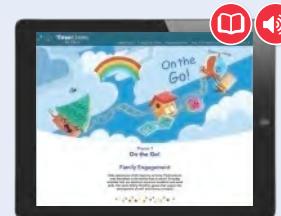
Picture Cards



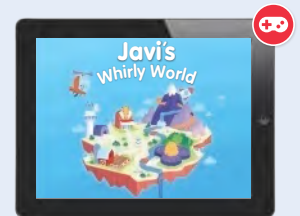
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



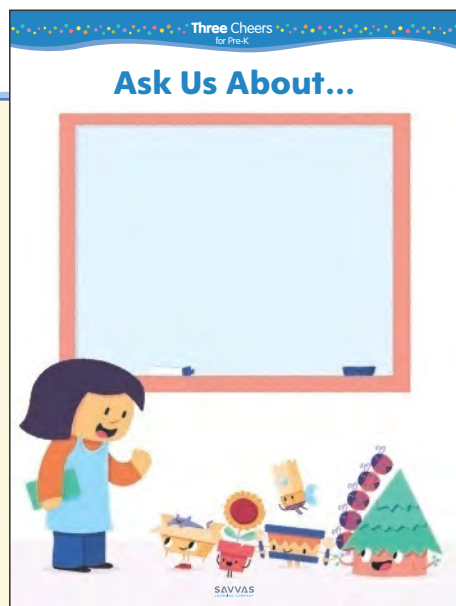
Digital Bookshelf

Plan Your Week

Suggested Daily Times

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

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



Ask Us About . . .

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

- What happens in the book *The Ugly Truckling*?
- How do you show others that you respect them?
- Can you say a sentence that uses the word *hauled*?

Day 1 pp. 99–106

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “From Place to Place”
- Morning Meeting

Story Time

- How do we get from here to there?
- Reread Big Book *Row, Row, Row Your Boat*

Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Compound Words
- Alphabet Knowledge Introduce *Ww /w/*

Center Time and Small Groups

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

Math Circle

- Geometry
- Snack Time Describe Shapes

Science Circle

- Push ‘n Pull
- Motion of Objects
- Outdoor Play Follow the Leader

Learn and Play and Centers

- Let’s Move!
 - Traffic Jam
- Let’s Talk Classroom Rules
- Let’s Read Compound Words, Alphabet Knowledge
- Rest Time Rock the Boat

Reflect

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

Day 2 pp. 107–114

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “From Place to Place”
- Morning Meeting

Story Time

- How are trucks and planes alike and different?
- 1st Read Trade Book *The Ugly Truckling*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Compound Words
- Alphabet Knowledge Review *Ww /w/*

Center Time and Small Groups

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

Math Circle

- Geometry
- Snack Time Follow Directions

Science Circle

- Push and Pull
- Motion of Objects
- Outdoor Play Push the Hot Potato

Learn and Play and Centers

- Let’s Move!
 - Walk the Line
 - Wheel of Motion
- Let’s Talk Follow Directions
- Let’s Read Compound Words, Alphabet Knowledge
- Rest Time Starry Skies

Reflect

- 5x5 Describe Things
- Social and Emotional Learning Follow Directions
- Let’s Talk About It

Let's Celebrate!
Family gathering to share what children have learned about trains, planes, and speed.

Day 3 pp. 115–122**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** “From Place to Place”**Morning Meeting****Story Time****How are trucks and planes alike and different?****2nd Read Trade Book** *The Ugly Truckling***Literacy Circle****Concept Vocabulary** Practice**Phonological Awareness** Compound Words**Verbal Usage** Regular Past Tense**Alphabet Knowledge** Review *Ww /w/***Center Time and Small Groups****Small Group Options**

- Math: Geometry
- Literacy: Verbal Usage

Centers **Centergize**, pp. C•185–C•203**Math Circle****Geometry****Snack Time** Snack Shapes**Science Circle****In Motion****Motion of Objects****Outdoor Play** Simon Says**Learn and Play and Centers****Let's Move!**

- Follow the Shapes
- Pattern Toss

Let's Talk Listen and Participate**Let's Read** Regular Past Tense, Compound Words**Rest Time** Up in an Airplane**Reflect****5x5** Truck or Plane?**Social and Emotional Learning** Follow Directions**Let's Talk About It****Day 4** pp. 123–130**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** “From Place to Place”**Morning Meeting****Story Time****How are trucks and planes alike and different?****Read More About It** “The Ugly Duckling”**Literacy Circle****Concept Vocabulary** Review**Writing as a Process** Write a Draft**Verbal Usage** Regular Past Tense**Alphabet Knowledge** Review *Ww /w/***Center Time and Small Groups****Small Group Options**

- Math: Patterns
- Literacy: Write a Draft

Centers **Centergize**, pp. C•185–C•203**Math Circle****Geometry****Snack Time** Classroom Rules**Science Circle****A Push or a Pull****Motion of Objects****Outdoor Play** Pulling and Pushing**Learn and Play and Centers****Let's Move!**

- People Patterns
- Shape Hunt

Let's Talk Aware**Let's Read** Regular Past Tense, Compound Words**Rest Time** Gliding Along**Reflect****5x5** Add It Up**Social and Emotional Learning** Community**Let's Talk About It****Day 5** pp. 131–138**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** “From Place to Place”**Morning Meeting****Story Time****How are trucks and planes alike and different?****Compare** *The Ugly Truckling* and “The Ugly Duckling”**Literacy Circle****Concept Vocabulary** Check for Understanding**Alphabet Knowledge** Review *Ww /w/***Verbal Usage** Regular Past Tense**Writing as a Process** Revise a Draft**Center Time and Small Groups****Small Group Options**

- Math: Spatial Sense
- Literacy: Concept Vocabulary

Centers **Centergize**, pp. C•185–C•203**Math Circle****Patterns****Snack Time** Patterns**Technology Circle****Tech Ted****Technology and Devices Skills****Outdoor Play** Making Deliveries**Learn and Play and Centers****Let's Move!**

- Strike a Pose
- Ways to Move

Let's Talk Respect**Let's Read** On the Go!**Rest Time** Soft Music**Reflect****5x5** Runway Game**Social and Emotional Learning** Respect**Let's Talk About It**

Vocabulary

Theme Vocabulary

Words to develop the theme, On the Go!

road
sky
transportation
travel

Concept Vocabulary

Conceptually related words to teach this week

airplane
haul
tractor
truck
vehicles

Academic Vocabulary

Terms used in this week's instruction

General

airport
different
goods
people
plane
supplies

Literacy

compound
illustrations
letter
letters
past tense

pictures
sound
sounds
words

Mathematics

cone
corner
cube
curved
cylinder
flat
pattern
rectangular

prism
repeat
shape
shapes

Science

side
slide
solids
sphere
above
back
back and forth
behind

beside
down
fast
forth

front
move
pull
push
roll
round and round
slide
slow
straight

top
under
up
zigzag

Social and Emotional Learning

rules

Technology

appropriate
device
information
technology

Story Words

Words from the literature to explain and use this week

Trade Book

bale overhead spokes
beams reflection truck bed
chrome roar windmill

Big Book

driver safely
row wave

Read More About It

duckling popped scruffy
hatched reflection swans

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

basic map
boxes (different sizes)
coffee cans
computers or other digital devices
cotton swabs
cubed boxes (four; tissue)
pan (small)

real-life objects (shaped like cones, spheres, cubes, cylinders)

rectangular boxes (tissue, shoe)

wet and dry play dough

wet and dry sand

wheeled toys (small)

Circle Times

bag
beanbags
heavy object (like a book)

items to deliver (books, toys, blocks, solid shapes)

music to move to

painter's tape or colored sidewalk chalk

pictures of objects that children can build

plastic cup

toy car

toys that can be pushed or pulled

tray

two shapes that can be drawn around

two thick books

wagon or toy cart

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

Row, Row, Row Your Boat Follow along while listening to audio for the Big Book.

ABC Fun

My Alphabet Book Use different art tools to trace letters, and then name them.

Pretend and Learn

Time for School! Pretend to read a map and travel to school on a school bus.

Creativity Station

All Aboard! Use art materials to create representations of train cars.

STEM

Where Is It? Use a variety of wheeled toys to investigate and describe the position of objects.

Math Fun

What's the Shape? Name geometric solids based on attributes by touching them.

Sand, Water, and More

Let's Make Tracks Explore the motion of toy cars and the tracks they make in play dough and sand.

Writer's Club

Traveling Here and There Draw and write about traveling.

Monitor Progress



Assessment Guide

Observe

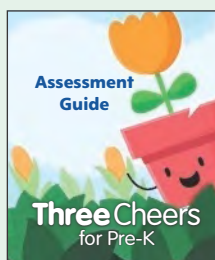
Observational Checklists

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



SCOUT

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



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

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

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Pretend and Learn** anecdotal notes about children who connect riding a bus with daily school events and who explore using a map as they play
- **Creativity Station** representations of train cars
- **STEM** anecdotal notes about children using appropriate words to describe and discuss the toy's position

On the Go!



Welcome to Today

15 minutes

Meet and Greet

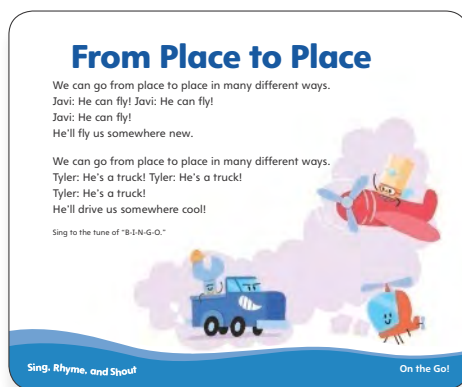
- Greet children with a hello and a high five as they enter the classroom. *Hello! I'm so glad you're here today!*
- Have children post their pictures on the Mood Meter.



Sing, Rhyme, and Shout

On the Go! Tell children that they are continuing the theme *On the Go!* Use the song and the illustration on the card to introduce ways to go on land and in the *sky*.

- Let's sing and guess two new ways to go places.
- Encourage children to engage in conversation by discussing the drawings of *vehicles* on the card. Read the words and have children answer the questions.



Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- engages in conversations in appropriate ways.

What You Need

- Sing, Rhyme, and Shout: "From Place to Place"
- attendance chart, helper chart

Theme Vocabulary

sky

Concept Vocabulary

airplane

vehicles

truck

Academic Vocabulary

plane

different

Morning Meeting

- 1 Attendance** Remind children of classroom rules during the Morning Meeting. *Time to be quiet and listen with your ears. If your name starts with the letter N, put your card on the chart.*
- 2 Helper Chart** Assign new helper jobs for the week. Ask the helper who had the same job last week to meet with the new helper to explain what to do.
- 3 Weather** *Is the weather today sunny, rainy, or cloudy? Is it the same or different from yesterday's weather?*
- 4 Today's Events** Preview the day's events. *We will read a new story, learn more about shapes, and explore how things move.*

DIFFERENTIATED SUPPORT

ELL

Listening Explain the meaning of the idiom "on the go." Tell children that when people say they are "on the go," they mean they are busy, moving, and going from place to place. **AUDITORY**



Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- deletes a word from a compound 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.
- produces at least 20 distinct letter-sound correspondences in the language of instruction.
- distinguishes between elements of print including letters.
- distinguishes between elements of print including words.
- distinguishes between elements of print including pictures.

What You Need

- Big Book: *Row, Row, Row Your Boat*
- Vocabulary Cards: *transportation, travel, sky, vehicles, truck, tractor, airplane, haul*
- Picture Cards: *cupcake, doghouse, wagon*
- Alphabet Card: *Ww*

DIFFERENTIATED SUPPORT

Extra Support

Respond Model how to act out the motions of the different *vehicles*. For example, put hands forward and make fists as though holding a *truck* steering wheel and move the hands up and down. For an *airplane*, hold arms out and zoom around. For a train, make chugging sounds and move arms like the wheels. KINESTHETIC

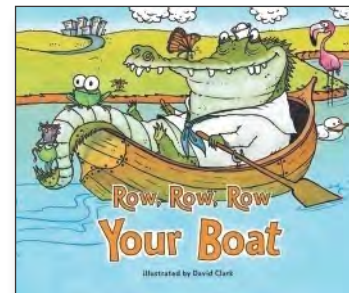
On the Go!

? **How do we get from here to there?** Recall with children the guiding question. Remind them that there are many ways to get places. Display Vocabulary Card *transportation* and review that *transportation* is how people or things move from one place to another. Display Vocabulary Card *sky* and tell children that some *vehicles* travel in the *sky*.



Row, Row, Row Your Boat

Engage in pre-reading activities with children by reinforcing important vocabulary.



- 1 Remember** Hold up the Big Book *Row, Row, Row Your Boat*. Point to the title. **Do you remember the name of this book?** Ask a volunteer to point to the first word, *Row*. **A word is made up of letters. What is the name of the uppercase letter that begins this word? R is the first letter in the word Row.** Review with children the sound that the letter *R* spells. Have them say it with you. Have children read the title with you as you point to each word. **Can someone point to the picture that shows someone rowing a boat? What might it mean to “row your boat”? Show me how you would row a boat.** Explain that pictures can help explain what the words in a story mean. Have children look at the pictures to see how a boat is rowed.
- 2 Focus** As you display and reread the pages, pause now and then to connect the text to the illustrations. For example, on pp. 4–5 ask children to use the picture to tell who is sleeping and maybe having a dream. Have a volunteer point to the alligator with closed eyes. On pp. 6–7, ask children if the driver is driving safely down the *road*. **Who is the driver waving to? Is the driver watching the road ahead?**
- 3 Respond** After rereading, have children choose a favorite page to act out how the different *vehicles* go. Review with children the different forms of *transportation* illustrated in the book. Prompt children with questions, such as **How can you drive safely? How does the airplane fly in the sky? Who is excited to get food from the truck? How does a train chug down the track?**

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Geometry** Tell children that today they will look closely at cubes. Pass around the cube block and have children describe it. Give children self-stick notes. Have them hunt in the classroom to find cubes. Once they find one, they should stick their self-stick note to it and return to their seat. Then stand up and walk around the room, having children guide you to their cube. Tell children that they can say that you're getting warmer or colder depending on how close you are to the cube. Hold up each cube you found. Ask children, *How did you know this was a box, or cube, shape?*

▶ **ELL Access**

Internalize Vocabulary

Emerging Help children to describe their cube and its location by affirming and expanding responses to full sentences. For example, if children point to an object and say *box*, say: *Yes, Kira has found this object that has a box shape. It is on the table.*

Developing Give children sentence frames to help name the shape of their object and describe its location. For example: *This shape is a _____. It is next to the _____.*

Expanding When you find the cubes, ask questions to encourage children to describe the attributes of cubes. For example: *What makes this a cube? What shapes are the sides?*

Bridging As you find the cubes, challenge children to defend that they have identified a cube. For example: *Is this a cone? Why isn't it a cone?*

- **Literacy: Alphabet Knowledge** Display Alphabet Card: *Ww*. *What is the name of this letter?* Point to each letter and have children identify it as the uppercase or lowercase letter. Distribute magnetic letters for uppercase and lowercase *Ww* for children to feel and trace the letter form. *If you have the uppercase letter W, hold it up. If you have the lowercase letter w, hold it up.* Have children place the magnetic letters side by side so they can compare the sizes. *How are the letters alike and different? Both letters have the same shape. One letter is uppercase. The other letter is lowercase.*

▶ **ELL Access**

Say Letter Names

Emerging Place the magnetic letters side by side. Name the letters (uppercase *W* and lowercase *w*) and have children repeat. Ask children to first point to the uppercase *W* and then the lowercase *w*.

Developing Ask children to name the letter. Then have them point to and identify the uppercase and lowercase letter saying *This is the _____ letter.*

Expanding Direct children to name the letters and tell which one is uppercase and which one is lowercase.

Bridging Prompt children to describe the letters in their own words. Say: *Tell me about these letters.*

Math Circle

15 minutes

Geometry

As you transition to the new activity, have children pretend to row their boat to join you in the circle. Invite children to be seated.

1 Engage Show children two attribute blocks or two other shapes that can be drawn around. Gesture around the shape with your finger. *You can draw around these shapes. Has anyone drawn anything in this way before?* Demonstrate by drawing around each shape.

2 Develop Display the geometric solids cube, cone, cylinder, and sphere. Have children identify them by name and use mathematical vocabulary to review the attributes of each. Then summarize and expand their descriptions, such as:

This is a cone. Show the base. This part of a cone is flat. Point to the top. The curved sides all come together in one point here.

This is a cylinder. It has two flat sides. It also has this part that curves.

This is a cube. Point to the faces of the cube. It has flat sides. Point to the faces. A cube has six flat sides. Point to the corners. These are corners. A cube has eight corners. Say it with me, "corners."

This is a sphere. A sphere doesn't have any flat sides or corners.

3 Practice Hold up the cone. *I am going to draw around the flat side of this shape. What shape do you think I will make?* Discuss suggestions, then trace around the base to show a circle. *What shape did I make? How do you know? The flat side of the cone is a circle shape, so I drew a circle.*

Repeat the activity for the cube and the cylinder. Discuss why you cannot trace a flat side for the sphere.

Learning Outcome

The child

- names common shapes.

What You Need

- geometric solids
- two Attribute Blocks or two other shapes that can be drawn around

Academic Vocabulary

| | |
|----------|--------|
| cylinder | cube |
| cone | sphere |
| side | corner |
| flat | curved |



CHECK FOR UNDERSTANDING

IF . . . children have difficulty using mathematical vocabulary to describe the solid shapes,

THEN . . . ask the following question: *Can you point to a flat side?* Have children point and repeat the word *side* with you. Repeat for the word *corner*.



Snack Time

15 minutes

Describe Shapes Have children use mathematical language to describe the shapes of different snacks. Ask questions, such as *What shapes do you see? Can you point to a side? Does the shape have a corner?*

Science Circle

15 minutes

Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- deletes a word from a compound word.
- observes motion of objects.
- investigates motion of objects.
- describes motion of objects.
- coordinates sequence of movements to perform tasks.

What You Need

- Picture Card: *wagon*
- toys that can be pushed or pulled
- tape, items to deliver (books, toys, blocks, solid shapes)
- Big Book: *Row, Row, Row Your Boat*

Outdoor Play

20 minutes

Follow the Leader Have children form a line. Choose a volunteer to be the leader at the head of the line. Start the line by demonstrating movements for children. For example: Have children copy you. Wave your arms up and down and to the side. Stomp from side to side as you walk. Have the leader take over to coordinate a sequence of movements for the line to follow. After a few minutes, change leaders.

Push 'n Pull

Sing the rhyme to the tune “Frère Jacques.” When you sing the words *pull* and *push*, make movements with your arms. Have children join you.

Pull the wagon down the hill.
Can you pull? Can you pull?
I can pull the wagon! I can pull the wagon,
Down the hill; down the hill.

Push the wagon up the hill.
Can you push? Can you push?
I can push the wagon! I can push the wagon,
Up the hill; up the hill.

Motion of Objects

- 1 Engage** Display Picture Card *wagon*. If you stand in front of this wagon and hold onto the handle, what do you have to do to make the wagon move? (*pull*) If you stand behind the wagon and put your hands on the back, what do you have to do to make the wagon move? (*push*)
- 2 Develop** Imagine you are at the grocery store. Use your hands to show how you can move a grocery cart. **What word tells about this movement?** (*push*) Pretend you are opening a drawer to put away toys. **How does the drawer move? What word tells about this movement?** (*pull*)
- 3 Practice** Put out a variety of toys that can be pushed or pulled. Guide children to observe and investigate how the different toys move. Give children directions of how to move the toys. **Move the blue car beside the green car. Move the red truck behind the yellow block. Move the cart in front of the chair.** Have children tell if they are using a push or pull to move the toy.



Learn and Play

90 minutes

Let's Move

Traffic Jam Have children pretend they are *trucks* on a busy *road* trying to transport or take a load of goods to deliver. Use tape to mark the *road* on the floor. Give children items to carry to represent their load, such as a book, a toy, blocks, and solid shapes. Have one child at a time start on the *road* until everyone is moving. When they get to the end of the *road*, they “deliver” their goods and turn back. At some point, children will likely bunch up in an effort not to get off the *road*. Call a traffic jam and talk with children about how they could solve the problem and get moving again. Choose one or two children as traffic directors to lead the *trucks* out of the jam.

Let's Talk

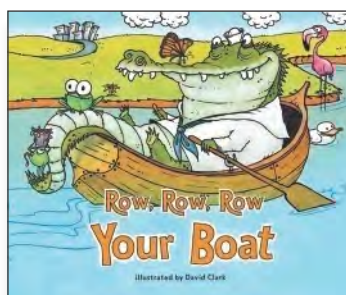
Classroom Rules As you move around the play areas, notice children who are particularly conscientious about following classroom rules.

- Engage children in conversation about rules. [You followed a classroom rule when you waited to speak until someone else had finished. Thank you for helping everyone have a chance to speak by following that rule.](#)



Let's Read

Compound Words Show children the cover of the Big Book *Row, Row, Row Your Boat*. This is a picture of a rowboat. The word *rowboat* is a compound word. What word is left when I take away the word *row* from *rowboat*?



Alphabet Knowledge Remind children that they learned about the letter *W* today. Ask anyone whose name begins with *W* to stand up. If nobody's name begins with *W*, say a name beginning with *W* and write it on the board. Point out the uppercase *W* at the beginning of the name and have children trace it in the air.

Theme Vocabulary

road

Concept Vocabulary

truck

Academic Vocabulary

| | |
|--------|--------|
| move | beside |
| push | front |
| pull | top |
| above | under |
| behind | |

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

Rock the Boat Remind children that the alligator on the cover of the book *Row, Row, Row Your Boat* was drifting along gently in his boat. His eyes were closed. Have children imagine how the boat would gently rock and the water would splash a little on the sides. [Close your eyes as you listen to the water and feel the boat rocking you to sleep.](#)

DIFFERENTIATED SUPPORT

Extra Support

Traffic Jam Some children may feel anxious when the *road* becomes crowded, resulting in a traffic jam. Tell them there is always a way out of a traffic jam. If you notice a child who is anxious, take the opportunity to model being a traffic director and lead the child out of the jam. KINESTHETIC



Reflect

10 minutes

5x5

Learning Outcome

The child

- follows classroom rules with occasional reminder from teacher.

What You Need

- 5x5 Card: Trucks and Planes
- SEL Card: *rules*
- Javi

Theme Vocabulary

transportation travel

Concept Vocabulary

vehicles truck

airplane

Academic Vocabulary

rules

Transition

Have children follow your lead as you say the following:

Time to *travel* to our seats,
And fold our hands nice and neat.

Vocabulary Show children the picture on the card. Ask, **What do you see in this picture?** Use the picture to introduce *transportation* words such as *vehicles*, *truck*, *airplane*, and *airport*. Then direct children to talk about *trucks* and *airplanes* according to directions on the card.



Social and Emotional Learning

Rules Review with children some of the classroom rules. Display the SEL Card *rules*. **What classroom rule are the children following in the picture?** They are quiet in Circle Time. **What rules do we have for the end of the day?** We help clean up and then we get our backpacks. Discuss with children any new rules they feel should be added to the classroom rules. For example: share, be kind, listen.



Let's Talk About It

Tell children that it is time to reflect, or think, about what they learned in school today. **We learned about *trucks* and *airplanes*. We learned more about shapes, and how objects move.** Hold Javi. Javi is a type of *transportation* too. He's a helicopter! Let's pass him around and talk about what we learned today. Encourage children to add their ideas about what they learned today.



CHECK FOR UNDERSTANDING

IF . . . you observe a child not following classroom rules,

THEN . . . say, I know you were having fun and not thinking about our classroom rules. Ask the child about a rule, such as, **What rule do we have about sharing?** When we share, everyone has a chance to play.



Welcome to Today

15 minutes

Meet and Greet

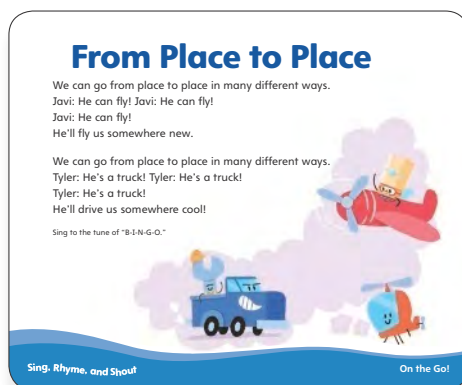
- Say **Good morning** to the first child who enters the room. Ask that your greeting be passed on.
- Encourage children to show how they feel today on the Mood Meter.



Sing, Rhyme, and Shout

On the Go! Play the song “From Place to Place.”

- Sing the song with children, encouraging active participation to move as well as sing. Ask volunteers to answer each question.
- Review the Vocabulary Card *sky*.
What might you see outside?
There may be a blue *sky* and white clouds. Where does an *airplane* fly? It flies in the *sky* and through the clouds. Engage children in conversation about what they see outside to gauge their understanding of the vocabulary terms used.



Learning Outcomes

The child

- engages in conversations in appropriate ways.
- demonstrates understanding of terms used in the instructional language of the classroom.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “From Place to Place”
- attendance chart, helper chart
- Vocabulary Card: *sky*

Theme Vocabulary

sky

Concept Vocabulary

truck

airplane

Academic Vocabulary

shapes

Morning Meeting

- 1 Attendance** Thank you for being in school today. Ask children to help you count everyone who is here.
- 2 Helper Chart** Review jobs on the chart. Ask children if they have any questions about their assignments.
- 3 Question of the Day:** Have you ever seen an *airplane* in the *sky*? 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** Today we will read a new book, play games, find out more about shapes, and continue our investigations into the motion of objects.

DIFFERENTIATED SUPPORT

3-Year Olds

Sing, Rhyme, and Shout Help children stay focused by having them sing and move with a buddy. Ask them to take a turn calling out the answers to the song questions. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- deletes a word from a compound word.
- asks questions relevant to the text read aloud.
- responds to questions relevant to the text read aloud.

What You Need

- Trade Book: *The Ugly Truckling*
- Vocabulary Cards: *vehicles, truck, tractor, airplane, haul*
- Picture Cards: *sunshine, ladybug, basketball, doghouse, wagon*
- Alphabet Card: *Ww*

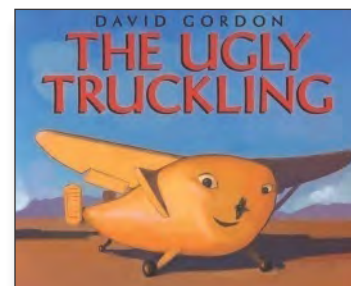
On the Go!

? How are *trucks* and *planes* alike and different? Ask children the weekly question *How are trucks and planes alike and different?* Reinforce that *trucks* and *airplanes* are examples of *transportation*, ways in which people and things move from one place to another. Explain that this week children will learn more about *trucks* and *airplanes*.



The Ugly Truckling

Engage children in pre-reading activities. Tell them that you will be reading a new book called *The Ugly Truckling*.



1 Introduce Show children the book cover. Read the title as you point to each word. Then have children repeat the title as you move your finger under each word. *Now let's look at the picture. Does it look like a truck? Does it look like an airplane?* Explain that the character in the illustration is called a *truckling*. Have a volunteer point to the word *truckling* in the title, and explain that as you read the story, children should look for clues that will tell them what a *truckling* is.

2 Read Together Read the book aloud, using the illustrations to clarify story events. Pause on some pages to explain story vocabulary and ask questions relevant to the text for children to respond to. For example, *The author of this story made up a word: trucklings. Trucklings are baby trucks in the same way that ducklings can be a name for baby ducks.* As you read the text, guide children to point to the parts of the ugly truckling that are different from the other trucklings. On the last page, ask children how the now beautiful truckling is like the other *airplanes*.

Prompt children to ask their own questions relevant to the text and the illustrations. For example, on pp. 24–25, children may ask why the windmill is smiling.

3 Connect *Think about a time when you felt happy to be with friends who were like you and enjoyed the same things you do.* Then ask children how the ugly truckling felt when she found friends who liked the same things she did and were a lot like her. Talk about how friends often have a lot in common.

DIFFERENTIATED SUPPORT

ELL

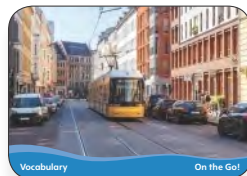
Read Together Guide children to connect words with images to help expand their vocabulary. Point to and name things in the book illustrations, such as *truck, log, tractor, cow, windmill, airplane*. Have children repeat. The book also can be used to practice color names. VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

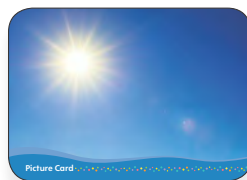
Develop Remind children of the weekly question: *How are trucks and planes alike and different?* Display Vocabulary Card *vehicles*. The picture shows *vehicles*. Say the word *vehicles* with me: *vehicles*. Display each Vocabulary Card (*truck*, *tractor*, *airplane*, *haul*) and ask children a question about each one that ties the word to the theme or weekly question.



Phonological Awareness

Compound Words Children will delete words from compound words.

- Display Picture Card *sunshine* and have children identify it. This is a compound word. There are two words in it. If we take the word *sun* away, what word is left?
- Repeat with Picture Cards *ladybug*, *basketball*, and *doghouse*.



Alphabet Knowledge

Review Ww /w/ Tell children that today they are going to review what they know about the letter *W*.

- 1 Review Letter Name** As you display the Alphabet Card *Ww*, point to and name the uppercase *W*. Then point to and name the lowercase *w*. Each time, ask: *What is the name of this letter?*
- 2 Review Letter Sound** Display Picture Card *wagon*. The letter *w* spells the sound /w/ at the beginning of *wagon*. Say the sound /w/ and have children repeat.
- 3 Letter Formation** Trace the uppercase *W* and lowercase *w* on the Alphabet Card. Ask children to trace the letter in the air as you review the order of movements to form the letter.



Transition

Have children stand. Say the following chant and demonstrate the movements. Then ask children to join you.

I wiggle my fingers.
I wiggle my toes.
I wiggle my shoulders.
I wiggle my nose.
Now no more wiggles
Are left in me,
So I can sit and just be me.

Theme Vocabulary

transportation

Concept Vocabulary

| | |
|----------|----------|
| vehicles | airplane |
| truck | haul |
| tractor | |

Academic Vocabulary

| | |
|----------|-------|
| compound | sound |
| letter | |



CHECK FOR UNDERSTANDING

IF . . . children struggle to delete a word from a compound word,

THEN . . . model deleting the first or second half of a compound word. *Windmill* is a word that is made of two words: *wind* and *mill*. I will take away the word *wind*. The word *mill* is left. Now I will take away the word *mill*. The word *wind* is left. Guide children to follow the same process with other compound words.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•212).

Small Group

- **Math: Geometry** Pass around the sphere block and have children describe it. Give children self-stick notes. Have them hunt in the classroom to find objects that look like the sphere. Once they find one, they should stick their self-stick note to it and return to their seat. Walk around the classroom and have children guide you to their sphere. Remind children that they can say *it's next to, behind, near, in front of,* and so on.

▶ ELL Access

Internalize Vocabulary

Emerging Help children describe their sphere and its location by affirming and expanding responses to full sentences. For example, if a child points to his or her object and says *ball*, say: **Yes, a sphere is shaped like a ball. It is next to the book.**

Developing Have children point to and describe their object in response to your questions: **What shape is your object? Is it curved or flat? Does your shape have points?**

Expanding Guide children to describe the object they found, using complete sentences. For example: *My shape is round. My shape has no sides. My shape has no points.*

Bridging Have children use complete sentences to tell how they know their object is not a cylinder.

- **Literacy: Phonological Awareness** Review taking a word away from a compound word by showing children Picture Cards *cupcake, doghouse, goldfish, rainbow, and toothbrush*. Have children choose a card. Guide them to say the name of the picture. **Take away the first part of the word. Say the word that is left.** Say the compound word again. **Take away the second word. Say the word that is left.** Continue until all the pictures have been named and the compound words taken apart.

▶ ELL Access

Use Learning Strategies

Emerging Have children link arms with a partner. Have the group choose one of the cards. Say the word slowly. **Do you hear two words?** Have partners link arms and decide who will be in charge of saying each word. Say: **Partner 1 say the first word. Partner 2 say the second word. Now say the words together.**

Developing Have children stand and link arms with a partner. Show a card and say the word. **Do you hear two words? Partner 1 say the first word. Partner 2 say the second word. Now Partner 1 sit down. Partner 2, what is your word?**

Expanding Have children name a picture and then sketch the two words on the halves of a folded paper. Children can turn back one side to take away one word and say the remaining word.

Bridging Model saying a compound word with a pause between the two word parts. Then model how to take one word away by saying that word in your head and the other word aloud. Have children practice.

Math Circle

15 minutes

Geometry

Tell children you're going to play a game with solid shapes. Remind them that solid shapes are not flat.

- 1 **Engage** Use the geometric solids manipulatives. Hold up a cube, a cone, a sphere, and a cylinder. **These are solid shapes. We have a cube, a cylinder, a cone, and a sphere.** Take out a soft bag and put the geometric solids inside. Ask a volunteer to come up and reach into the bag. **Don't pull out a shape yet. Find one and feel it. Guess what it is. No peeking.**
- 2 **Develop** Ask the child to describe the shape he or she is feeling, telling what he or she notices about it. Then have the child tell which of the shapes he or she thinks it is. **Now pull it out. We'll see if you're right.**
- 3 **Practice** Repeat the activity so each child has a turn, or provide small groups with materials to play together.

Learning Outcome

The child

- names common shapes.

What You Need

- geometric solids
- bag
- SEL Card: *follow directions*

Academic Vocabulary

| | |
|--------|----------|
| shapes | sphere |
| cone | cylinder |
| cube | |



CHECK FOR UNDERSTANDING

IF . . . children confuse the cylinder and the cone,

THEN . . . show both shapes and emphasize the number of flat sides of each. You might also want to remind them that the cone looks like the bottom part of an ice cream cone.



Snack Time

15 minutes

Follow Directions Draw children's attention to the SEL Card *follow directions*. **Show me how you wash your hands.** Have children mime washing their hands. **Washing our hands before we eat keeps us ____.**



Science Circle

15 minutes

Learning Outcomes

The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- deletes a word from a compound word.
- observes position of objects.
- observes motion of objects.
- investigates position of objects.
- investigates motion of objects.
- coordinates sequence of movements to perform tasks.

What You Need

- two thick books, tray, small and large balls, toy car, block, plastic cup, crayons
- painter's tape or colored sidewalk chalk
- Trade Book: *The Ugly Truckling*

Outdoor Play

20 minutes

Push the Hot Potato Have children form a large circle, or oven, and hold hands. Have one child stand in the center of the circle and try to move a medium-size ball to the outside of the circle with feet only. The other children try to stop the ball with their feet and without breaking out of the circle. Once the ball, or hot potato, escapes from the oven, a new player tries to push the hot potato out of the oven.

Push and Pull

Children will sing yesterday's "Push and Pull" song again. Sing the rhyme to the tune "Frère Jacques." When you sing the words *pull* and *push*, make push and pull movements with your arms. Have children join you.

Pull the wagon down the hill.

Can you pull? Can you pull?

I can pull the wagon! I can pull the wagon,

Down the hill; down the hill.

Push the wagon up the hill.

Can you push? Can you push?

I can push the wagon! I can push the wagon,

Up the hill; up the hill.

Motion of Objects

- 1 Engage** Make a ramp with two books and a tray. **Look at the ramp. What do you think would happen if we put a ball at the top of this ramp?** Place the ball at the top of the ramp, and ask children to observe its position. Roll the ball down the ramp. Ask children what they observed in the motion of the ball. **What word would you use to describe how the ball moved?**
- 2 Develop** Point out a block, plastic cup, toy car, and crayons. **Which of these other objects do you think will roll down the ramp?** Invite children to investigate and observe how each of the other objects moves down the ramp. Ask them to tell how each object moved. **Which objects rolled by themselves? Which objects needed help to slide down the ramp? Did they need a push or a pull?**
- 3 Practice** Put out a large ball. Guide children in investigating how they can make the ball roll at different speeds and distances. **How can you make the ball roll slowly? How can you make the ball roll fast?**



Learn and Play

90 minutes

Let's Move

Walk the Line Use different colors of painter's tape or sidewalk chalk to create lines on the floor. Make one straight line, one zigzag line, one line that circles inward, and one horizontal line that changes to vertical then horizontal. Have children coordinate their movements to walk each line from beginning to end. Ask them which line was the fastest and which was the slowest.

Wheel of Motion Write simple directions on index cards and place them in a container, such as a box. For example: *hop on one foot, touch your toes, do arm circles, march, jump up and down, turn around*. Some cards could have two motions such as *turn around with tiny steps*. Ask a volunteer to pick a card. Read the card and have everyone do the motion. Have another child choose a card and continue. Add motion cards to the container to use any time. You may also access the online Wheel of Motion for a digital version of this game.

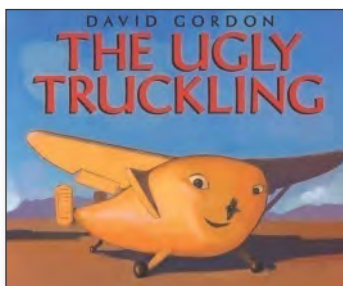
Let's Talk

Follow Directions Talk with children about how they listened to follow directions and sustained their attention on an engaging group activity in the Wheel of Motion activity. *You listened to what I said and then everybody followed directions. Because you did a good job following directions, we were able to keep playing for almost 20 minutes.*



Let's Read

Compound Words Show children p. 18 of the Trade Book *The Ugly Truckling*. Reread the text, then point to the word *afternoon*. The word *afternoon* is a compound word. What is the first word you hear in *afternoon*? What word is left when you take *after* away?



Alphabet Knowledge On p. 5 of *The Ugly Truckling*, ask volunteers to find and name the upper and lowercase letters *W* and *w* in the text. Then point to the words *Way* and *west*. *Let's say the words and listen for the sound the letter W spells in Way and west.*

Theme Vocabulary

sky

Concept Vocabulary

airplane truck

Academic Vocabulary

roll slow

down fast

top push

slide pull

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

Starry Skies Recall that the ugly truckling flew into a *sky* full of stars to join the other *airplanes*. Have children imagine a *sky* full of stars. *The sky is dark. The stars are tiny points of light that sparkle. Close your eyes and think what it would be like to fly through the air under the nighttime sky.*

DIFFERENTIATED SUPPORT

ELL

Wheel of Motion When you read a card with a one- or two-step direction for how to move, demonstrate the action as you read. Have English language learners copy your motions. AUDITORY/KINESTHETIC

Reflect

10 minutes

5x5

Describe Things Ask children to describe a *truck* in the picture on the card, including details such as color and size. Repeat for the *airplane* in the picture. Encourage descriptive language, such as: *The airplane is very big.*



Learning Outcome

The child

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

What You Need

- 5x5 Card: Trucks and Planes
- SEL Card: *follow directions*

Concept Vocabulary

airplane truck

✓ CHECK FOR UNDERSTANDING

IF . . . children have trouble understanding how to follow directions, **THEN . . .** meet with individual children to review the Snack Time routine. Provide play utensils and food from the kitchen area and reenact the routine together.

SEL Social and Emotional Learning

Follow Directions Review with children the SEL Card *follow directions*. Let's look at the picture again. What three directions is the child following? Wash hands, get lunch, and eat lunch at the table. How are these like the directions I give you to follow to get ready for lunch or snack?



SEL Let's Talk About It

Tell children that they will now think about what they did today. Discuss daily routines and directions that you have given them to follow and complete. Ask them to describe the tasks in those directions. *How do we get ready for Circle Time? What directions do I give? At the end of the day, what directions do you follow to get ready to go home?*

DIFFERENTIATED SUPPORT

Extra Support

Let's Talk About It Have children use *first*, *next*, and *last* to help them describe the order of directions given to complete a task. AUDITORY



Welcome to Today

15 minutes

Meet and Greet

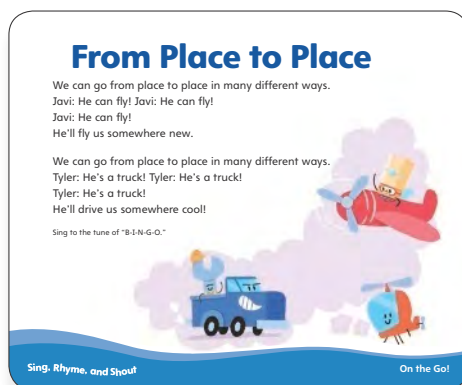
- Greet each child by name and ask them to respond by saying “Good morning!”
- Review the emotions on the Mood Meter. Have children choose one to record their mood today.



Sing, Rhyme, and Shout

On the Go! Replay the song “From Place to Place” to review the weekly question: *How are trucks and planes alike and different?*

- Sing the song together.
- Review Vocabulary Cards *road* and *sky*. *Where does the truck go? A road is a wide, open way for a truck or other vehicles to go. Where does the airplane go?* Have children demonstrate they know these terms by using them to answer song questions.



Learning Outcomes

The child

- engages in conversations in appropriate ways.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Sing, Rhyme, and Shout: “From Place to Place”
- Vocabulary Cards: *road*, *sky*
- attendance chart, helper chart

Theme Vocabulary

| | |
|------|-----|
| road | sky |
|------|-----|

Concept Vocabulary

| | |
|----------|----------|
| truck | airplane |
| vehicles | |

Morning Meeting

- 1 Attendance** Say children’s names and have them put their name cards on the chart.
- 2 Helper Chart** Review the helper chart. Ask children to stand up when you say their name and their job for this week.
- 3 Weather** *How did the weather help you decide how to get ready for school today?* Engage children in conversation about different weather events that would influence how they dress for the day, such as putting on a raincoat on a rainy day or a short-sleeve shirt on a warm day.
- 4 Today’s Events** Preview the day’s activities by telling children they will revisit the story *The Ugly Truckling* and have more fun with shapes.

DIFFERENTIATED SUPPORT

Engage and Extend

Helper Chart Ask individual helpers to briefly describe how they do their assigned job and how that helps everyone in the class. They can explain in words or act out what they do.

AUDITORY/VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- typically uses complete sentences of grammatical complexity usually with subject, verb, and object order.
- uses regular past tense.
- deletes a word from a compound word.
- retells or re-enacts a story after it is read aloud.

What You Need

- Trade Book: *The Ugly Truckling*
- Talk More About It Card: *The Ugly Truckling*
- Vocabulary Cards: *vehicles, truck, tractor, airplane, haul*
- Picture Cards: *keyboard, sunflower, rainbow, butterfly*
- Alphabet Card: *Ww*

DIFFERENTIATED SUPPORT

Extra Support

Retell Some children may need additional help constructing complete sentences with a subject, verb, and object order. Provide prompts by naming a subject then guiding children to provide the verb and the object. For example, *The yellow truckling _____.* (met the windmill, saw the *airplanes*)

AUDITORY

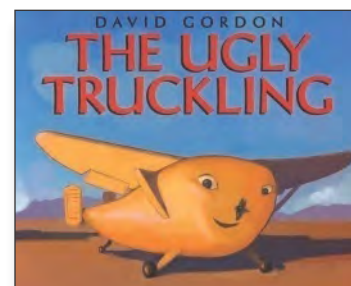
On the Go!

? **How are trucks and planes alike and different?** Revisit the weekly question, *How are trucks and planes alike and different?* Remind children that they have been reading stories and looking at pictures that will help them answer this question.



The Ugly Truckling

Once children are seated and ready to listen, explain that today they will reread the book *The Ugly Truckling*.



- 1 Remember** Show children the book cover. **Do you remember who this is?** Yes, it's the ugly truckling. Remember that *different* means that someone or something is not the same as other people or things. **How is this truckling different from the other trucklings?**
- 2 Reread** Begin by reading aloud the parts of the book that explain how the ugly truckling is different from the other trucklings. Focus on what children say about the truckling's appearance and her ability to *haul* loads. Discuss why she left and who she visits to find out who she is. **What does the truckling say when she meets someone new? What question does she ask?** Have children say "Good morning" or "Good evening" with you. They can also join in with repetitive text, such as: *And she sped away.*
- 3 Retell** Have children use the Talk More About It Card to retell important ideas at the beginning, middle, and end of the story. Guide children with questions as needed, such as: **Who do you see with the big blue truck? Who is different from all the others?** (pp. 6–7) Model how to answer a question using a complete sentence that has grammatical complexity with a subject, verb, and object order. **I start my sentence by naming the yellow truckling. Then I say how she was different. For example: *The yellow truckling had small wheels.*** Have children follow your example and answer questions with complete sentences that use a subject, verb, and object in the correct order. Model sentences for them as needed.

Literacy Circle

15 minutes

Concept Vocabulary

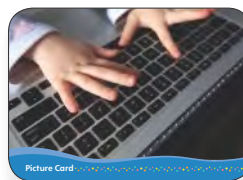
Practice Display Vocabulary Cards *vehicles, truck, tractor, airplane, haul*. Have children identify each of the words. *Some of these words name something you can ride in. Can we ride in vehicles? Yes. What other words are things we can ride in? (truck, tractor, airplane)* Point out that *haul* is what many *vehicles* do.



Phonological Awareness

Compound Words Children will delete words from compound words.

- Display Picture Card *keyboard* and have children identify it. *There are two words in keyboard. It is a compound word. If we take the word key away, what word is left?*
- Repeat with Picture Cards *sunflower, rainbow, and butterfly*.



Verbal Usage

Regular Past Tense Children will use regular past tense verbs when speaking.

- Have children stand up. Ask them to march in place with you. *Now we are marching. Stop marching. We are not marching now. We marched before. That means we did it already.*
- *Let's wave. What are we doing? Then stop. We are not waving now. But we waved. That means we did it already.*

Alphabet Knowledge

Review Ww /w/ Review letters Ww with children. Display the letters and ask children to tell you what sound they spell.

Transitions

Have children follow your actions for the fingerplay.

Hands go up and hands go down. *(hands up and down)*

I can turn round and round. *(turn around)*

I can listen, *(point to ear)*
And so can you. *(point to each other)*

I can sit, I'll show you how. *(sit)*

Center time is starting now.

Concept Vocabulary

| | |
|----------|----------|
| vehicles | airplane |
| truck | haul |
| tractor | |

Academic Vocabulary

| | |
|----------|------------|
| compound | past tense |
|----------|------------|



CHECK FOR UNDERSTANDING

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

THEN . . . distribute the Vocabulary Cards so that each child has at least one. Look at each photo together and prompt children to talk about what they see. Then say the word and have children repeat.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•212).

Small Group

- **Math: Geometry** Display the geometric solid cone. Remind children what they already know about the cone. Point to the base. **A cone has one flat part at the bottom. It is in the shape of a circle.** Run your finger around the cone. **The curved sides all come together in one point at the top.** Give children a sticky note. Have children recognize a common object in the room that is in the shape of a cone. Have them stick the note on the object and return to the table. Have children use location words to tell others where the object is. When their object is found, have children explain how they knew it was a cone, using mathematical vocabulary.

▶ **ELL Access**

Share Information

Emerging As each cone-shape object is found, point to the base of the object and say: *flat*. Have children echo your words. Repeat for *curved* and *point*.

Developing As you find the objects, help children describe the parts that make the objects cones using the words *flat*, *curved*, and *point*. Say: **Let's talk about the parts of a cone. This part is _____. This part is _____. And here is a _____.**

Expanding Have children use sentence frames to explain why the object they found is a cone. *This shape is a _____. It has _____.*

Bridging Have children use complete sentences of their own to explain why the object they found is a cone.

- **Literacy: Verbal Usage** Recall how children learned to talk about an activity that happened in the past. **We did the activity this morning. What is one action we did? We marched. Are we marching now? No. We finished the activity.** Have children name another action from the activity, such as wave, hop, jump, point. Have them describe the activity using regular past tense verbs. For example, *We waved. We hopped.*

▶ **ELL Access**

Learn Language Structures

Emerging Model marching in place, and have children copy you. Say: **We are marching.** Have children repeat. Stop and say: **We marched.** Have children repeat. Ask: **Are we marching?** Guide children to say no.

Developing Say the word *marching* and have children march with you. Ask children to describe the action using the sentence frame *We are _____*. Stop and ask, **What did we do?** Have children use the past tense to complete the sentence *We _____*.

Expanding Ask children to march with you. Ask, **What are we doing?** Then stop and ask: **What did we do?** Have children use past tense *marched* to describe what you did.

Bridging Have children march with you. Then stop. Ask: **What did we do?**

Math Circle

15 minutes

Geometry

As you transition to the new activity, have children pretend to be a rocket as they join you in the circle. Invite children to be seated.

- 1 **Engage** Display two crayons. Demonstrate sliding and then rolling the crayons. *I can slide these crayons. I can also make them roll. I wonder if I can put them on top of each other and have them stand up. What do you think?* Take suggestions, then try to stack the crayons to show how this does not work.
- 2 **Develop** *The crayons would not stack on top of each other.* Display the geometric solids cube, cone, cylinder, and sphere. Ask children to name them. *Maybe some of these shapes will stack.* Ask a child to come and create a new shape by choosing two of the shapes to stack. When successful, summarize what they have done, such as *Yes, the cone stacks on top of the cylinder to make a new shape.* Take the shapes apart. *Would the cylinder stack on top of the point of the cone?* Try this to show why this does not work. *Some of these shapes will stack. Some will roll. Shapes can also slide. Some might even be able to do more than one of those things.* Use the shapes to demonstrate an example of sliding, stacking, and rolling.
- 3 **Practice** Have children compare the solid shapes by thinking about whether they slide, roll, or stack. Have children come to the front to try different shapes, or give them solids to work with in pairs or groups. Discuss how shapes stack on flat sides but not on curved sides or corners.

Learning Outcomes

The child

- names common shapes.
- creates shapes.

What You Need

- geometric solids: *cube, cone, sphere, cylinder*
- two crayons

Academic Vocabulary

| | |
|--------|----------|
| solids | cube |
| cone | cylinder |
| sphere | shape |
| slide | roll |



CHECK FOR UNDERSTANDING

IF . . . children have difficulty comparing the solid shapes to see if they stack, roll, or slide,

THEN . . . use a single solid, like a cylinder, to show stacking, sliding, and rolling. Ask children to repeat the example for each.



Snack Time

15 minutes

Talk About Shapes While children eat their snacks, show them a long tissue box. Ask them questions about the box, such as: *What shapes do you see? Can you point to a face? Can you point to a corner?* If you have something that is shaped like a cylinder, show that. Ask children questions about it, such as: *Does this container have a corner? What about a curved side?*

Science Circle

15 minutes

Learning Outcomes

The child

- shows understanding by following one- to two-step oral directions in English.
- deletes a word from a compound word.
- describes position of objects.
- describes motion of objects.
- discusses position of objects.
- discusses motion of objects.
- demonstrates coordination in isolation.

What You Need

- toy cars
- painter's tape or sidewalk chalk
- beanbags
- SEL Card: *listen; participate*
- Trade Book: *The Ugly Truckling*

Academic Vocabulary

| | |
|-----------------|----------|
| push | slow |
| pull | fast |
| back | straight |
| forth | zigzag |
| back and forth | up |
| round and round | down |

Outdoor Play

20 minutes

Simon Says Play a game of Simon Says. Demonstrate how to play the game by being the first leader. Have children line up. Give directions to the group to change their position. For example, **Simon Says take three big steps to the right. Take one step backward. Simon Says make four hops forward.**

In Motion

Have children stand and stretch then listen to the following chant. Encourage children to join you in the motions.

| | |
|-------------------------------------|----------------------------------|
| Hands go up, hands go down. | <i>(hands up and down)</i> |
| Turn your body round and round. | <i>(turn twice)</i> |
| Step fast in place, step real slow. | <i>(run in place; step slow)</i> |
| Stepping back and forth you go. | <i>(step turn, step turn)</i> |
| Now make a zigzag in the air. | <i>(draw zigzag in air)</i> |
| Walk a straight line to your chair. | <i>(walk to seat)</i> |

Motion of Objects

- Engage** Today we are going to talk about how objects move. **What are some ways objects can move?** Model the different ways a toy car can move. **They can move up or down, round and round, slow, fast, back and forth, and in a zigzag or straight line.**
- Develop** Ask children for other ways to make the car move. Guide children to observe and investigate the motion and position of objects using their suggestions for moving the car. Place a toy car on a table. Push it with a finger. Have children observe the car's motion. **How did the car move? Did it go in a straight line? Was it fast or slow? How did its position change? How far did it go?**
- Practice** Have children work in pairs to use a toy car to demonstrate and describe the different ways an object can move. Provide children with directions for how they should move the car. **Move the car around and round. How can you make the car move in a zigzag? Make the car move in a straight line.** Discuss with children which ways they moved the car were the fastest, slowest, and farthest.



Learn and Play

90 minutes

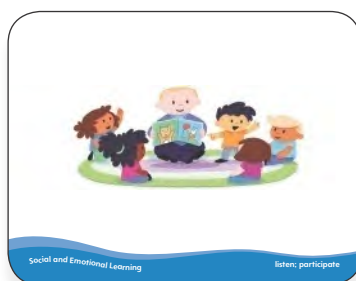
Let's Move

Follow the Shapes Use painter's tape to create shapes on the floor, such as squares, rectangles, triangles, and circles. Have children show understanding by following oral directions in English. For example, place them randomly and close together to allow easy movement. Give them directions to follow, such as: **Hop from square to square, step only on the triangles, go from rectangle to circle to rectangle.** Note if children demonstrate coordination in isolation. If they do, encourage them to also create their own routes they can direct a partner to follow.

Pattern Toss Reuse the shapes taped to the floor by having children play a game. Tape a line at one end of the shapes area. Have children take turns tossing a beanbag with the goal of landing it inside a shape. Children can play in pairs or teams of three or four. Give each team a shape name. Direct them to try to land the beanbag only in their shapes.

Let's Talk

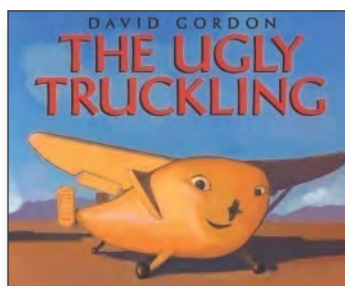
Listen and Participate Display the SEL Card: *listen; participate*. Talk about how well the children are listening to one another and taking part in an activity, just like the children in the picture on the card. **Why was it important to listen and join in the bean bag game we played?** Explain that every member of a team had to listen to the directions and take part in the game to help the team do well.



Let's Read

Regular Past Tense Display p. 12 of the Trade Book *The Ugly Truckling*. Reread the text. Point to the word *laughed*. **Are the trucklings laughing now? The time that they laughed is in the past. It has already happened.**

Compound Words Show pp. 20–21 of the *The Ugly Truckling*. Reread the text aloud. Point to the word *windmill*. **This word is a compound word. What two words do you hear in *windmill*? What word is left when I take away *mill*?**



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

Up in an Airplane Explain that when riding in an *airplane*, the engines make a low constant rumble. Tell children that this noise can put them to sleep. **Close your eyes as the plane travels through the sky. Let the engines lull you to sleep.**

DIFFERENTIATED SUPPORT

ELL

Follow the Shapes Review shapes by pointing to individual shapes on the floor. Name each shape and have children repeat it. Give a one-step direction and demonstrate what it means. Repeat the direction and have children follow your movements. AUDITORY, KINESTHETIC, VISUAL

Reflect

10 minutes

5x5

Learning Outcomes

The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- coordinates sequence of movements to perform tasks.

What You Need

- 5x5 Card: Trucks and Planes
- SEL Card: *follow directions*

CHECK FOR UNDERSTANDING

IF . . . children cannot recall the order of directions they followed to create a pattern in Follow the Shapes,

THEN . . . review the order step by step: What did I tell you to do first? I said to step on the rectangle. What did I say to do second? I said to step on the circle. What did I say to do next? Step on the rectangle. What would be the next step? Then you would step on another circle to continue the pattern.

Truck or Plane? Display the 5x5 Card. Make a statement about either the *truck* or the *airplane*. Direct children to show what kind of statement you made by pretending to honk a horn for *trucks* or holding their arms out like *airplane* wings for the *airplanes*. For example: *It moves on roads.* (honk horn) *It flies in the sky.* (airplane arms)



Social and Emotional Learning

Follow Directions Display the SEL Card *follow directions*. Like the child in the pictures, we all follow directions at the beginning of the day, at Snack Time, and at the end of the day. What directions did you follow today to make a pattern in Follow the Shapes? Have children talk about the order of directions they followed to make a pattern.



Let's Talk About It

Tell children that it is time to reflect, or think about, what they did in school today. Talk with children about directions they followed for your morning routine. *Tell me the order of the directions you followed when we came into the classroom.* Ask volunteers to describe their tasks in the routine in order.

DIFFERENTIATED SUPPORT

Extra Support

Truck or Plane? If children are confused by what to do when you make a statement about *trucks* or *planes*, tell children to listen for the word *truck* or *plane* in what you say. Model what they should do when they hear *truck* and when they hear *plane*.

AUDITORY



Welcome to Today

15 minutes

Meet and Greet

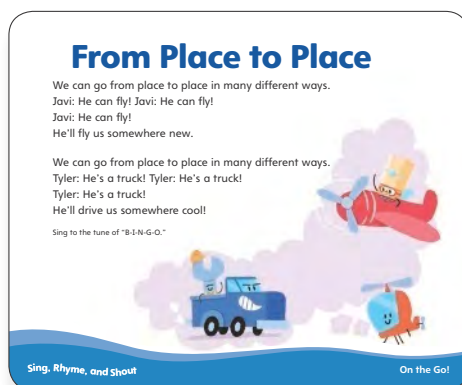
- Greet children and say the beginning letter of each name. **Hello, Wendy.** Wendy begins with the letter *W*.
- Ask children to place their pictures on the Mood Meter so you can gauge the class mood today.



Sing, Rhyme, and Shout

On the Go! Help children show self-awareness by engaging them in a conversation about their preferred mode of *transportation*.

- Review Vocabulary Card *transportation*. **What transportation do you like best? To go in a truck on the road or in an airplane high up in the sky? Who likes trains the most?**
- Sing the song from the Sing, Rhyme, and Shout Card. Have children show you their favorite *transportation* or way to be on the go.



Learning Outcomes

The child

- shows self-awareness.
- engages in conversations in appropriate ways.

What You Need

- Sing, Rhyme, and Shout: "From Place to Place"
- Vocabulary Card: *transportation*
- attendance chart, helper chart

Theme Vocabulary

sky road
transportation

Concept Vocabulary

truck airplane

Morning Meeting

- 1 Attendance** After children place their names on the attendance chart, point to each card and count the number of children in class today.
- 2 Helper Chart** Call on volunteers to say what their favorite helper job is and tell why.
- 3 Question of the Day:** **Would you rather go on an airplane or in a truck?** Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** Tell children that today they will read a new story and work with patterns and shapes.

DIFFERENTIATED SUPPORT

Extra Support

Sing, Rhyme, and Shout Help children understand that when you ask them what they like best, you want to know what each of them might like to do. **I know that you may not have ridden in a truck or in an airplane. Think about what riding in a truck or in an airplane would be like. Choose what you would like to do.** AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- shows understanding of the new language being spoken by English-speaking peers.
- uses a wide variety of words to label actions.
- uses regular past tense.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

What You Need

- Read More About It: “The Ugly Duckling”
- Vocabulary Cards: *vehicles, truck, tractor, airplane, haul*
- chart paper

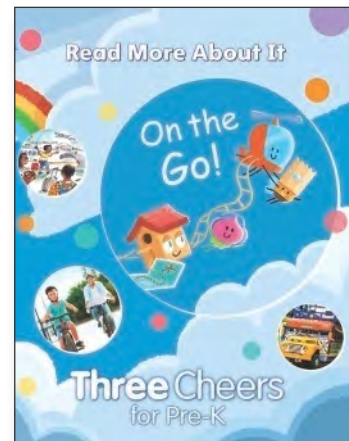
On the Go!

? **How are trucks and planes alike and different?** Review the focus question for the week, *How are trucks and planes alike and different?* Tell children that the next story they will read will help them think about how being different can be a wonderful and important part of who they are.



“The Ugly Duckling”

Explain that the new story they will read today is like a story they already know. Explain that a *duckling* is a baby duck and that the story they will read with you is about a duckling who discovers who he really is.



- 1 Introduce** Display the cover of the Read More About It book *On the Go!* Then tell children that the selections in this book describe ways of *transportation*, or getting from place to place. Then turn to p. 8. Have children look at the first illustration. Help them identify the mother duck and the four babies. Then point to and read the title as you track by moving your finger under each word as you read it. **The title of this story is “The Ugly Duckling.”** **Where do you see a duckling that is different? What do you notice that is different about this duckling?**
- 2 Read Together** Read the first page aloud. Prompt children to use the illustrations to understand the meaning of the action word *popped*. **Point to a picture that helps you understand what *popped* means. The story says the eggs hatched and out popped the ducklings. What other words can we use to tell what happened?** Children’s words to label the action of popping may include *fell, tumbled, jumped, or rolled*. Read the rest of the story, pausing to talk about the action in the illustrations.
- 3 Connect** After reading, allow children to talk about how the reading today made them feel and how it was different from other readings. Have English learners give a thumbs up or nod their head if they understand what a classmate is saying.

DIFFERENTIATED SUPPORT

ELL

The Ugly Duckling Help children participate in saying how the duckling is different by asking them to describe what they see in the illustrations. Ask questions and provide sentence frames. For example:

- **What color are three ducklings?** *The ducklings are _____.*
- **What color is one duckling?** *The duckling is _____.*
- **What color are the swans?** *The swans are _____.* VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *How are trucks and planes alike and different?*

Display Vocabulary Cards *truck* and *airplane*. *You can ride in this high in the sky. What is my word?*

Have children identify the word. Hold up two more cards and give clues for one word (*vehicles, truck, tractor, airplane, haul*). Have children identify the word. Continue until each word has been used.



Writing as a Process

Write a Draft Children will discuss and contribute ideas for a draft that is composed in a whole-group writing activity. Display chart paper.

- Remind children that at the end of *The Ugly Truckling*, the yellow *airplane* flies away with the other *airplanes*. *What do you think the airplanes will do? Let's write more to the story and tell what we think the airplanes will do. How should we begin?*
- Prompt children to participate in the discussion and contribute ideas about what to write. Use questions such as: *What do you think should happen next? How should we end our story?*
- Once the draft is complete, read it aloud to children. Keep the draft for tomorrow.

Verbal Usage

Regular Past Tense Children will use regular past tense verbs when speaking.

- Have children stand up. Ask them to hop in place with you. Stop hopping. *We are not hopping now. We already did it. We hopped.*
- Have children work with a partner to use the word *laughed* in a sentence. Then have them share with the rest of the class.

Alphabet Knowledge

Review Ww /w/ Review letters *Ww* with children. Display the letters and ask children to tell you what sound they spell.

Transition

Have children stand, bend down and touch their toes, then reach high and stretch. Ask children to echo each line of the following chant. Then sing again with *fly* and *airplane*.

Drive, drive, drive your *truck*.
Driving down the street.
Merrily merrily merrily merrily,
Driving is a treat.

Theme Vocabulary

sky

Concept Vocabulary

| | |
|----------|----------|
| vehicles | airplane |
| truck | haul |
| tractor | |

Academic Vocabulary

past tense



CHECK FOR UNDERSTANDING

IF . . . children need additional help with using past tense verbs,

THEN . . . use *yesterday* and *today* to illustrate regular past tense. *Today we hop. Yesterday we hopped. What do we do today? What did we do yesterday?*



Wheel of Motion

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

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•213).

Small Group

- **Math: Patterns** Start A, B, A, B and AA, BB, AA, BB and ABC, ABC patterns using the attribute blocks. You can make patterns based on size, such as large circle, small circle. Or you can make patterns based on shape, such as circle, triangle, square. You can also make patterns based on color such as red shape, red shape, yellow shape, yellow shape. Have children create their own similar patterns with the attribute blocks. After children have created a pattern, point to each block as children say the pattern.

► ELL Access

Use Visual Support

Emerging Have children point as you say the color, shape, or size that creates the pattern.

Developing Point to the first part of the pattern that repeats and say the color, shape, or size that creates the pattern. Have children point to and say the pattern for the next repeating section. Alternate with children, describing sections of the pattern.

Expanding Have children point as you say the color, shape, or size for the first part of the pattern. Have children say the remainder of the pattern on their own. Then ask: *What comes next?*

Bridging Have children say the color, shape, or size of the pattern on their own. Ask: *What comes next? How do you know?*

- **Literacy: Write a Draft** Children will work together in a small group to compose another ending to the story *The Ugly Truckling*. Display a new sheet of chart paper. Tell children that together you will write another ending to the story. Prompt them with questions, such as: *How should we begin? What should happen next? How should we end our story?* As children add and discuss ideas, record the draft on chart paper.

► ELL Access

Extend a Story

Emerging Point to the *airplanes* on the last page. Write the word *airplanes*, and tell children what it says. Then ask, *Where do the airplanes go now?* Allow children to reply in their home language, or draw a picture showing the new ending.

Developing Point to the *airplanes* on the last page. *Let's write what we see. The airplanes fly away.* Read the sentence. Have children repeat the sentence as you point to each word. Then ask, *Where do the airplanes go now?* Help children form short sentences and record them.

Expanding Point to the *airplanes* on the last page. *What are the airplanes doing?* Have children complete the sentence: *The airplanes are _____.* Write and read aloud what they say. Then ask where the airplanes might go: *The airplanes are going _____.* Use suggestions to write a simple new ending.

Bridging Have children describe what is happening on the page. Write and then read aloud what they say. Then ask where the *airplanes* might go. Record children's ideas, stopping to read at regular intervals.

Math Circle

15 minutes

Geometry

Recall with children that they have learned about solid shapes. Ask them how solid shapes are different from flat shapes.

- 1 **Engage** Show the cylinder and cone geometric solids. *We have looked at shapes that can stack. I am going to stack this cone on this cylinder. Does it stack? What do you think this looks like?* Take different suggestions. Children might suggest a rocket, a crayon, or a pencil.
- 2 **Develop** Separate the two shapes again. *I used a cone and a cylinder to build a [pencil].* Display the geometric solids. *You can use these shapes to make other shapes and objects.* Look at some objects in the classroom or show some pictures of objects. *Think about what solid shapes you might use to build these objects.*
- 3 **Practice** Have children try putting shapes together to see what new shapes or real-world objects they can create. For example, a sphere placed on the flat side of a cone looks like an ice cream cone. A cube on top of a rectangular prism suggests stairs or steps. A cone flat side down on a cube may suggest someone wearing a hat. Ask children if they can name any of the shapes they used.

Learning Outcomes

The child

- names common shapes.
- creates shapes.

What You Need

- geometric solids: cone, cylinder, sphere, cube, rectangular prism
- pictures of objects children may want to build from solid shapes

Academic Vocabulary

| | |
|--------|-------------------|
| shape | cube |
| sphere | rectangular prism |
| cone | |



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty creating shapes or objects,

THEN . . . model another example for them. Model your thinking aloud, describing what shapes you are using and how you are placing them.



Snack Time

15 minutes

Classroom Rules During snack time, engage children in conversation about the importance of rules when doing activities. *When you were working with the shapes, I noticed that everyone followed our rule to wait your turn to examine the shapes.*

Science Circle

15 minutes

Learning Outcomes

The child

- uses regular past tense.
- observes motion of objects.
- investigates motion of objects.
- describes motion of objects.
- discusses motion of objects.

What You Need

- Picture Card: *wagon*
- toy car, ball
- wagon or toy cart, heavy object such as a book
- Attribute Blocks
- Big Book: *Row, Row, Row Your Boat*

Concept Vocabulary

airplane

Academic Vocabulary

| | |
|----------|------|
| push | pull |
| straight | roll |
| down | |

Outdoor Play

20 minutes

Pulling and Pushing Mark a starting point and an end point. Place an object in a wagon or toy cart, such as a heavy book. Have children pretend that the wagon is a *truck* and the book is the goods the *truck* will deliver. Have pairs take turns pulling or pushing the wagon from start to finish. Ask them which was the easiest way to move the wagon.

A Push or a Pull

Have children stand up and hop on one foot four times, then jump up and down two times. Then have them join you in doing the motions as you say the chant.

| | |
|--|-------------------------|
| A push or a pull can make things move. | (push and pull motions) |
| A push or a pull can stop them too. | (hands out to stop) |
| Pull the drawer open. | (pull on a drawer) |
| Push the door closed. | (push on a door) |
| Pull the wagon. | (pull on a wagon) |
| Push the ball up to the net. | (push a ball up) |

Motion of Objects

- Engage** How do objects move? Objects can move in different ways and in different directions. Imagine you are swinging on a swing. Use your hand to show how the swing moves. What words tell about this movement? Pretend you are bouncing a ball. How does the ball move? Use your hand to show this movement. Have children move their hands to show a swing and a bouncing ball. Guide them to describe how the ball and the swing move, such as up and down, back and forth.
- Develop** You can make objects move with a push or a pull. Display Picture Card *wagon*. Ask, *If you stand in front of this wagon and hold onto the handle, what do you have to do to make the wagon move?* Elicit from children that they would have to pull. *If you stand behind the wagon and put your hands on the back, what do you have to do to make the wagon move?* Guide children to say push. Show children a toy car. Push the car gently across the floor while children observe the motion. *How did the car move? How far did it move? In what direction did it go?* Have children describe the motion as roll, slow, straight. Ask a volunteer to give the car a hard push. Describe and discuss how it moved.
- Practice** Have children investigate rolling a ball. Ask them how they moved the ball. (push) Have them describe what happens when they push gently or hard by telling how far the ball went, in what direction, and how it moved.

Learn and Play

90 minutes

Let's Move

People Patterns Have the class use themselves to create different patterns.

- Ask three children to come to the front of the class and stand in a line. Have children alternate facing the class and turning away from the class. **Let's find the pattern. Front-back-front-back.** Ask two more children to come up and extend the pattern.
- Ask six children to come forward. Tell the first two children to clap hands, the next child to stomp feet, the next two to clap hands, and the final one to stomp feet. Ask the class to identify this pattern. **Clap-clap-stomp-clap-clap-stomp.** Have the first and last child return to their seats, leaving an ABAB pattern. Ask the class to tell how the pattern has changed.
- Have four new volunteers come forward and create a movement pattern for the class to describe.

Shape Hunt Place several attribute blocks of different shapes around the room in visible and in hidden places. Give each child an attribute shape. Direct children to go on a shape hunt around the classroom to find shapes that match their shapes. Set a time limit. When time is up, have children show what they found.

Let's Talk

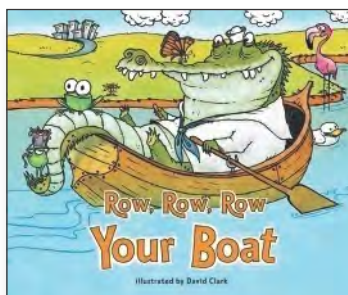
Aware Ask children what their favorite activity was today. Discuss why it is their favorite. **Did you have fun? Do you feel you are good at this activity?**



Let's Read

Regular Past Tense Display p. 4 of the Big Book *Row, Row, Row Your Boat*. Reread the text. Then help children say the first two lines as if they had performed the activity yesterday. *I rowed, rowed, rowed my boat; Gently down the stream.*

Compound Words Display p. 6 of *Row, Row, Row Your Boat*. Point to the word *everyone*. *Everyone is a compound word. What is the first word in everyone? What is the second 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

Gliding Along Tell children to think about the swans gliding along the quiet pond at the end of *The Ugly Duckling*. **The beautiful white swans make almost no sound as they glide along the water. They won't disturb you, so you can close your eyes and go to sleep.**

DIFFERENTIATED SUPPORT

Extra Support

People Patterns Help children who are not sure what to do as part of a people pattern. Show them where to stand. Tell each child what motion to do. Explain that he or she should keep doing that motion even if the person next to him or her is doing something else. **KINESTHETIC/VISUAL**

Reflect

10 minutes

5x5

Add It Up Have children look at the picture on the card and ask them to count how many *trucks* and *airplanes* they see. Show them how to touch each object in the photo as they count.



Learning Outcome

The child

- shows self-awareness.

What You Need

- 5x5 Card: Trucks and Planes
- SEL Card: *community*
- Javi

CHECK FOR UNDERSTANDING

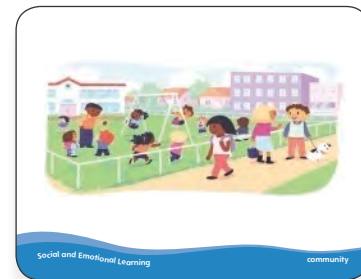
IF . . . children struggle to name another community the children in the picture might be a part of,

THEN . . . display the Picture Card *family*. Explain that a family is a group of people who love each other. A family is a community.



Social and Emotional Learning

Community Display the SEL Card *community*. Remind children that a community is a group of people that have something in common. **Everyone is a member of a community. The children in the picture are members of their neighborhood. They are also members of their school. They are part of their classroom community too. What community, or group, will they be a part of when they go home from school? Is there a group they will be a part of at home?** Guide children to name the child's family community, friends, sports team, or any other community a child could be a part of.



Let's Talk About It

Today you learned that you can be part of many different communities. When you are part of a community, you feel like you belong. You feel good about yourself. I want you to feel like a part of this classroom community. I'm going to pass Javi around, and I want you to tell something you like about being here at school with your friends. It can be something you like to do or something that makes you happy when you're here. Pass around Javi and have children show self-awareness by describing how they feel like they belong to the classroom community.

DIFFERENTIATED SUPPORT

Engage and Extend

Let's Talk About It Have children draw a picture of themselves as part of a community. Then have each child share what he or she drew and how he or she feels when a part of that community. VISUAL



Welcome to Today

15 minutes

Meet and Greet

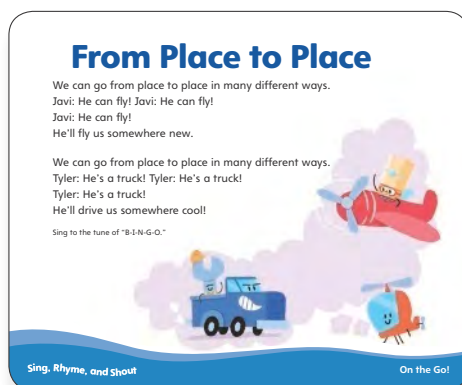
- Give children an end-of-the-week high five as they enter the room. Greet them with *Glad you are here*.
- Encourage children to share their mood by placing their pictures on the Mood Meter.



Sing, Rhyme, and Shout

On the Go! Play the song “From Place to Place” one more time to end the week.

- Move like a *truck* or an *airplane* in a circle as we sing. Watch where your body is going, so you won’t bump into anyone or anything.
- Display the Vocabulary Cards *sky* and *road*. Engage children in conversation by asking where they would want to go if they were in an *airplane* in the *sky* or in a *truck* on the *road*.



Learning Outcomes

The child

- is aware of where own body is in space.
- engages in conversations in appropriate ways.

What You Need

- Sing, Rhyme, and Shout: “From Place to Place”
- Vocabulary Cards: *sky*, *road*

Theme Vocabulary

sky road

Concept Vocabulary

truck airplane

Academic Vocabulary

goods supplies
 people airport

Morning Meeting

- Attendance** If you are wearing blue today, come up one at a time and put your name on the chart. Continue with different colors until all names are on the chart.
- Helper Chart** Thank this week’s helpers for their assistance. Remind children there will be new helpers next week.
- Weather** What is the weather like today? Is it the same or different than the weather yesterday?
- Today’s Events** Explain to children that today they will be comparing two books they have read to talk about how they are the same and different.

DIFFERENTIATED SUPPORT

Engage and Extend

Sing, Rhyme, and Shout If children enjoy pretending to be a *truck* or an *airplane*, allow them to continue. Ask questions about their trip, such as *What goods or supplies are in your truck? How many people are in your airplane? How will you land in the airport?* 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.
- typically uses complete sentences of grammatical complexity usually with subject, verb, and object order.
- uses regular past tense.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- interacts to revise (add [to]) class-made drafts.
- interacts to revise (change order [in]) in class-made drafts.

What You Need

- Trade Book: *The Ugly Truckling*
- Read More About It: “The Ugly Duckling”
- Vocabulary Cards: *travel, vehicles, truck, tractor, airplane, haul*
- Alphabet Card: *Ww*

DIFFERENTIATED SUPPORT

Extra Support

Compare If children have difficulty comparing the two stories, place the stories side by side. Guide children to retell one story page by page, while you do the same with the other story. Pause to compare. For example, *Who made fun of the truckling? Who made fun of the duckling?* AUDITORY/VISUAL

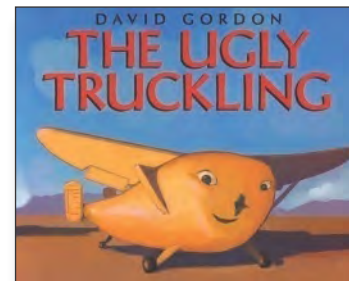
On the Go!

? **How are trucks and planes alike and different?** Ask children the focus question *How are trucks and planes alike and different?* Use Vocabulary Card *travel* and explain that the word *travel* means “to go from place to place.” Guide students to recall that they have read stories about *vehicles* that *travel* on *roads* and in the *sky*, including *trucks* and *airplanes*. *How were these trucks and airplanes alike and different?*



The Ugly Truckling and “The Ugly Duckling”

Tell children that today they will talk about the story they read yesterday called “The Ugly Duckling” and compare it to the story they read about the ugly truckling.



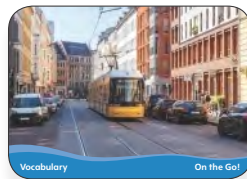
- 1 Remember** Display the cover of *The Ugly Truckling* next to the first page of “The Ugly Duckling.” Reread each title. *How are the titles the same? How are they different? What do you remember about the truckling? What do you remember about the duckling?*
- 2 Reread** Reread the last part of *The Ugly Truckling*, beginning with p. 16 when the truckling meets the *tractor*. Then reread “The Ugly Duckling.” *What did the Ugly Truckling do? (She left home.) What did the Ugly Duckling do? (He left home.)*
- 3 Compare** Guide children to compare and contrast the two selections by using information from both books to describe why the truckling and the duckling left home. *The truckling was not a good truck. The duckling did not look like the other ducklings.* Help children describe what each character did in the story. Model using complete sentences with a subject, verb, and object to compare the stories. For example, *The truckling looked at the airplanes. The duckling looked at the swans. The truckling was an airplane. The duckling was a swan. The airplane flew up in the sky. The swan joined the other swans.* Monitor and correct children’s use of complete sentences with grammatical complexity.

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 individual children to the following prompts: *Where would you see vehicles? Where would you see a tractor? What is a truck used for? What kinds of things can a truck haul? Why would you ride in an airplane?*



Alphabet Knowledge

Review Ww /w/ Children will review the names of upper- and lowercase *w* and practice forming the letters.

- Display Alphabet Card *Ww* and have children identify each letter. Then have children practice forming each letter in the air.

Verbal Usage

Regular Past Tense Children will use regular past tense verbs when speaking.

- Have children work with a partner to use the words *walked* and *jumped* in sentences. Then have them share with the rest of the class.

Writing as a Process

Revise a Draft Children will interact and provide suggestions to revise a draft in a whole-group writing activity. Display the draft from yesterday and read it aloud.

- You did a good job on your story but we can usually make our writing even better. Sometimes we need to add new ideas, sometimes we need to take out something, and sometimes we need to move things around.
- Ask children probing questions to add significant details to the shared writing, such as: *Where did the airplanes go? Is there somewhere else they could go? Let's change ____ to ____.* How did the yellow *airplane* feel? Let's add that to our story. Do we have this story in an order that makes sense? Let's move ____ to ____.
- Once the revision is complete, read it aloud to children.

Transitions

Swans Swim

Have children stand and stretch. Then say the following chant and demonstrate the motions. Ask children to repeat the motions as you say the chant again.

Swans swim in the pond in the park. *(swim motion)*

With feathers white and beaks dark. *(brush arms, touch nose)*

They spread their wings and fly up in the air. *(flap arms)*

The swans fly away, but I don't know where. *(shake head no)*

Theme Vocabulary

sky travel

Concept Vocabulary

vehicles airplane

truck haul

tractor

Academic Vocabulary

past tense



CHECK FOR UNDERSTANDING

IF . . . children have difficulty using past tense verbs,

THEN . . . talk about an activity the class did yesterday. *Yesterday we played ____.* *We finished the game.* Emphasize the difference between *play* and *played*. *We can play a game today. But yesterday we played a game.*

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•213).

Small Group

- **Math: Spatial Sense** Review the activity children did yesterday as they put shapes together. On a table, place a variety of geometric blocks. Have children take turns putting shapes together. *What have you made? What solid shapes did you use?*

▶ **ELL Access**

Visual Support

Emerging Point to and name one shape. Have children repeat the name. Do the same with the other shapes.

Developing Review the shapes, asking children to point to each shape you name. Then have children point to and name the shapes, using the sentence, *This is a _____.*

Expanding Display three different shapes. Ask children questions such as, *Which is the cube?* Have students put the shapes together, and then ask questions using location words: *What shape is on top of the cylinder? What shape is beside the cube?*

Bridging Have children point to each shape and use complete sentences to identify the name of the shape and its location relative to the other blocks.

- **Literacy: Concept Vocabulary** Provide extra support for the Concept Vocabulary words. Display Vocabulary Card *tractor*. *This is a tractor. A tractor is a vehicle that is used on a farm.* Use Vocabulary Cards *airplane*, *haul*, *truck*, and *vehicles* to reinforce the words and their meanings for children.

▶ **ELL Access**

Internalize Vocabulary

Emerging Say *airplane*. Have children repeat. Then hold out one fist and say *air*. Hold out the other fist and say *plane*. Have children mirror and echo you after each word. Finally, move your fists together and say *airplane*.

Developing Say *airplane*. Hold out one fist and say *air*. Hold out the other fist and say *plane*. Move fists together and have children say the new word. Have children repeat your movements and say each word on their own: *air*, *plane*, *airplane*.

Expanding Say *I see an airplane*. Have children identify the compound word in the sentence. Ask them to say the first word in the compound and then the second.

Bridging Say *airplane*. Have children identify each word within the compound word. Then have partners use *airplane* in a sentence. Tell them their sentence should help someone understand what an *airplane* is.

Math Circle

15 minutes

Patterns

Tell children that today they will be reviewing how to recognize and create patterns. Remind the class that a pattern is when items repeat in a certain way.

- 1 Engage** Invite children to create a clapping pattern with you. *Let's create a pattern. Do you want to clap or jump first? Then do you want to stomp or tap the table?*

Let's repeat the pattern! Have children echo you and mimic the movements they decided to do.

- 2 Develop** *We can make a pattern with solid shapes, too.* Give children one of two solid shapes. Begin an A, B pattern with two shapes. Hold up two shapes and place them. *Now I'm going to repeat the pattern.* Place two more shapes to repeat the pattern. *Can you identify the pattern? First, I see a [shape]. Then, I see a [shape]. Repeat the pattern to me.*

- 3 Practice** Call up children in pairs to repeat the pattern. Have them determine whose shape goes next in the pattern. Ask children to continue the pattern. Have children use the sentence frames to discuss the pattern. *The first shape in the pattern is a _____. The next shape is a _____. The pattern is _____, _____.*

Learning Outcomes

The child

- recognizes patterns.
- creates patterns.

What You Need

- geometric solids

Academic Vocabulary

repeat pattern



CHECK FOR UNDERSTANDING

IF . . . children would benefit from more modeling,

THEN . . . continue the shape pattern for three or four sets of shapes. As you place each shape, say the shape.



Snack Time

15 minutes

Patterns Prior to snack, create a pattern with two shapes of napkins. You may fold one in half and keep the other unfolded. As children are getting ready for snack time, pass out the napkins. Say the shapes of the napkins as you place them in front of each child. *Can you see the pattern we're creating with our napkins?* Say the pattern. Then prompt children to share why it is important to use napkins while we eat.



Technology Circle

15 minutes

Learning Outcomes

The child

- is aware of where own body is in space.
- respects personal boundaries.
- coordinates sequence of movements to perform tasks.
- uses technology to access appropriate information.

What You Need

- Letter Sounds online game
- music to move to
- Wordless Experience Book: *On the Go!*

Academic Vocabulary

| | |
|-------------|-------------|
| technology | device |
| information | appropriate |
| airport | |

Outdoor Play

20 minutes

Making Deliveries Ask who wants to be *airplanes* and who wants to be *trucks*. Give each *airplane* an item he or she is to deliver, such as a book, a toy, a box of crayons, and so on. Give each *truck* a box for the delivery to be put in. Designate a part of the playground as the airport. Announce that the *airplanes* are coming. Have the *trucks* drive to the airport to meet the *airplanes*. Have the *airplanes* swoop into the airport and land. They hand their deliveries to the *trucks*. The *trucks* drive off in different directions to make their deliveries.

Tech Ted

Model to students how robots move. Tell children you are Tech Ted the robot. Ask children to be Tech Teds and walk around as robots as they echo the following chant.

I am Tech Ted.
I help you with technology.
Computers, tablets, all devices.
Whatever you need
To learn and play at lightning speed.

Technology and Devices Skills

- 1 Engage** Remind children that computers and other digital devices can help them get more information about subjects they learn in school, like the compound word game they played last week. Tell them that today they will play a letter-sound game.
- 2 Develop** Have children turn on a computer or digital device, assisting where necessary. Guide them to the letter sounds game. Children can listen to the sounds that letters spell. They can choose the word from three choices that begins with a certain letter sound.
- 3 Practice** Have children play the game on their own. *Which letter sound did you practice? What word did you learn that begins with that letter sound?*

Learn and Play

90 minutes

Let's Move

Strike a Pose Demonstrate for children how they can create circle, square, and triangle shapes with their hands or their hand and their arms. Have them start making shapes. After a couple of minutes, say **Strike a pose**. Have children freeze in place. Encourage them to look around and see what poses their classmates are doing. Say **Start** and have children move again. Ask children to try making hand and arm shapes with a partner. Then strike a pose.

Ways to Move Play music. Encourage children to coordinate a sequence of movements by following your directions. **Walk in a straight line. Move in a zigzag. Twirl around in a circle. Make a square with your feet. Move fast. Move slow. Now move silly!** Remind children to be aware of where their own bodies are in space so they do not bump into anything or anyone.

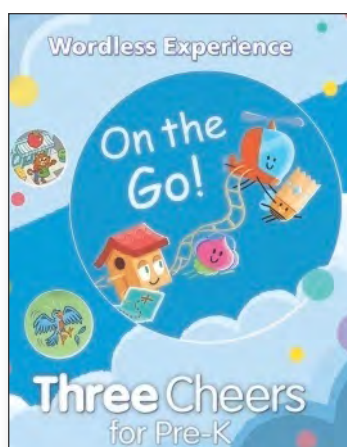
Let's Talk

Respect Have children talk about the Ways to Move game they just played. **When we move around quickly, we need to watch out for our friends so we don't bump into them. Sometimes we bump someone by accident, and if that happens, we say, "I'm sorry." What did you do during the game to make sure you didn't bump into anybody?**



Let's Read

On the Go! Show children the Wordless Experience Book *On the Go!* Display the illustrations. Ask children to think about what is happening on each page. Then ask them to help you tell the story, starting on the first page. For example, **Two friends get in a car. Their car is decorated with flowers and streamers. They drive through the neighborhood.**



Center Time

30 minutes

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

Rest Time

35–40 minutes

Soft Music Play low and slow music as children are settling down for a rest. Encourage them to close their eyes as they listen, letting their thoughts drift into sleep.

DIFFERENTIATED SUPPORT

Extra Support

Strike a Pose Some children may have difficulty with the fine-motor movements needed to make shapes with their fingers and hands. Show them one-on-one how to make their fingers look like a shape. Help them put their fingers and hands together to make a shape. KINESTHETIC

Reflect

10 minutes

Learning Outcome

The child

- is aware of where own body is in space.

What You Need

- 5x5 Card: Trucks and Planes
- SEL Card: *respect*



CHECK FOR UNDERSTANDING

IF . . . children don't show understanding of why they need to be aware of where their own body is in space,

THEN . . . model how to walk in the classroom in a way that does not show awareness or respect of what is going on around you. Then model walking in the classroom in a way that does show respect and awareness.

5x5

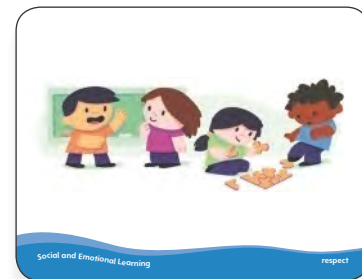
Runway Game Explain that runways are special *roads* that *airplanes* travel on. At the end of a runway is a red light that means *stop*. Have children play a game by pretending to be *airplanes*. When they hear "red light," they freeze in place.



Social and Emotional Learning

Respect Show children the SEL Card *respect*. Explain that the children in the picture are showing respect in the way they walk in the classroom and listen to others. Guide children to become more aware of where their own body is in space by practicing respectful movements.

Remind them to watch where they are going, keep their hands and arms to themselves, and not bother others who are working.



Let's Talk About It

Tell children that they did a great job respecting their classmates today. Explain to children that in addition to respecting others' space, they should also ask others to respect them in return. **If someone pushes ahead of you in line, ask him or her to show respect and move back. If someone is not paying attention and bumps into you, kindly ask him or her to be careful. Getting angry and pushing back does not help others be respectful to you.** Discuss with children other ways they can show respect and help others be respectful in return.

DIFFERENTIATED SUPPORT

3-Year Olds

Let's Talk About It Younger children can sometimes be unaware of their body in space, especially if they are excited about something or in a hurry. Work with children to help them look around and see where other people and things are in relation to themselves. Remind them to slow down and be careful of the way they move.

KINESTHETIC



Three Cheers for Pre-K

Pre-Kindergarten Outcomes

| Domain | This Week's Instructional Focus |
|---|--|
| Social and Emotional Development | <ul style="list-style-type: none"> Child remains focused on engaging group activities for up to 20 minutes at a time. Page 182 |
| Language and Communication | <ul style="list-style-type: none"> Child's speech is understood by both the teacher and other adults in the school. Pages 145, 160, 161, 168, 176, 177, 182 Child uses a wide variety of words to label and describe people, places, things, and actions. Pages 154, 168 Child demonstrates understanding of terms used in the instructional language of the classroom. Pages 145, 153, 161, 169, 177 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. Pages 162, 178 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. Pages 154, 158, 162, 170, 174, 178 |
| Emergent Literacy Reading | <ul style="list-style-type: none"> Child engages in pre-reading and reading-related activities. Pages 146, 154, 162; C•188–C•189 Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Pages 154, 178; C•190–C•191 |
| Emergent Literacy Writing | <ul style="list-style-type: none"> Child independently uses letters to make words or parts of words. Pages 149, 166, 174 |
| Mathematics | <ul style="list-style-type: none"> Child creates shapes. Pages 149, 184 Child slides, flips, and turns shapes to demonstrate that the shapes remain the same. Pages 149, 157, 165, 173, 181 |
| Science | <ul style="list-style-type: none"> Child observes, investigates, describes, and discusses properties and characteristics of common objects. Pages 160; C•194–C•195, C•200–C•201 Child observes, investigates, describes, and discusses position and motion of objects. Pages 158, 176; C•196–C•197, C•200–C•201 |
| Social Studies | <ul style="list-style-type: none"> Child connects [his] life to events, time, and routines. Pages C•192–C•193 Child identifies and creates common features in the natural environment. Pages 166, 174 |
| Fine Arts | <ul style="list-style-type: none"> Child uses art as a form of creative self-expression and representation. Pages C•194–C•195 |
| Physical Development | <ul style="list-style-type: none"> Child coordinates sequence of movements to perform tasks. Pages 166, 174 |
| Technology | <ul style="list-style-type: none"> Child practices safe behavior while using digital tools and resources. Pages C•188–C•189 |

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

Ready for Kindergarten!

Speaking

Pre-Kindergarten Outcomes

- Child's speech is understood by both the teacher and other adults in the school. **Pages 145, 160, 161, 168, 176, 177, 182**

Kindergarten Literacy Goals

- Speak audibly and express thoughts, feelings, and ideas clearly in various contexts.

Language

Pre-Kindergarten Outcomes

- Child uses a wide variety of words to label and describe people, places, things, and actions. **Pages 154, 168**
- Child demonstrates understanding of terms used in the instructional language of the classroom. **Pages 145, 153, 161, 169, 177**
- Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. **Pages 162, 178**

Kindergarten Literacy Goals

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Reading Readiness

Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 146, 154, 162; C•188–C•189**

Kindergarten Literacy Goals

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

Writing

Pre-Kindergarten Outcomes

- Child independently uses letters to make words or parts of words. **Pages 149, 166, 174**

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

- Child creates shapes. **Pages 149, 184**

Kindergarten Mathematics Goals

- Create models of shapes using different materials. Compose simple shapes to form larger shapes.



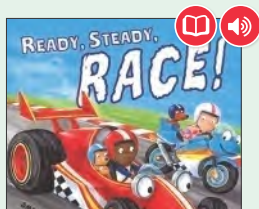
On the Go!

How do we get from here to there?

Weekly Question:

What is your favorite kind of transportation and why?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "How Will You Get There?"



5x5



Theme and Concept Vocabulary



Theme Manipulative



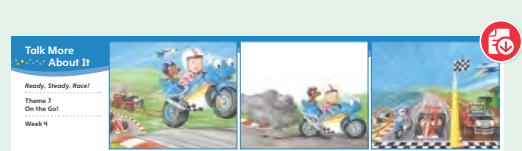
Big Book and Little Books



Wordless Experience Book: *On the Go!*

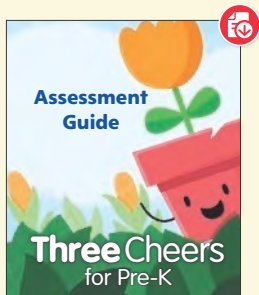


Sing, Rhyme, and Shout: "Who Will Win the Race?"

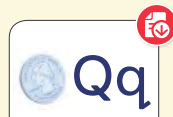


Talk More About It: *Ready, Steady, Race!*

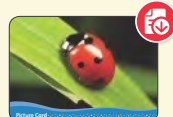
From the Teacher Toolkit Print and Digital



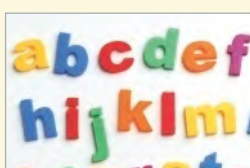
Assessment Guide



Alphabet Cards



Picture Cards



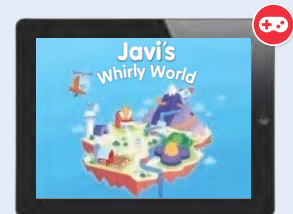
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



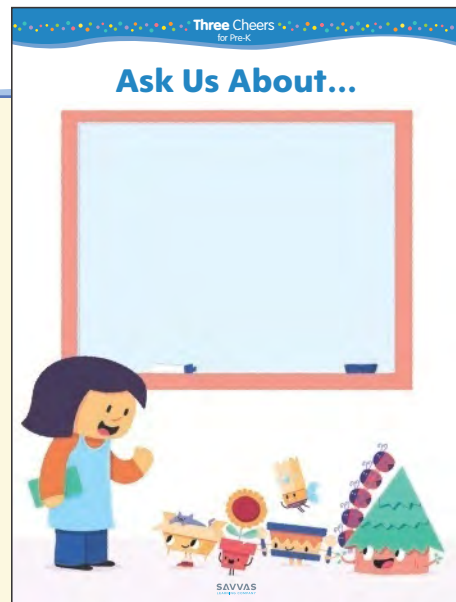
Digital Bookshelf

Plan Your Week

Suggested Daily Times

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

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



Ask Us About . . .

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

- In the book *Ready, Steady, Race!*, how does Speedboat Sam get from one place to another?
- How can you describe a square? How can you describe another shape?
- What activities do you and your friends do at school?

Day 1 pp. 145–152

Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “Who Will Win the Race?”
- Morning Meeting**

Story Time

- How do we get from here to there?**
- Reread Big Book** *Row, Row, Row Your Boat*

Literacy Circle

- Concept Vocabulary** Introduce
- Phonological Awareness** Compound Words
- Alphabet Knowledge** Review *Qq /kw/, Uu /u/, Ww /w/*

Center Time and Small Groups

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

Math Circle

- Geometry and Spatial Sense**
- Snack Time** Snack Shape Slide

Science Circle

- What Can a Magnet Do?**
- Motion of Objects**
- Outdoor Play** Sidewalk Chalk

Learn and Play and Centers

- Let’s Move!**
 - Pin the Tires on the Bike
 - Matching Game
- Let’s Talk** Participation
- Let’s Read** Print Concepts, Language and Communication
- Rest Time** Relax

Prepare and Reflect

- 5x5** Counting
- Theme Celebration Day** Let’s Get Moving
- Getting Ready**

Day 2 pp. 153–160

Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “Who Will Win the Race?”
- Morning Meeting**

Story Time

- What is your favorite kind of transportation and why?**
- 1st Read Trade Book** *Ready, Steady, Race!*

Literacy Circle

- Concept Vocabulary** Develop
- Language and Communication** Personal Pronouns
- Alphabet Knowledge** Review *Cc /k/, Gg /g/, Ii /i/, Ll /l/, Nn /n/, Qq /kw/, Rr /r/, Uu /u/, Ww /w/*

Center Time and Small Groups

- Small Group Options**
 - Math: Spatial Sense
 - Literacy: Language and Communication
- Centers** *Centergize*, pp. C•185–C•203

Math Circle

- Geometry and Spatial Sense**
- Snack Time** Snack Shapes

Science Circle

- What Will Stick to Me?**
- Motion of Objects**
- Outdoor Play** Magnets Outside

Learn and Play and Centers

- Let’s Move!**
 - Hokey Pokey
 - Red Light, Green Light
- Let’s Talk** Participation
- Let’s Read** Alphabet Knowledge, Personal Pronouns
- Rest Time** Quiet Time Activities

Prepare and Reflect

- 5x5** Sing a Song
- Theme Celebration Day** Let’s Get Moving
- Getting Ready**

Let's Celebrate!
Family gathering to share what children have learned about trains, planes, and speed.

Day 3 pp. 161–168**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “Who Will Win the Race?”

Morning Meeting**Story Time**

What is your favorite kind of transportation and why?

2nd Read Trade Book *Ready, Steady, Race!*

Literacy Circle

Concept Vocabulary Practice

Language and Communication Personal Pronouns, Possessive Pronouns

Alphabet Knowledge Review *Ww, Qq, Uu, Bb, Pp, Dd, Mm, Ff*

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

- Math: Geometry and Spatial Sense
- Literacy: Language and Communication

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

Math Circle**Patterns**

Snack Time Self-Awareness

Social Studies Circle**Look All Around****The Natural Environment**

Outdoor Play Scavenger Hunt

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

- Transportation Sort
- Car Wash

Let's Talk Participation

Let's Read Verbal Usage, Verbal Usage

Rest Time Sing

Prepare and Reflect

5x5 Traveling About

Theme Celebration Day Let's Get Moving

Getting Ready

Day 4 pp. 169–176**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “Who Will Win the Race?”

Morning Meeting**Story Time**

What is your favorite kind of transportation and why?

Read More About It “How Will You Get There?”

Literacy Circle

Concept Vocabulary Review

Language and Communication Personal Pronouns, Possessive Pronouns

Alphabet Knowledge Review *Ww, Qq, Uu, Ss, Tt, Aa, Oo, Jj*

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

- Math: Spatial Sense
- Literacy: Language and Communication

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

Math Circle**Geometry and Spatial Sense**

Snack Time Follow Directions

Social Studies Circle**I Like School****The Natural Environment**

Outdoor Play Follow the Leader

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

- Movement Patterns
- Caboose

Let's Talk Participation

Let's Read Verbal Usage, Alphabet Knowledge

Rest Time Tell a Story

Prepare and Reflect

5x5 Near or Far?

Theme Celebration Day Let's Get Moving

Getting Ready

Day 5 pp. 177–184**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout “Who Will Win the Race?”

Morning Meeting**Story Time**

What is your favorite kind of transportation and why?

Compare *Ready, Steady, Race!* and “How Will You Get There?”

Literacy Circle

Concept Vocabulary Check for Understanding

Language and Communication Possessive Pronouns

Alphabet Knowledge Review *Cc /k/, Gg /g/, Ii /i/, Ll /l/, Nn /n/, Qq /kw/, Rr /r/, Uu /u/, Ww /w/*

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

- Math: Spatial Sense
- Literacy: Alphabet Knowledge

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

Math Circle**Classification and Patterns**

Snack Time Snack Patterns

Let's Celebrate**Let's Get Moving**

Outdoor Play Simon Says

5x5 My Favorite. . .

Snack Time Travel Snacks

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

- Compare Lengths
- 3D Shapes

Let's Talk Participation

Let's Read Verbal Usage, Alphabet Knowledge

Rest Time Deep Breathing



Vocabulary

Theme Vocabulary

Words to develop the theme, On the Go!

road
sky
transportation
travel

Concept Vocabulary

Conceptually related words to teach this week

boat
car
jet
motors
tires

Academic Vocabulary

Terms used in this week's instruction

General

box
create
describe
different
identify
person

Literacy

belong
belongs
compound word
personal

possessive
pronouns

Mathematics

balls
cans
circle
cone
cube
cylinder
flip
flips
pattern

patterns
rectangle
same
shape
shapes
slides
square
triangle
turn
3D

Science

attract
magnet
metal
pull
toward

Social Studies

label
map

Story Words

Words from the literature to explain and use this week

Trade Book

champion race speedboat
fast racers steady
hurtles ready stylish
jeep sleek welcome
mighty speedy zoom

Big Book

fly row
plane street

Read More About It

another far
bike load
carries mountainsides
country steep

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

basic map
boxes (different sizes)
coffee cans
computers or other digital devices
cotton swabs
cubed boxes (four; tissue)
pan (small)

real-life objects (shaped like cones, spheres, cubes, cylinders)

rectangular boxes (tissue, shoe)

wet and dry play dough

wet and dry sand

wheeled toys (small)

Small Groups

can
large tic-tac-toe grid
tray with sand
various items from your desk

Circle Times

class train box
clock or other circular object
common objects in the shape of a cube, cone, sphere, and cylinder
construction paper in various colors
flat surface
large picture of bicycle without tires
magnetic board
matching picture sets of vehicles

music
paper clip
paper tire cutouts
ramps
refrigerator and alphabet magnets
T-chart
toy cars
toy vehicles
sidewalk chalk
wheeled toy
wood block

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

Row, Row, Row Your Boat Follow along while listening to audio for the Big Book.

ABC Fun

My Alphabet Book Use different art tools to trace letters, and then name them.

Pretend and Learn

Time for School! Pretend to read a map and travel to school on a school bus.

Creativity Station

All Aboard! Use art materials to create representations of train cars.

STEM

Where Is It? Use a variety of wheeled toys to investigate and describe the position of objects.

Math Fun

What's the Shape? Name geometric solids based on attributes by touching them.

Sand, Water, and More

Let's Make Tracks Explore the motion of toy cars and the tracks they make in play dough and sand.

Writer's Club

Traveling Here and There Draw and write about traveling.

Monitor Progress



Assessment Guide

Observe

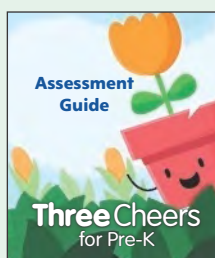
Observational Checklists

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



SCOUT

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



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

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

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Pretend and Learn** photographs of children pretending to travel on a school bus
- **Sand, Water, and More** anecdotal notes about children identifying a common property and making connections between motions and tracks
- **Writer's Club** anecdotal notes about children writing as they add to a list

On the Go!



Welcome to Today

15 minutes

Meet and Greet

- Greet children warmly as they enter the classroom.
- Have children place their picture on the Mood Meter. Use it to gauge the class's mood.

SEL Sing, Rhyme, and Shout

On the Go! Tell children they are finishing the *transportation* theme, On the Go!, this week. Discuss the illustrations of the bike and car on the card.

- Play the recording of the song. Have children repeat each phrase.
- Give a thumbs-up to show whether you think the bike or car will win the race. Who thinks the bike will win? Who thinks the car will win?
- For English language learners, ensure speech is understood by the teacher. The sound /b/ is similar in both English and Spanish. Say the sound /b/ in *bike*. Have children share words in Spanish that start with /b/.



Learning Outcomes

The child

- speaks so that her speech is understood by the teacher.
- investigates the sounds of the English language.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Sing, Rhyme, and Shout: “Who Will Win the Race?”
- attendance chart, helper chart

Theme Vocabulary

transportation

Concept Vocabulary

car

Academic Vocabulary

describe

identify

Morning Meeting

- 1 Attendance** Take today's attendance by having children place their name cards on the chart.
- 2 Helper Chart** Reassign the helper jobs for the week. Have children describe their responsibility, demonstrating that they understand terms used in the instructional language of the classroom.
- 3 Weather** Help children describe today's weather. Then ask them what things they could do outside in this weather. Notice that children are using clear speech in their responses.
- 4 Today's Events** Today we will start to prepare for our Theme Celebration Day at the end of the week.

DIFFERENTIATED SUPPORT

Extra Support

Weather To support children in providing responses that are appropriately related to the topic, provide a sentence frame: *Outside today, I would like to _____.* AUDITORY



Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- deletes a word from a compound word.
- asks questions relevant to the text read aloud.
- responds to questions relevant to the text read aloud.
- distinguishes between elements of print including letters, words, and pictures.

What You Need

- Big Book: *Row, Row, Row Your Boat*
- Vocabulary Cards: *car, jet, boat, tires, motors*
- Picture Cards: *ladybug, umbrella*
- Alphabet Cards: *Qq, Uu, Ww*

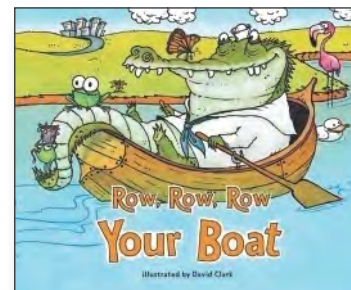
On the Go!

? **How do we get from here to there?** Remind children of the theme question: *How do we get from here to there?* Review the meaning of the word *transportation*, and help students connect the word with the theme question's idea about getting from here to there. *You have already learned about many types of transportation. This week you will learn even more.*



Row, Row, Row Your Boat

Make sure children are sitting quietly and are ready to listen. Begin pre-reading activities by displaying the Big Book *Row, Row, Row Your Boat*. Ask children to provide the meaning of the word *Row* and to point to the word in the title. Then before rereading, ask volunteers to recall the types of *transportation* they remember from the nursery rhyme. You may wish to have one or two children act out several of the action words in the text.



- 1 Remember** This book uses pictures, words, and letters to tell us how people get places. On pp. 4–5, point to and name the picture of the *boat*, the word *boat*, and then the letters *b*, *o*, *a*, and *t*. Ask children to look carefully at the pictures as you turn pages in the text. *What is one question you have about what is happening in this book?* Have several children pose questions relevant to the actions in the book. Ask other children to respond, modeling, if needed, how to respond appropriately.
- 2 Focus** Reread the story and have children distinguish between elements of print by pointing to a picture, a word, and several letters on each page. For example, on pp. 6–7, ask children to point to the picture of the *car*, the word *car*, and the letters *c*, *a*, and *r*.
- 3 Respond** As you read, have children use the pictures and words to respond to questions relevant to the text on the page. For example, on pp. 8–9, *What does the bus travel on?* (road) On pp. 10–11, *What does the pilot do with the plane?* (fly)

DIFFERENTIATED SUPPORT

Extra Support

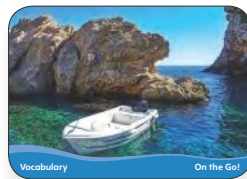
Remember To support children who need help asking questions relevant to the page, provide prompts. For example, on pp. 4–5, point to the oars. *Can you think of a question to ask about the oars? Start with the word Where.* VISUAL/AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

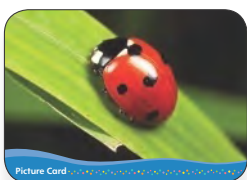
Introduce We are going to talk about this question: *What is your favorite kind of transportation and why?* Display Vocabulary Card *boat*. A *boat* is a kind of *transportation* that *travels in the water*. Display each of the Vocabulary Cards for this week (*car*, *jet*, *boat*, *tires*, *motors*) and briefly explain how each relates to the weekly question.



Phonological Awareness

Compound Words Children will delete a word from a compound word.

- Display Picture Card *ladybug* and have children identify it. The word *ladybug* is a compound word because it has two smaller words in it: *lady* and *bug*. If we take away the word *bug*, what word is left? (*lady*)
- Using the following compound words, have children delete one word to form another word: *afternoon*, *myself*, *anywhere*, *classroom*, *sunset*, *everywhere*.



Alphabet Knowledge

Review Qq /kw/, Uu /u/, Ww /w/ Tell children that they will review the letters *Qq*, *Uu*, and *Ww*.

- Display Alphabet Card *Qq*. Point to each letter and have children name it. The sound that the letter *q* spells sounds like this: /kw/. Say it with me, /kw/. Trace *Q* and *q* on the Alphabet Card and have children trace the order of movements in the air. Repeat for letters *Ww* using Alphabet Card *Ww*.
- Review letter names and formation for *Uu* using Alphabet Card *Uu*, and review the sound /u/ spelled *Uu* using Picture Card *umbrella*.



Transitions

I'm a Little Boat

Invite children to stand and take a big stretch! Have children echo you as you pretend to row, then have children join in.

I'm a little *boat*,
row, row, row.
I use my oars,
as I *travel* to and fro.

Theme Vocabulary

transportation road
travel

Concept Vocabulary

boat car
jet tires
motors

Academic Vocabulary

compound word

✓ CHECK FOR UNDERSTANDING

IF . . . a child has difficulty deleting words from a compound word,

THEN . . . continue to review deleting parts from compound words of objects found in the classroom, such as *keyboard*, *lightbulb*, and *flashlight*.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•214).

Small Group

- **Math: Geometry** Hold up a can. Have children use their own words to describe the shape of the can. Review *cylinder* as the math name for *can*. Provide modeling clay and have children create the shape of a can by rolling and patting the clay.

► **ELL Access**

New Vocabulary

Emerging Point to the can and slowly and carefully pronounce *can*. Repeat for *cylinder*.

Developing Point to the can and slowly and carefully pronounce *can*. Have children pronounce *can*. Repeat for *cylinder*.

Expanding Point to classroom objects in the shape of a cylinder and have children say *cylinder* with you.

Bridging Have children identify classroom objects in the shape of a cylinder and say *cylinder* on their own.

- **Literacy: Alphabet Knowledge** Have children “write the room.” Ask: **What letter spells this sound, /kw/, /kw/?** Have children identify the letter that spells the sound and locate a word that begins with that letter on posters, charts, word walls, and books found around the room. Then have children copy the word or part of the word. Repeat for /u/ spelled Uu, and /w/ spelled Ww.

► **ELL Access**

Relate Letter Sounds

Emerging Write these words for children to see: *Quiet, quiet, Up, up, Walk, walk*. Starting with letter *q*, name the letter and say the sound the letter spells. Have children repeat. Then ask children to point to the uppercase and lowercase letters and practice writing them. Repeat for *Uu* and *Ww*.

Developing Write words for each letter, as listed above. Name the beginning letters, say the sound each letter spells, and have children write the letters. Then point to letters and ask *yes/no* questions: **Is this an uppercase q? Does this letter make the /u/ sound?**

Expanding Write words for each letter, as listed above. Name the beginning letters, say the sound each letter spells, and have children write the letters. Then point to letters and ask children to say the letter names and the sounds they spell.

Bridging Write words for each letter, as listed above. Have children copy the words, as they will when they write the room. As children write, have them say the beginning sound of the word.

Math Circle

15 minutes

Geometry and Spatial Sense

Tell children that today you are going to slide shapes and find out what happens. Set up a low table in the center of the circle or have children sit on the floor so they can see what happens when you slide shapes.

- 1 **Engage** Place Javi in the center of the circle. *Who is this? This is Javi. And Javi is inside the circle.* Slide Javi to just outside the circle. *Now tell me, who is this? This is Javi. But now Javi is outside the circle.* Slide Javi to a few more places around the circle. Ask who it is each time. *Javi does not change when I slide Javi. It is always Javi.*
- 2 **Develop** Place foam attribute blocks in the center of the circle (triangle, square, circle). Model naming each shape and counting the number of sides. *Triangle. One, two, three sides! Square. One, two, three, four sides! Circle. One round circle!* Slide the square across the floor. *Did the shape of the square change as I slid it from here to there? No, it did not. When you slide or move shapes, the shape is still the same shape. It does not change.*
- 3 **Practice** Hand out a single attribute block to each child. Ask children to name the shape that you gave them. Have children slide their shape from one space to another space. *Did anyone have a shape that changed when you slid it? No!*

Learning Outcomes

The child

- independently uses letters to make words or parts of words.
- creates shapes.
- slides shapes to demonstrate that the shapes remain the same.

What You Need

- Javi
- Attribute Blocks

Academic Vocabulary

| | |
|--------|----------|
| shapes | triangle |
| square | circle |
| slides | same |



CHECK FOR UNDERSTANDING

IF . . . children are not able to say the name of their shape,

THEN . . . have them point to the shape as you say the word.



Snack Time

15 minutes

Snack Shape Slide Model gently sliding their napkins or plates from one place to another. *This plate is a circle shape. If I slide it here, it is still a circle. If I slide it there, the circle stays the same.*



Science Circle

15 minutes

Learning Outcomes

The child

- shows understanding by following one-to two-step oral directions in English
- demonstrates growing understanding of the sounds of language.

What You Need

- refrigerator and alphabet magnets
- magnetic board
- sidewalk chalk
- large picture of bicycle without tires, paper tire cutouts
- matching picture sets of vehicles
- Big Book: *Row, Row, Row Your Boat*

Outdoor Play

20 minutes

Sidewalk Chalk Have children draw large lines on the concrete with sidewalk chalk. Lines should be straight, zigzag, round and round, etc. Children will take turns walking each chalk line, pretending to be airplanes, trains, cars, motorcycles, trucks, or boats.

What Can a Magnet Do?

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

I see a magnet.
I see a magnet. (point)

What can it do?
What can it do? (shrug)

Come sit by me,
Come sit by me, (sit down)

and let's look at a few.
and let's look at a few. (point)

Motion of Objects

- 1 Engage** Display a variety of refrigerator and alphabet magnets. What are these objects called? (magnets). How do people use magnets like this?
- 2 Develop** Model the different ways the magnets can be used. I can use this magnet to hang up a picture on the refrigerator. I can practice my letters and words using the alphabet magnets.
- 3 Practice** Pass around the magnets and invite children to investigate how the magnets are used. Have children hold up a magnet and demonstrate and tell what they can do with it. Use this magnet to put the paper on the metal board. Spell your name on the board using the letter magnets.

Learn and Play

90 minutes

Let's Move

Pin the Tires on the Bike Hang a poster-size picture of a bike without *tires*. Have children line up, and then one at a time have them cover their eyes with a sleep mask or scarf. They can close their eyes if they aren't comfortable having them covered.

- Give the child a paper *tire* cutout with tape on the back.
- Line the child up with the picture and have him or her walk to the picture. Have the child "pin" the *tire* to the picture of the bike.
- **Take the blindfold off.** *Did you get the tires on the bike?* Repeat until everyone has had a turn.

Matching Game Make matching pairs of pictures of various kinds of *transportation*. Tape one set of the pictures to form a circle on the floor. Give the matching set to the children, one picture each.

- Play music and have children walk in a line clockwise around the pictures.
- Stop the music and say: **Park it.** Children should find the matching picture and sit in that spot.
- Collect the pictures from the children and redistribute them. Play again. Notice if English language learners are participating and able to follow the directions you give.

Let's Talk

Participation Circulate and engage children in conversation to encourage them to remain focused on Pin the *Tires* on the Bike.

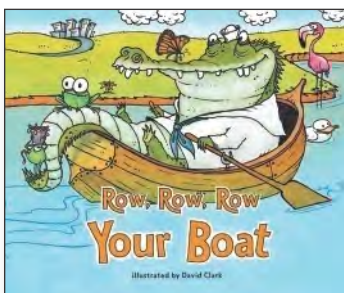
- **What can you say to your friend to help her get closer to the bike?**



Let's Read

Print Concepts Turn to pp. 12–13 in *Row, Row, Row Your Boat*. Have children distinguish between elements of print. Ask children to point to the picture of the truck, the word *truck*, and the letters *t*, *r*, *u*, *c*, and *k*.

Language and Communication Have children demonstrate an understanding of the sounds of language. Display p. 4 of the book. **Let's sing *Row, Row, Row Your Boat* but start every word with the sound /w/. Sing the words slowly and repeat until children can sing it with you: *Wow, wow, wow wour woat* . . .**



Academic Vocabulary

| | |
|--------|--------|
| magnet | metal |
| toward | create |

Center Time

30 minutes

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

Rest Time

30–45 minutes

Relax Have children pretend to park their cars and close their eyes. Breathe deeply and each time you exhale, softly remind children to relax each muscle from head to toe. Use language of the *transportation* theme, such as: **Relax your motor (or mind).** **Relax your tires (or legs).**

DIFFERENTIATED SUPPORT

Engage and Extend

Matching Game Challenge some children with more detailed pictures that show the kind of *transportation* and the environment in which it is commonly found. VISUAL

Pin the Tires on the Bike Review words children can say to coach a blindfolded friend: *a little up/ down/ right/ left.* AUDITORY

Prepare and Reflect

10 minutes

5x5

Counting Point to the vehicles in the photo to review the vocabulary word, *vehicle*. Have volunteers name and rote count the vehicles in the picture. **How many white cars can you count? How many buses? How many motorcycles?**



Learning Outcomes

The child

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

What You Need

- 5x5 Card: All Kinds of Vehicles

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You may select the activity listed on this page or include some of the children's other favorite activities.



Theme Celebration Day

Let's Get Moving Tell children that at the end of the week they are going to have a celebration called, "Let's Get Moving." For this Theme Celebration Day, children will break into stations to explain to visitors what they have learned about trains, planes, or ramps. Throughout the week, children will practice speaking so that their speech is understood by the classroom visitors. **We'll invite guests to our Let's Get Moving Celebration. You will get to share what you have learned from some of the *transportation* activities from the last few weeks.**



Getting Ready

Have children help you write an invitation to the celebration. Think out loud about some of the necessary information needed, such as the date, time, and place. Have children discuss ideas for what to include in the invitation and contribute ideas. **What else do you think the visitors would want to know?** Provide opportunities for children to record letters and familiar words, such as **I hear the sound /t/ at the beginning of *transportation*. Who can write the letter that spells this sound?** Send copies of the class-made invitation to classroom guests and tell children to reread and share the invitation with the guests that they are inviting.

Gather a few class-made written products created during Literacy Circle, Small Group Time, and in Centers throughout the theme, On the Go! Have children choose their favorite product to share, celebrate, and present during the celebration. Encourage children to practice reading their class-made story aloud or telling about the product they've proudly created with their classmates.



DIFFERENTIATED SUPPORT

Engage and Extend

Getting Ready As volunteers record familiar letters and words, have the rest of the children trace the movements of the letters and words in the air.

KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe people.
- uses personal pronouns.
- engages in reading-related activities.
- names at least 20 lower-case letters in the language of instruction.

What You Need

- Trade Book: *Ready, Steady, Race!*
- Vocabulary Cards: *car, jet, boat, tires, motors*
- Magnetic Letters: *c, g, i, l, n, q, r, u, w*

On the Go!

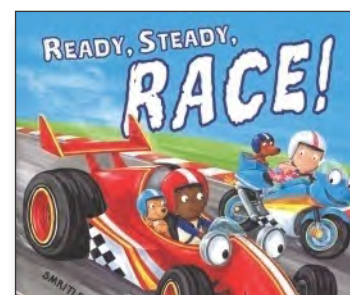
? What is your favorite kind of transportation and why?

Ask children the weekly question: *What is your favorite kind of transportation and why?* Reinforce that a favorite thing is something you like the best. Ask volunteers to tell how they best like to travel and to say why they like that type of *transportation*.



Ready, Steady, Race!

Engage children in reading-related activities. Tell them that today you are going to read *Ready, Steady, Race!*



- 1 Introduce** Display the front cover of the book. *The name of this book is **Ready, Steady, Race!*** Point to each word in the title as you say it. Ask children to look at the illustration on the cover and to use the title and the picture to guess what the book might be about. *This book will introduce us to many exciting characters and we'll learn new words to describe them.*
- 2 Read Together** Read aloud the book. Explain that starting on p. 4, a new character in the form of a kind of *transportation* will be introduced on each page. Point to the kind of *transportation* as you read its name. For example, on pp. 4–5, *Let's meet Race Car Rani.* Point to the race *car*.

Refer to the pictures and text to emphasize the wide variety of words used to describe these characters. For example, on pp. 4–5, emphasize the words *stylish* and *sleek*. Define these unfamiliar words by connecting them to words children already know. *Stylish* means “looking good.” The racing stripes on Race Car Rani make her *stylish*. *Sleek* means something that is “beautiful and new.” *Do you see her shiny, smooth paint? That is sleek.*
- 3 Connect** As you read and define words, have children think about words that can describe people. Help them to use describing words, such as *kind, careful, silly, tall, wonderful, and little* to describe people they know at school or at home. Give them sentence frames as needed. *My _____ is _____. S/he/they like/s to _____.*

DIFFERENTIATED SUPPORT

ELL

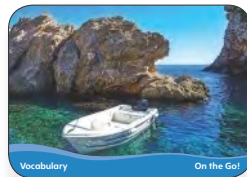
Connect It can be challenging for English language learners to understand abstract descriptors. Help convey the meaning of these words by giving examples using people they know. Use gestures, intonation, and facial expressions to help. For example: *I am tall. My baby is little. Our puppy is silly. She chases her own tail!* AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: What is your favorite kind of *transportation* and why? Display Vocabulary Card *boat*. **This is a boat.** Say the word *boat* with me: *boat*. What kind of *boats* did we read about this week? Display each of the Vocabulary Cards for this week (*car, jet, tires, motors*). Ask children a question about each word related to the theme or weekly question.



Language and Communication

Personal Pronouns Children will use personal pronouns correctly when speaking.

- Point to a pencil across the room. Say: **I would like to use that pencil.** Can you please give it to me? Have a child give you the pencil. Then choose a child and have the child ask you for the pencil. **Ask me to give the pencil to you.** If the child needs help, give this sentence frame: *Please give the pencil to ____.* Hand the pencil to the child.
- Listen to this sentence and tell me if you hear something wrong. **Do you want to ride on the train with I?** Encourage children to respond that *I* should be *me*. Have children use personal pronouns and say the sentence correctly.

Alphabet Knowledge

Review Cc /k/, Gg /g/, Ii /i/, Ll /l/, Nn /n/, Qq /kw/, Rr /r/, Uu /u/, Ww /w/ Tell children that today you will play a game with letters and sounds.

- 1 Display the magnetic lowercase letters *c, g, i, l, n, q, r, u,* and *w*. Review the letter name and sound for each letter.
- 2 Put the letters in a bag. Play music. Have children sit in a circle and pass the bag while music plays.
- 3 When the music stops, whoever is holding the bag should choose a letter. Have children name the lowercase letter and say the sound that the letter spells. Repeat as time allows.

Transition

I'm a Little Train

Invite children to stand and take a big stretch! Have children echo you and then join in. Have children walk in a train line as they chant.

I'm a little train,
riding down the track.
Choo, choo, choo.
The caboose is way in back.

Theme Vocabulary

transportation

Concept Vocabulary

| | |
|--------|-------|
| car | boat |
| jet | tires |
| motors | |

Academic Vocabulary

| | |
|----------|----------|
| personal | pronouns |
|----------|----------|



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty producing the correct letter sound for the lowercase letter he or she picks from the bag,

THEN . . . review the letter name and sound. Have the child repeat the letter sound. Then have the child pick a different letter from the bag and say the sound that the letter spells.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•215).

Small Group

- **Math: Spatial Sense** Play tic-tac-toe. Provide children with a large tic-tac-toe grid on poster board. Provide each child with five of the same shape attribute blocks to use as game pieces. Pair the children and explain that they will take turns sliding their piece on the board. *You can only slide the block to an empty square. Try to get three of your pieces in a row across, up and down, or diagonal.* As children slide their shape game pieces, prompt them to demonstrate that the shape remains the same.

▶ **ELL Access**

Academic Vocabulary

Emerging Carefully pronounce the word *slide*. Have children repeat the word. Slide the can and say *slide*. Have children do the same.

Developing Provide sentence frames to help children express understanding of the word *slide*.
I _____ the blocks. I _____ the can.

Expanding Have children use a different English word or phrase that means the same as *slide*.

Bridging Have children use the word *slide* in complete sentences of their own.

- **Literacy: Language and Communication** Say the following sentences that use the words *I* and *me*. Have children give a thumbs-up if they do not hear anything wrong. Have them give a thumbs-down if they hear something wrong.
 - *I helped Maria.* (thumbs-up)
 - *Maria helped I.* (thumbs-down) *Yes, it should be: Maria helped me.*
 - *Juan sat next to me.* (thumbs-up)
 - *Me sat next to Juan.* (thumbs-down) *Yes, it should be: I sat next to Juan.*
 - *Jasmine listened to I read.* (thumbs-down) *Yes, it should be: Jasmine listened to me read.*

▶ **ELL Access**

Learning Language Structures

Emerging Have children repeat and act out simple sentences that convey how to use *I* correctly. *I read books. I sit down. I sing.* Do the same with sentences for *me*: *Read with me. Sit by me. Sing with me.*

Developing Play with simple *I* and *me* sentences to present a correct and incorrect example. Have children identify the correct one. *Me read books or I read books. Which is correct?*

Expanding Tell children that you are going to start sentences and they should finish them with a *me* phrase, such as *to me, with me, for me*. For example: *Sing _____. Walk _____. Give the cookie _____.*

Bridging Have partners decide who will be *I* and who will be *me*. Then give partners a verb, and have each child use his or her word to make a sentence. Listen to pairs and rephrase as needed.

Math Circle

15 minutes

Geometry and Spatial Sense

Tell children that today you are going to flip some shapes. Set up a low table or have children sit on the floor so that they can see what happens when you flip the shapes.

- 1 **Engage** Lay the Trade Book *Freight Train* on the floor. Make sure the cover is faceup. *This is our book, Freight Train. What shape is it?* Flip the book over and place it facedown. *What shape is it now? That's right, it is still a rectangle.*
- 2 **Develop** Place attribute blocks in the center of the circle (triangle, square, circle, rectangle). Start with the triangle. Flip it over. *Does the triangle change shape when I flip it over? No, it does not! When you flip a shape, it does not change. This is still a triangle.* Flip the square, the circle, and the rectangle. Explain each time that the shape does not change when you flip it. *This is still a ____.*
- 3 **Practice** Take out more foam attribute blocks and spread them out on the table. Going one at a time, have children take a shape and name it. Then ask them to flip it to demonstrate that shapes remain the same when they are flipped. *Did the shape change when you flipped it? No, it did not!* Have children use the sentence frame, *This is still a ____.*

Learning Outcome

The child

- flips shapes to demonstrate that the shapes remain the same.

What You Need

- Attribute Blocks
- Trade Book: *Freight Train*

Academic Vocabulary

| | |
|----------|-----------|
| same | circle |
| flip | shape |
| triangle | rectangle |
| square | |



CHECK FOR UNDERSTANDING

IF . . . children struggle understanding the word *flip* (or the concept),

THEN . . . use the phrase *turn over* instead. Take a foam attribute block and flip it while you say, “turn over.” *I turn over the triangle and it is still a triangle.*



Snack Time

15 minutes

Snack Shapes As you serve snacks, have children identify the shapes of their snacks. For snacks that are clearly in the shape of circles, squares, triangles, and rectangles, have children name the shapes before they eat them.



Science Circle

15 minutes

Learning Outcomes

The child

- uses personal pronouns.
- describes motion of objects.

What You Need

- magnet, paper clip, wood block, Snap Cube, paper, crayon
- Trade Book: *Ready, Steady, Race!*

Academic Vocabulary

| | |
|----------|----------|
| magnet | cube |
| attract | metal |
| pull | shape |
| turn | personal |
| pronouns | |

Outdoor Play

20 minutes

Magnets Outside Have children explore outside objects that magnets attract. Provide magnets and have children choose objects on the playground to investigate. Challenge children to find at least two items that magnets attract and two that magnets do not attract.

What Will Stick to Me?

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

| | |
|--------------------------------------|-----------------------|
| Magnet, O, magnet. | |
| Magnet, O, magnet. | (point to magnet) |
| What will stick to you? | |
| What will stick to you? | (shrug) |
| Metal, wood, plastic, paper, or wax? | |
| Metal, wood, plastic, paper, or wax? | (clap at each object) |
| Let's try it and see! | |
| Let's try it and see! | (sit down) |

Motion of Objects

- Engage** Attach some paper clips to the magnet to model how the magnet attracts them. **What else do you think the magnet will attract?** Display a variety of magnetic and non-magnetic objects, such as a paper clip, wood block, plastic snap cube, paper, and crayon. **Will a magnet attract any of these objects?** Have children discuss and make predictions about whether the magnet will attract these objects.
- Develop** Move the magnet over the wood block to show that it is not attracted to the magnet. Tell students magnets only attract some materials. **This block is made of wood. A magnet does not attract wood.** Choose volunteers to investigate whether the magnet attracts the other objects as the other children observe. After each object is tested, have children describe the motion of the object using this sentence frame: *The magnet pulled the _____.*

The paper clip is the only object the magnet will attract. **The paper clip is made of metal. Magnets will attract, or pull, metal.**
- Practice** Provide a variety of other objects that are magnetic and non-magnetic. Have volunteers test those objects and together sort them according to those the magnet attracted and those it did not attract.



Wheel of Motion

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

Learn and Play

90 minutes

Let's Move

Hokey Pokey Sing a *transportation*-themed version of the “Hokey Pokey.” Say: [Let's pretend to be airplanes!](#)

Put your left wing in, (left arm in)

Put your left wing out (left arm out) . . .

- Continue with other body parts such as right wing (right arm) and whole plane (whole body).

Red Light, Green Light Choose a child to be the traffic light. Set a starting line across a wide-open space from the traffic light. Have the rest of the children line up on the starting line.

- Whenever the traffic light calls out *green light*, players run forward. Whenever the traffic light calls out *red light*, players stop immediately.
- If a player is caught moving at any point after *red light* is called out, the player is out. The first player to reach the traffic light becomes the next traffic light as you play again.

Let's Talk

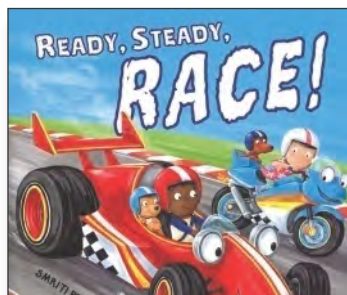
Participation Circulate and engage children in conversation to encourage those that are out to remain focused on Red Light, Green Light.

- Who is closest to the traffic light? Who is farthest? How many players are left?



Let's Read

Alphabet Knowledge Display p. 10 of *Ready, Steady, Race!* Have children point to the lowercase letter *u* on the page and tell you the sound it spells. Then have children point to the lowercase letter *w* on the page and tell you the sound it spells.



Personal Pronouns Turn to pp. 12–13 of the book. [Speedboat Sam looks like he is in the lead.](#) Would he say “Look at **!**” or “Look at **me!**”? Encourage children to respond that “Look at **me!**” is correct. Have children use personal pronouns and say the sentence correctly.

Center Time

30 minutes

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

Rest Time

30–45 minutes

Quiet Time Activities Some children might have trouble napping. Offer children quiet time activities. Have these materials on hand and easily available in a cozy area away from others who are napping. Rotate the activities to provide variety each week. This is a good week to offer magnets, beads to thread patterns, and puzzles to explore various shapes.

Transitions

Train-O Tell children to chug like a train. Sing the song to the tune of “Bingo.” Then, invite children to sing with you.

What's that roaring sound I hear,
whistling down the track-o.

T-R-A-I-N

T-R-A-I-N

T-R-A-I-N

I'm riding it today-o.

DIFFERENTIATED SUPPORT

3-Year Olds

Hokey Pokey Monitor the younger children. Slow down the pace as necessary. KINESTHETIC

Prepare and Reflect

10 minutes

5x5

Sing a Song Point to the bus in the picture and describe its properties. *This is a bus. Its horn goes: beep, beep.* Sing the song “Wheels on the Bus” as a class and perform movements.



Learning Outcomes

The child

- speaks so that her speech is understood by other adults in the school.
- describes properties of common objects.

What You Need

- 5x5 Card: All Kinds of Vehicles
- Javi

Academic Vocabulary

person describe

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You may select from the activities listed on this page, or include some of the children’s other favorite activities.



Theme Celebration Day

Let’s Get Moving Remind children that at the end of the week they are going to have the Let’s Get Moving Celebration. *At this celebration, some of you will explain what you have learned about trains to the visitors in our classroom. Let’s do some fun activities to remember what we have learned about trains and to help us be the best speakers that we can be.*



Getting Ready

Have children turn to a partner and take turns telling one thing that they have learned about trains. *It could be something about the parts of a train, what a train does, or how a train sounds.* Have children bring their focus back to you. *One, two, three. Eyes on me.* Have children take turns holding Javi to report what their partner learned.

Have children play “Telephone” to practice speaking so that their speech is understood by the visitors to the classroom. Have children sit in a circle. One child whispers something that he or she learned about trains to the child next to him or her. Children continue to pass the message along one child to the next. The last child states what he or she heard. *Is it the same as what the first person said?* Encourage children to speak at a comfortable pace, not too fast and not too slow.

Remind children that practicing how to speak clearly is important. *We want our visitors to understand us when we share all the things we have learned.*

DIFFERENTIATED SUPPORT

Extra Support

Getting Ready To support children having difficulty sharing one thing that they have learned about trains, provide the following sentence frames: *One part of a train is _____. A train’s job is to _____. A train _____ along train tracks.* AUDITORY



Story Time

15 minutes

Learning Outcomes

The child

- typically uses complete sentences of grammatical complexity usually with subject, verb, and object order.
- uses personal pronouns.
- uses possessive pronouns.
- engages in reading-related activities.
- retells or re-enacts a story after it is read aloud.
- creates or recreates stories, moods, or experiences through dramatic representations.

What You Need

- Trade Book: *Ready, Steady, Race!*
- Talk More About It Card: *Ready, Steady, Race!*
- Vocabulary Cards: *car, jet, boat, tires, motors*
- Alphabet Cards: *Ww, Qq, Uu, Bb, Pp, Dd, Mm, Ff*

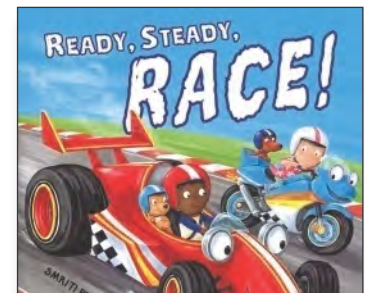
On the Go!

? What is your favorite kind of transportation and why? Discuss new kinds of *transportation* from *Ready, Steady, Race!* Ask children the weekly question *What is your favorite kind of transportation and why?* Have volunteers tell their favorite and why. *Is your answer the same as yesterday?*



Ready, Steady, Race!

Tell children that today you are going to reread *Ready, Steady, Race!* Engage them in reading-related activities. Be sure children understand that when you read a book, you hold the book right-side up and turn the pages one at a time. Ask a volunteer to show how to hold a book and turn the pages.



- 1 Remember** Ask children to recall the characters that they read about in *Ready, Steady, Race!* Focus on the descriptions of characters in sections of the book. For example, point to the words *mighty* and *speedy* on p. 2. Guide children to understand that these words describe the characters in the race. *Race Car Rani is stylish and sleek. Jonas Jet is speedy. I think she looks sleek too.*
- 2 Reread** Reread pp. 8–9. *Hurtles* means “moves fast.” Model using complete sentences of grammatical complexity with subject, verb, and object order to say one sentence about Trini Train. *Trini Train hurtles on the track.* Then reread pp. 10–11. Have children say one complete sentence about Joshi Jeep. Ask children to use the sentence frame, *Joshi Jeep uses his big tires to _____.*
- 3 Retell** Hold up the Talk More About It Card. First, have children retell the story and then re-enact the key events, using the cards to focus on the beginning, middle, and end of the story. Also encourage children to re-create the mood of the story as they re-enact and retell it.

DIFFERENTIATED SUPPORT

Extra Support

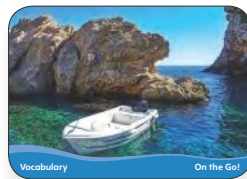
Retell Support children’s use of complete sentences using these sentence frames: *Motorbike Mike is _____.* *Motorbike Mike has to stop _____.* *The other racers want to help _____.* AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards *car, jet, boat, tires, motors*. Have children identify each word. Some of these words name kinds of *transportation*. Are *tires* a kind of *transportation*? No. Is a *boat* a kind of *transportation*? Yes. What other words are kinds of *transportation*? (*car, jet*)



Language and Communication

Personal Pronouns Children will use personal pronouns correctly when speaking.

- Choose a boy in the classroom. Say: *This boy wants to draw, but he needs a pencil. What word did I use instead of his name? I used the word *he*.*
- Words like *I, me, you, he, and she* are called *pronouns*. We can use these words instead of our names. Have children try using the pronouns *I, me, you, he, and she* with partners.

Possessive Pronouns Children will use possessive pronouns correctly when speaking.

- Say: *The pencil belongs to me. The pencil is mine.* Have children point to their shoe. Then say: *Your shoe belongs to you. Point to your shoe and finish the sentence. The shoe is _____.*
- Listen and tell me if you hear something that doesn't quite sound right: *I bought a plane ticket for me, so the ticket is yours. Is that right? No, if I bought a plane ticket for me, the ticket would be mine.* Have children say sentences using the words *mine* and *yours*.

Alphabet Knowledge

Review *Ww, Qq, Uu, Bb, Pp, Dd, Mm, Ff* Using the Alphabet Cards, review the letter names with children. Then ask children to tell what sound a certain letter spells.

Transition

Watch Me Fly!

Invite children to stand and take a big stretch! Have children echo you as you model the fingerplay, then have children join in.

Look! See the plane, (*look up*)
way up in the sky. (*point to the ceiling*)

Watch it soar (*fly around the room*)
through the air.

Now watch me fly.

Theme Vocabulary

transportation sky

Concept Vocabulary

car jet
tires boat
motors

Academic Vocabulary

belong pronouns
personal possessive



CHECK FOR UNDERSTANDING

IF . . . children have difficulty using possessive pronouns,

THEN . . . continue to review using possessive pronouns with objects that belong to children in the classroom. Have children identify the objects that belong to them as *my* and *mine* and those that belong to friends as *his* or *hers*.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•215).

Small Group

- **Math: Geometry and Spatial Sense** Review with children that shapes remain the same when they are flipped. Gather children at a low table or on the floor. Get out the set of foam attribute blocks. Lay out a triangle, a circle, a square, and a rectangle. Point to the circle. **This is a circle.** Flip it. **When I flip it, does it change its shape? No, it does not.** Do this with each shape, each time asking children if the shapes remain the same. (They do.)

▶ **ELL Access**

Respond to Questions

Emerging Point to a foam attribute block on the table and flip it. Have each child answer the question **Does the shape stay the same?** by saying *yes* or *no*. If necessary, give the answer and have the child echo you. Then have the child answer on his or her own as you demonstrate with a different shape.

Developing Point to a foam attribute block on the table and flip it. Have each child answer the question **Does the shape stay the same?** by completing this sentence frame: *This [shape] is still a [shape].*

Expanding Point to a foam attribute block on the table. Have each child flip it, then answer the question **Does the shape stay the same?** by completing this sentence frame: *This [shape] is still a [shape].*

Bridging Ask each child to flip a foam attribute block on the table and then answer the question **Does the shape stay the same?** by answering in a complete sentence of his or her own.

- **Literacy: Language and Communication**

- **I want to show you some things that belong to me.**
- Take various items out of your desk or bag. Hold an item up and complete this sentence with the name of the item: **This ____ is mine.** Repeat the sentence using the incorrect possessive pronoun *yours*.
- Repeat with other items, sometimes using *mine* and sometimes *yours*. Have children give a thumbs-down if you give the incorrect possessive pronoun and they hear something wrong.

▶ **ELL Access**

Learn Language Structures

Emerging Point to something that is yours, such as an article of clothing or a body part, and say *mine*. Point to something that belongs to a child and say *yours*.

Developing Point to things that belong to you or the children and identify them as *mine* or *yours*. Then ask yes/no questions: **Is this mine? Is this yours?**

Expanding Point to things that belong to you or the children and identify them as *mine* or *yours*. Then ask individual children: **Whose is this?** Encourage children to respond: *This is mine/yours.*

Bridging Partner children and have them point to and talk about things that belong to themselves or their partner. For example: *This book is mine. That pencil is yours.*

Math Circle

15 minutes

Patterns

Tell children that today they will continue to flip shapes.

- 1 **Engage** Use two colors of snap cubes to create an A, B, A, B pattern. *What pattern do you see?* Have children identify the alternating colors and tell you which color cube would be next in the pattern.
- 2 **Develop** *Let's use these colors to create a new pattern.* Snap the cubes together to create and slide shapes and see what happens with an A, A, B, B pattern. Ask children to identify the pattern and tell you how to extend the pattern. Have a volunteer add two cubes of color A and two cubes of color B to repeat the pattern. Display the cube pattern the children created. Ask them to describe the shape of the cubes. *Each cube is a square.* Then flip the cube chain. *Are the cubes still the same shape? Did the pattern change?* Guide children to understand that a shape pattern will not change when it is flipped. Use cubes of the same color in the pattern then add a third color to create an ABC-ABC pattern. Have children describe the new pattern. Ask volunteers to extend the pattern with additional cubes. Have them flip the cube chain. Ask if the shapes and pattern are still the same.
- 3 **Practice** Have pairs work with three colors of snap cubes to create their own patterns. Call on pairs to display and describe the shape and colors of their patterns. Then have children flip their patterns to demonstrate that the patterns and the shape remain the same.



Learning Outcomes

The child

- flips shapes to demonstrate that the shapes remain the same.
- recognizes patterns.
- creates patterns.

What You Need

- Snap Cubes

Academic Vocabulary

| | |
|---------|--------|
| shapes | square |
| flips | create |
| pattern | same |



CHECK FOR UNDERSTANDING

IF . . . children struggle to create different patterns,

THEN . . . ask them to choose a snap cube color to start their pattern. Have them choose the next cube. Talk about the pattern they are forming. Guide them to add more snap cubes to repeat their pattern.



Snack Time

15 minutes

Self-Awareness Encourage children to show self-awareness of their abilities to make patterns. *How do you know you are good at patterns? Tell me what you do.* After children describe what they do, say, *you must be proud of your new skill. I am proud that you are so good at creating patterns.*

Social Studies Circle

15 minutes

Learning Outcomes

The child

- independently uses letters to make words or parts of words.
- identifies common features in the natural environment.
- coordinates sequence of movements to perform tasks.

What You Need

- toy vehicles, bins, construction paper in various colors
- Trade Book: *Ready, Steady, Race!*

Concept Vocabulary

boat car

Academic Vocabulary

create map
belongs label
possessive pronouns
identify

Outdoor Play

20 minutes

Scavenger Hunt Have children hunt for common features on the school playground. Have a volunteer name a common feature that can be seen clearly from where he or she stands. The other children find and walk to it. The first child to make it to the common feature is the next child to name a common feature.

Look All Around

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

Look up. *(look up)*
Look down. *(look down)*
Look all around. *(look around the room)*
Oh, so many things
That my eyes have found. *(point to eyes)*

The Natural Environment

- 1 Engage** Invite children to sit down. *Javi told me that he sometimes gets lost when he goes to the bookshelf to get a book. Let's create a map of the classroom so that he can always find his way.*
- 2 Develop** *A map is a picture that shows where things are.* Draw a common feature in the classroom, such as a bookshelf. Have children identify the common feature and tell you what to label it on the map. *What else can we include on the map?* Draw it in relation to the location of the first common feature. Have children tell you what to label it.
- 3 Practice** Have children continue identifying common features in the classroom for you to draw on the map. *Where should I draw that on the map?* As children tell you what to label the common features, invite volunteers to write some of the letters in the labels to make parts of words.

Learn and Play

90 minutes

Let's Move

Transportation Sort Have children gather toy *cars*, trucks, buses, *boats*, planes, trains, and other kinds of *transportation*. Set out bins that are lined with colored construction paper that match a majority of the vehicle colors.

- Have children sort the kinds of *transportation* into the bins by color or size.
- If you choose to sort by color, note that a vehicle could be multiple colors. Have children decide in which bin the vehicle fits best and explain why.

Car Wash Have children create a *car wash* for the toy *cars* that they gathered.

- Have volunteers act as the hose that sprays the vehicles with water, the scrubber that washes the vehicle with soap, and the dryer. Have them line up and coordinate a sequence of movements for washing the vehicles.
- Have the other children choose a vehicle and push the *car* through the *car wash*.

Let's Talk

Participation Engage children in conversation to encourage them to remain focused on the *Car Wash* activity as they wait for their turn.

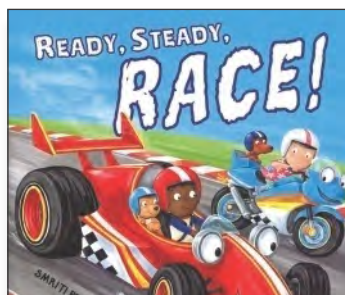
- What sound does the hose make? What will happen next?



Let's Read

Verbal Usage Read p. 11 of *Ready, Steady, Race!* The jeep is a boy jeep. I know because the author used the word *he* instead of Joshi Jeep's real name. Read the second to last sentence again.

Verbal Usage Turn to pp. 18–19 of the book. The racers all help Motorbike Mike with something that belongs to them. Point to the boy holding the oil can. The oil can belongs to the boy. Would the boy say “This oil can is yours” or “This oil can is mine”? Encourage children to respond that “This oil can is mine!” is correct. Have children use possessive pronouns and say the sentence correctly.



Center Time

30 minutes

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

Rest Time

30–45 minutes

Sing As children rest, softly sing the words of the Big Book to the tune of “Row, Row, Row Your Boat.”

Transitions

Plane-O Tell children to balance on one foot with arms stretched out. Sing the song to the tune of “Bingo.” Then, invite children to sing with you.

One wing, two wings balancing,
soaring oh, so high-o.

P-L-A-N-E

P-L-A-N-E

P-L-A-N-E

I'm flying it today-o.

DIFFERENTIATED SUPPORT

Engage and Extend

Transportation Sort For children who need a challenge or want to continue sorting, have them sort the kinds of *transportation* by those found in the air, on the water, or on land. TACTILE



Prepare and Reflect

10 minutes

5x5

Learning Outcomes

The child

- speaks so that her speech is understood by other adults in the school.
- uses a wide variety of words to label places.

What You Need

- 5x5 Card: All Kinds of Vehicles
- Javi, recording device, paper, tape

Traveling About Have children use a wide variety of words to label places and describe the environment. Have children explain what it is like to drive through their own town or city, acting out how they *travel* as they tell about it.



Theme Celebration Day

Let's Get Moving Remember, at the Let's Get Moving Celebration, you will explain what you have learned about *transportation* to the classroom visitors. Today, let's think about what we know about planes and practice being the best speakers that we can be.



Getting Ready

Have children turn to a partner and take turns sharing one thing that they have learned about planes. *Think about the parts of a plane, why a plane is important, or how a plane sounds.* Have children take turns holding Javi to report what their partner learned.

Have children practice speaking so that their speech is understood by adult visitors to the classroom. Have children record what they have learned about planes and listen to their speech. Encourage children to enunciate all sounds within words and use an easily heard volume.

Have children fold paper airplanes. Fold the long side of a piece of paper in half and then open back up. Fold two corners at one end to meet the center crease. Fold the bent corners to the center too. Fold length in half again. Fold the wings down. Have children line up in a single line facing the same direction. Tape a line on the floor and have all children stand on it and face forward. Have them point their planes in front of them. See which plane *travels* the farthest! Now, have children fly their planes. Tell children that they will be demonstrating how to make and fly their paper airplanes at the Let's Get Moving Celebration.

Academic Vocabulary

different describe

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

Engage and Extend

Getting Ready Some children might know a different way to fold a paper airplane. Let them fold both types of airplanes and fly them to see which *travels* farthest. TACTILE



Story Time

15 minutes

Learning Outcomes

The child

- increases listening vocabulary.
- uses personal pronouns.
- uses possessive pronouns.

What You Need

- Read More About It Book: “How Will You Get There?”
- Vocabulary Cards: *car, jet, boat, tires, motors*
- Alphabet Cards: *Ww, Qq, Uu, Ss, Tt, Aa, Oo, Jj*

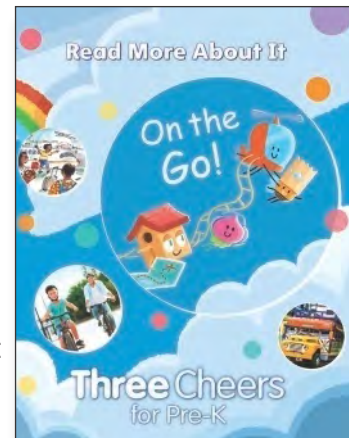
On the Go!

? What is your favorite kind of transportation and why? Have children think about the weekly question: *What is your favorite kind of transportation and why?* Remind children of the theme question: *How do we get from here to there?* Explain that *transportation* has to do with getting from one place to another. Tell them that deciding on their favorite kind of *transportation* can be part of deciding how to get from here to there.



“How Will You Get There?”

Tell children that today you are going to read a new book about kinds of *transportation* to get to places near and far. Call on children to demonstrate how to hold a book correctly (right-side up). Ask them which side of the page you should read first (left-hand side). Have a volunteer point to where you should begin to read.



- 1 Introduce** Open the Read More About It Book to pp. 10–11. Ask children to look at the pictures. *What kinds of transportation do you think we will read about today?* Be sure children give a reason for their response.
- 2 Read Together** Children will increase listening vocabulary. For English language learners, they will increase their listening vocabulary in English. Read p. 10 with good expression. Then read the page a second time. Have children look carefully at the illustrations and make connections to the words related to this week’s theme, On the Go! *Some words on this page are especially interesting and may be new to you. Can you tell me what steep mountainsides might be?* Reread the text again if needed and confirm that *steep mountainsides* are “places on the side of a mountain that are high and hard to climb.” *Do you think it is easy or hard for the bus to make it up a steep mountainside?*
- 3 Connect** After reading, have children recall the kinds of *transportation* used to *travel* near (bike, car, bus, truck) and the kinds used to *travel* far. (bus, jet) Then ask: *Where do you ride your bike to? Who rides a bus to school in the morning? Has anyone ever flown in a jet?*

DIFFERENTIATED SUPPORT

Extra Support

Connect To support children having difficulty recalling the kinds of *transportation*, look at the pictures again. Have them point out the kinds of *transportation* that they see. VISUAL

You can also help children recall kinds of *transportation* with questions: *What kind of transportation travels up steep mountainsides? What carries a load in its back? In what would you fly over the sea?* AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *What is your favorite kind of transportation and why?* Display Vocabulary Cards *boat* and *jet*. *It has wings. It flies through the sky. What is my word?*

Hold up two cards and give children clues for one of the words (*car, jet, boat, tires, motors*). Have children identify the word. Repeat until each word has been used at least once.



Language and Communication

Personal Pronouns Children will use personal pronouns correctly when speaking.

- Words like *I, me, you, he, she, we, and they* are called pronouns. We can use these words instead of our names. Have children try using personal pronouns with partners.

Possessive Pronouns Children will use possessive pronouns correctly when speaking.

- Point to a girl's shoes. Say: *These shoes belong to the girl. The shoes are hers.* Point to another girl's shoes. Then say: *Who do these shoes belong to?* Have children point to the girl that they belong to. *The shoes are hers.*
- Use various possessive pronouns (*my, mine, his, her, hers, our, ours, their, theirs*) in sentences as a model for children. Then have them try using the words in sentences with a partner.

Alphabet Knowledge

Review Ww, Qq, Uu, Ss, Tt, Aa, Oo, Jj Using the Alphabet Cards, review the letter names with children. Then ask children to tell what sound each letter spells.

Transitions

I'm a Big Truck

First have children echo you, then have them join you.

I'm a big truck, (point to self)

rumbling down the road. (stomp loudly)

Be careful, be careful, (tiptoe)

I'm carrying quite a load.

Theme Vocabulary

transportation travel

sky road

Concept Vocabulary

car jet

boat tires

motors

Academic Vocabulary

belong pronouns

personal possessive



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty using personal pronouns,

THEN . . . continue to review using objects in the classroom. Have volunteers point to objects. Then have children complete this sentence frame: _____ is pointing to the _____.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•216).

Small Group

- **Math: Spatial Sense** Pair children. Have children
 - make shapes with their arms and legs, such as
 - forming a circle with their arms. Then say: **Turn it!**
 - Then the child manipulates his or her body to turn the shape. Practice common sense when allowing children to safely move their bodies in a variety of ways. Have the other children determine if the shape remains the same.

▶ **ELL Access**

Key Words

Emerging Encourage children to point to two things in the classroom that are the same, such as a pair of socks. **These are the same.**

Developing Point to two things that are the same. Have children say *same*.

Expanding Point to various things that are the same. Guide children to give one reason that they are the same. Have them use the word *same*.

Bridging Have children complete and correct sentences of their own using the word *same* to fully tell how two objects are the same.

- **Literacy: Language and Communication**
 - **Today, let's look at things that belong to you.**
 - Circulate and point to various things that belong to the girls and boys, such as their shoe, shirt, or a crayon. Point and say **That _____ is _____.**
 - Complete the sentence with the item that belongs to the child. Then work with children to use other possessive pronouns.

▶ **ELL Access**

▶ **Learn Language Structures**

Emerging Model using *his* and *her* as you point to things belonging to a boy and girl volunteer. For example: **This is his foot. Her eyes are black.** Have children repeat your sentences.

Developing Model using *his* and *her* as you point to things belonging to a boy and girl volunteer. Then point and ask **What is this?** so that children can answer with simple phrases, such as *his hand* or *her foot*.

Expanding Model using *his* and *her* as you point to things belonging to a boy and girl volunteer. Then ask silly questions for children to correct in their responses. **Is this his leg?** (pointing to hand) **Is this her hat?** (pointing to shoe)

Bridging Point to things belonging to a boy and girl volunteer and ask: **What is this?** Encourage children to respond with sentences, such as *That is his hand*.

Math Circle

15 minutes

Geometry and Spatial Sense

Tell children they will be turning shapes again today.

- Engage** Place a clock in the center of the circle. *What shape is this clock?* Invite children to take turns turning the clock and naming the shape. Reinforce each time that the shape does not change when it is turned.
- Develop** Place a square foam attribute block in the center of the circle. *What is this shape? How many sides does it have?* Turn the square a half turn. *Does the square look any different? Did the number of sides change?* Invite a child to trace the sides of the square as you count along to find there are four sides. *Is it still a square? Yes. Turning a shape does not change its shape.* Repeat this turning activity and line of questioning for the circle, rectangle, and triangle. Have children note that all the shapes are still the same.
- Practice** Take out more foam attribute blocks and spread them out on the table. Have children work in pairs. Each child should take a block and ask their partner to name it. Then partners alternate turning the shape three times each. Encourage children to turn their shape more than once and in different directions. Every time the block is turned, they should rename the shape. *Did you always say the same shape name? Did turning it change the shape?* Allow time for both shapes to be manipulated.



Learning Outcome

The child

- turns shapes to demonstrate that the shapes remain the same.

What You Need

- Attribute Blocks
- clock or other circular object
- SEL Card: *follow directions*

Academic Vocabulary

| | |
|----------|-----------|
| shapes | square |
| triangle | rectangle |
| circle | same |
| turn | |



CHECK FOR UNDERSTANDING

IF . . . children struggle to see that the shapes remain the same,

THEN . . . trace around the cube on paper with a pencil. Have children place the cube in the outline then pick it up, flip it over, and place it back in the outline. Point out that the shape is still the same and still fits in the outline.



Snack Time

15 minutes

Follow Directions As children have their snack, show them the SEL Card *follow directions*. Talk about what the children in the picture are doing and how it compares to their Snack Time routine.



Social Studies Circle

15 minutes

Learning Outcomes

The child

- uses possessive pronouns.
- independently uses letters to make words or parts of words.
- identifies common features in the natural environment.
- coordinates sequence of movements to perform tasks.

What You Need

- music
- Trade Book: *Ready, Steady, Race!*

Academic Vocabulary

| | |
|-------|----------|
| map | create |
| label | patterns |

Outdoor Play

20 minutes

Follow the Leader Have children play Follow the Leader. The leader chooses a sequence of movements to represent a kind of *transportation*, such as driving straight, turning left, turning right. The others must follow the sequence of movements. Designate a specific path to walk. When you reach the end of the path, the leader goes to the end of the line. The next child in line becomes the leader.

I Like School

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

| | |
|---|--------------------|
| I like school. | (hug self) |
| It is a fun place to be. | (hop to left) |
| My favorite part about it is you and | (hop to right) |
| me! | (point to friends) |
| | (point to self) |

The Natural Environment

- 1 Engage** Show children the map of the classroom that you made together. Review some of the pictures and labels. *Javi would now like a map of the school.*
- 2 Develop** Draw the classroom and label it. *Here is our classroom. What else can we draw on our school map? Show me where I should draw it.* Draw it in relation to the location of the classroom. Have children tell you what to label it.
- 3 Practice** Have children continue identifying common features in the school for you to draw on the map. Children's contributions should be appropriately related to the topic to show that they remain focused on the group activity. *Help me label the map. What words should I write?* As children tell you what to label the common features in the school, invite volunteers to write some of the letters in the labels to make parts of words.

Learn and Play

90 minutes

Let's Move

Movement Patterns Have children make patterns of movement. Play music and group children into one of two movements, such as *hop* or *march in place*.

- As children coordinate the sequence of movements, help them create a pattern of the movements by standing in a line. Each child in the line performs one movement, such as *hop, march, hop, march* or *hop, hop, march, march, hop, hop, march, march*.
- Stop the music and have children keep moving. Have a volunteer say the pattern.

Caboose Have a volunteer be the caboose. Have the rest of the children hook together in groups of two or three to create trains.

- The trains try to avoid the caboose.
- The caboose tries to attach to the back of one of the trains by gently placing his or her hands on a child's shoulders.
- When the caboose catches a train, the last child on that train becomes the new caboose and play continues.

Let's Talk

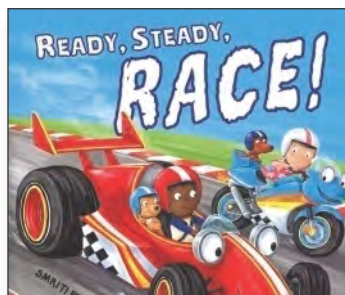
Participation Engage children in conversation to encourage them to remain focused on Movement Patterns.

- What movement comes next? If I remove this child, what happens to our pattern?



Let's Read

Verbal Usage Read pp. 8–9 of *Ready, Steady, Race!* Is Trini Train a girl train or a boy train? Pause for children to respond. I know she is a girl train because the author used *she*. Reread the last sentence on p. 8. Point to the coal. Would we say “The coal is mine” or “The coal is hers”? Encourage children to respond that “The coal is hers” uses the correct possessive pronoun.



Alphabet Knowledge Stay on pp. 8–9. Say letter sounds, such as /u/, /w/, /p/, /l/. Have children point to the uppercase letter on the page that spells the sound.

Center Time

30 minutes

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

Rest Time

30–45 minutes

Tell a Story Have children rest their eyes while you read or tell a story in a slow, calm way.

Transition

Car-O Tell children to pretend to drive a *car*. Sing the song to the tune of “Bingo.” Then, invite children to sing with you.

I see a stylish and sleek *car*,
zooming down the track-o.

C-A-R (*beep, beep*)

C-A-R (*beep, beep*)

C-A-R (*beep, beep*)

I'm racing it today-o.

DIFFERENTIATED SUPPORT

Engage and Extend

Movement Pattern Challenge children to create an A, B, C, A, B, C pattern by providing three movement groups. KINESTHETIC

Prepare and Reflect

10 minutes

5x5

Learning Outcomes

The child

- speaks so that her speech is understood by other adults in the school.
- observes and investigates position and motion of objects.
- describes and discusses position and motion of objects.

Near or Far? Use the picture to explain the words *near* and *far*. Have children *travel* to objects in the classroom that are near and far, moving slowly or quickly depending on their proximity. Have children observe, investigate, describe, and discuss the various positions of the objects and the motions they use to *travel*.



What You Need

- 5x5 Card: All Kinds of Vehicles
- Javi, class train box, paper, wheeled toy, flat surface, ramps



Theme Celebration Day

Let's Get Moving Tomorrow is our Let's Get Moving Celebration! Today, let's think about what we know about rolling objects down a ramp. Then we can practice explaining to our visitors what we know about *transportation*.



Getting Ready

Remind children about the Need for Speed experiment that they did in STEM Center. Have children turn to a partner and take turns telling one thing that they learned during the experiment. **Were all the ramps the same height? How can you make the wheeled toys move faster or slower?** Have children take turns holding Javi to report what their partner learned.

Assign children to the train, plane, or Need for Speed station for the Let's Get Moving Celebration. You will also need to choose the conductor to lead the children in the singing of "Who Will Win the Race?"

Provide time for children to practice explaining what they have learned about trains, planes, or ramps at their assigned station. Begin to set up the classroom for the celebration so children can practice in the appropriate areas. At the train station, children will also display and share their class box train that they made during the Creativity Station Center. At the plane station, children will also give instructions for folding a paper airplane and hold a flying contest. At the Need for Speed station, children will also explain what happens when they push a toy on a flat surface versus a ramp. Have children work with a partner to practice speaking so that their speech is understood by adult visitors to the school. Encourage children to speak at a comfortable pace, enunciate all sounds within words, and use an easily heard volume.



Academic Vocabulary

describe box

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

ELL

Getting Ready Children may act out what they have learned about *transportation*. But support children's speaking so that speech is understood by other adults in the school by having children repeat after you. **AUDITORY**

Welcome to Today

15 minutes

Meet and Greet

- As children enter the room, express your enthusiasm for today's celebration.
- Have children pause and think about their mood and then place their picture on the Mood Meter.



Sing, Rhyme, and Shout

On the Go! Play the recording of the song. Have children sing along, changing the lyrics to focus on the final winner of the fastest kind of *transportation* from the outcome of the votes on Day 4. For example, the last line of the song might be *the jet, the jet!* Have children perform a corresponding gesture. Practice the song again with your song “conductor” to prepare for the Let’s Get Moving Celebration.



Learning Outcomes

The child

- speaks so that her speech is understood by the teacher.
- demonstrates understanding of terms used in the instructional language of the classroom.

What You Need

- Sing, Rhyme, and Shout: “Who Will Win the Race?”
- Vocabulary Cards: *car, boat, jet*
- attendance chart, helper chart

Theme Vocabulary

transportation

Concept Vocabulary

car boat
jet

Academic Vocabulary

identify

Morning Meeting

- Attendance** Have children place their name cards on the attendance chart. Display Vocabulary Cards *car, boat, and jet*. Have children put their name card on the attendance chart when you hold up their favorite mode of *transportation*. Ensure children demonstrate that they understand terms used in the instructional language of the classroom by moving in the correct direction.
- Helper Chart** Have children reflect on what they did this week, using speech that is clearly understood. **Please tell me one part of your job that you enjoyed the most.**
- Weather** Review the weather from the week. Remind children of days that it rained or snowed, days that there was sunshine, and days that were hot or cold. **What was your favorite weather this week?** Have children remain focused on the group activity as they contribute responses that are appropriately related to the topic.
- Today's Events** **Today we will have our Let's Get Moving Celebration!**

DIFFERENTIATED SUPPORT

Extra Support

Weather Model contributing responses that are appropriately related to the topic. For example, **My favorite weather was the warm, sunny day because I was able to go for a hike.** Demonstrate nonverbal conversational rules through your facial expressions. Have children use this sentence frame: *My favorite weather was _____ because _____.* Encourage children to demonstrate nonverbal conversation through facial expressions. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- typically uses complete sentences of grammatical complexity usually with subject, verb, and object order.
- uses possessive pronouns.
- names at least 20 upper-case letters in the language of instruction.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *Ready, Steady, Race!*
- Read More About It Book: “How Will You Get There?”
- T-chart
- Vocabulary Cards: *car, jet, boat, tires, motors*
- Magnetic Letters: C, G, I, L, N, Q, R, U, W

On the Go!

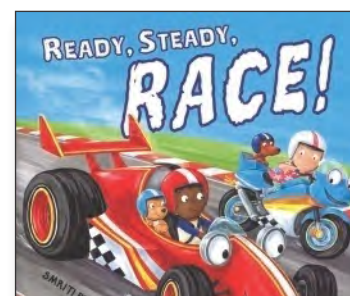
? **What is your favorite kind of transportation and why?** Ask children the weekly question: *What is your favorite kind of transportation and why?* Ask children to raise their hands if they have changed their minds about their favorite *transportation* from earlier in the week. Call on children to explain why they now have a different favorite way to get “from here to there.”



Ready, Steady, Race! and “How Will You Get There?”

Invite children to be seated.

- 1 Remember** Turn to p. 2 in *Ready, Steady, Race!* Reread “Welcome, welcome, champion racers.” *All of these vehicles are racing to the finish line, the line you have to cross first to win the race.* Turn through pages and focus on the words *zoom, zoom, zooming* on p. 4. Work with children to recognize that the words describe how fast the *cars* are going.
- 2 Reread** Reread the Read More About It text “How Will You Get There?” with a focus on where the kinds of *transportation* are going and how fast or slow they are *traveling*. As you read p. 10, say: *You would ride a bike to a place that is near.* Then show *steep* with your forearm at a steep angle. *It must be hard for the big bus to get up the steep mountainsides. It must be going very slowly.* After you read p. 11, say: *The truck carries a heavy load. Do you think it is going fast or slow? What can we say about the jet?* Guide children to use a complete sentence of grammatical complexity with subject, verb, and object order by repeating and completing this sentence: *The jet flies to another _____.* *Yes, it is traveling to another country. It must be moving very fast to travel that far away.*
- 3 Compare** Have children use information they learned from *Ready, Steady, Race!* and “How Will You Get There?” to categorize the kinds of *transportation* based on speed. Display a T-chart with columns labeled *Slow* and *Fast*. Give students the following to categorize: Race Car Rani, Trini Train, Speedboat Sam, the bike, the bus, the truck, and the *jet*. Ask children to give reasons for their decisions as you write them on the chart.



DIFFERENTIATED SUPPORT

Engage and Extend

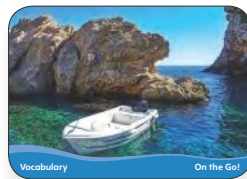
Compare For children who need more of a challenge, ask them to categorize Motorbike Mike and support their decision with reasons from *Ready, Steady, Race!* AUDITORY

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 children to the following prompts: *Where does a boat travel? What does a car travel on? Besides the sky, where could you see a jet? What else has two wheels like a motorcycle? How do the tires on a car move?*



Language and Communication

Possessive Pronouns Children will use possessive pronouns correctly when speaking.

- Point to a boy's backpack. Say: *This backpack belongs to the boy. The backpack is his.* Point to another boy's backpack. Then say: *Who does this backpack belong to?* Have children point to the boy whom it belongs to. *The backpack is his.*
- Use various possessive pronouns (*my, mine, his, her, hers, our, ours, their, theirs*) in sentences as a model for children. Then have them try using the words in sentences with a partner.

Alphabet Knowledge

Review Cc /k/, Gg /g/, Ii /i/, Ll /l/, Nn /n/, Qq /kw/, Rr /r/, Uu /u/, Ww /w/ Tell children that today you will play a game with letters and sounds.

- Display the magnetic uppercase letters *C, G, I, L, N, Q, R, U,* and *W.* Review the name and sound for each letter.
- Put the letters in a bowl and mix them up. Pour them onto the table and make sure each letter is facing up. Say a sound and have children point to the uppercase letter that spells that sound. Then have children name the uppercase letter and write the uppercase letter in the air, making the correct order of movements.
- Repeat until each uppercase letter has been named at least once.

Transitions

Near and Far

Invite children to stand and take a big stretch! Have children echo you as you model the fingerplay, then have children join in.

| | |
|-----------------------------|-------------------------|
| On a bike, or on a plane, | (point to friend) |
| On a boat, or on a train, | (point to other friend) |
| On a rocket to the moon, | (point up) |
| Hope to see you again soon. | (wave) |

Theme Vocabulary

| | |
|----------------|--------|
| transportation | travel |
|----------------|--------|

Concept Vocabulary

| | |
|------|-------|
| car | jet |
| boat | tires |

Academic Vocabulary

| | |
|----------|------------|
| describe | possessive |
| belong | pronouns |



CHECK FOR UNDERSTANDING

IF . . . children have difficulty matching the uppercase letter to the letter sound,

THEN . . . review the letter name and letter sound. After a couple rounds of play, say the sound again for the letter with which the children had difficulty. Ensure that children can match the letter and name it after the review.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•216).

Small Group

- **Math: Spatial Sense** Let's slide, flip, and turn more shapes. Remember, when we slide, flip, or turn a shape, it does not change. It stays the same shape. Gather children at a low table or on the floor. Use the set of foam attribute blocks again. This time, allow children to be more interactive. Lay out a triangle, a circle, a square, and a rectangle. Point to a shape and have a child name it and then slide, flip, or turn it. After the child slides, flips, or turns the shape, guide children to use this sentence frame: *This is still a ____*.

► **ELL Access**

Internalize Vocabulary

Emerging Review the names of basic shapes with children. Hold up a triangle from the set of foam attribute blocks. *This is a triangle*. Have children repeat the sentence. Then display a circle. *This is a circle*. Hold up both. *What is this? And what is this?*

Developing Review the names of basic shapes with children. Display a triangle and a square from the set of foam attribute blocks. *Point to the triangle*. *Point to the square*. Then hold up a square. *Is this a triangle? No. It is a square*.

Expanding Review the names of basic shapes with children. Display a rectangle, a circle, and a square from the set of foam attribute blocks. *Which is the rectangle? Which is the circle? Which is the square?*

Bridging Review the names of basic shapes with children. Hold up the four shapes from the set of foam attribute blocks. Have children use complete sentences to tell you their names.

- **Literacy: Alphabet Knowledge** Provide each child with a sensory tray filled with sand or take the group to the sand table. Ask: *What letter spells this sound, /kw/, /kw/?* Have children write the uppercase letter that spells that sound: Q. Repeat for sound /k/ spelled C, /g/, /i/, /l/, /n/, /r/, /u/, and /w/.

► **ELL Access**

Oral Language Production

Emerging Carefully pronounce the letter sound /kw/. Have children repeat. Have children monitor the oral language production and self-correct. Repeat with /k/, /g/, /i/, /l/, /n/, /r/, /u/, and /w/.

Developing Say *quarter*. Have children repeat. Have children monitor the oral language production of /kw/ and self-correct as needed. Repeat with *castle* /k/, *guitar* /g/, *igloo* /i/, *lemon* /l/, *nose* /n/, *robot* /r/, *uncle* /u/, and *waffle* /w/.

Expanding Say the letter sound /kw/, and then ask children to volunteer words that begin with the same sound. Have the group repeat the words, monitoring their pronunciation and self-correcting. Repeat with the sounds /k/, /g/, /i/, /n/, /r/, and /w/.

Bridging Say a word that begins with /kw/. Have children repeat it, monitoring their pronunciation and self-correcting. Then ask: *What letter makes the sound you hear at the beginning?* Have children write the letter in the sand or air as their response.

Math Circle

15 minutes

Classification and Patterns

Recall with children the pattern activities they did. *We used shapes to make patterns. We created our patterns by repeating an order of shapes. Today we will be reviewing patterns.*

- 1 **Engage** Create a pattern using four alternating blue and red square attribute blocks. Ask children if they recognize the pattern. *Do you see the color pattern?* Ask children to name the pattern. For example: blue square, red square, blue square, red square. Have volunteers come up and add a blue and a red square to extend the pattern. Turn the squares in the pattern by rotating them a quarter turn. *Are the shapes still the same? Is the pattern still the same?* Guide children to understand that the shapes and the pattern remain the same.
- 2 **Develop** *Let's create a new pattern with shapes that are all one color.* Ask children to vote on the two shapes of attribute blocks they want to use. Place two of the shapes, such as a triangle and a rectangle. *This is the start of our pattern. What shape comes next?* Place the shape, and have children name the next shape in the pattern. Invite volunteers to turn the shapes in the pattern as they desire. *Do the shapes stay the same? Does the pattern stay the same?*
- 3 **Practice** Call on volunteers to extend the pattern with two more shapes. Have another child turn those shapes. Emphasize that the shapes and the pattern remain the same. Then work with children to create a new pattern with two different shapes, such as squares and circles.



Learning Outcomes

The child

- turns shapes to demonstrate that the shapes remain the same.
- recognizes patterns.
- creates patterns.

What You Need

- Attribute Blocks

Academic Vocabulary

| | |
|---------|--------|
| shapes | same |
| turn | create |
| pattern | |



Snack Time

15 minutes

Snack Patterns Demonstrate making a pattern with different snacks as you distribute them to children, such as an apple to one child, an orange to the next child, and so on. Have children talk about the patterns they could make if they had round crackers, square crackers, and grapes.

DIFFERENTIATED SUPPORT

Engage and Extend

Change Patterns Demonstrate making a pattern with different snacks as you distribute them to children, such as an apple to one child, an orange to the next child, and so on. Have children talk about the patterns they could make if they had round crackers, square crackers, and grapes.

Let's Celebrate

25 minutes

Learning Outcomes

The child

- is able to use language for different purposes.
- remains focused on engaging group activities for up to 20 minutes at a time.
- speaks so that her speech is understood by other adults in the school.
- shares class-made written products.
- celebrates class-made written products.
- uses language to describe concepts associated with the passing of time.

What You Need

- 5x5 Card: All Kinds of Vehicles
- Sing, Rhyme, and Shout: “Who Will Win the Race?”
- class train box, paper, wheeled toy, flat surface, ramps, Javi

Academic Vocabulary

box different
describe shape

Outdoor Play

20 minutes

Simon Says As you play “Simon,” call out different movements using different positional and locational words.

Let's Get Moving

Invite children to finish out a month-long exploration of the theme On the Go! by having a celebration where they share what they've learned about the theme question: *How do we get from here to there?*

Meet and Greet

Have children greet the visitors as they arrive. Encourage children to smile and shake the visitors' hands or give a high five. Have children show the visitors to the appropriate area for listening to the song.

Sing

Have your “conductor” help lead the song. Have children sing a version of “Who Will Win the Race?” that focuses on the final winner of the fastest kind of *transportation*. For example, the last line of the song might be *the jet, the jet!* Have children perform a corresponding gesture.



Let's Celebrate

All Aboard!

Have children assigned to the train station invite visitors to join them. Have them help the visitors step inside the class box train that they created during Centers. Have children show and talk about the different box cars on a train and the engine. Children will explain what they have learned about trains, speaking so that their speech is understood by the visitors to the school. Remind children to speak at a comfortable pace, enunciate all sounds within words, and use an easily heard volume.

Up in the Air

Have children that are a part of the plane station invite visitors to join them. Children will explain what they have learned about planes and plane *travel*, speaking so that their speech is understood by all. Remind children to speak at a comfortable pace, enunciate all sounds within words, and use an easily heard volume. Have children give instructions to the visitors for folding a paper airplane. Have a flying contest with the guests!

Need for Speed

Have children who are a part of the Need for Speed station invite visitors to join them. Children will show and explain what happens when they push a wheeled toy on a flat surface versus a ramp. Have children use language to describe concepts associated with the passing of time, using the terms *faster* and *slower* to describe the motion of the vehicles. Encourage children to speak so that their speech is understood by everyone, speaking at a comfortable pace, enunciating all sounds within words, and using an easily heard volume. Children will then invite the visitors to experiment with pushing the vehicle on a flat surface and on a ramp.

Let's Reflect

Invite the children and visitors to sit in one big circle. Have children and visitors pass Javi around to take turns reflecting about what they liked most about this celebration. Encourage children to attend to others' responses to help them remain focused on the group activity.

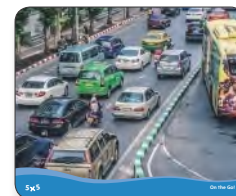
Give a thumbs-up if you have the same activity that you liked the most. Give a thumbs-down if you liked a different activity more.

Have volunteers share, celebrate, and present the class-made written product that they chose from products created during Literacy Circle, Small Group Time, and in Centers throughout the theme, On the Go!



5 x 5

My Favorite . . . Point to the bus in the picture and model using appropriate language to explain why it is your favorite vehicle. Have children use appropriate language for the purpose of naming their favorite vehicle and explaining why.



SEL Snack Time

15 minutes

Travel Snacks Have children pretend they are eating their snack in the dining *car* on a train, at their tray table on a plane, or in the dining hall of a big *boat*. Ask them what they think the movement would feel like while they eat. Encourage children to use language to describe concepts associated with the passing of time, using the terms *faster* and *slower* to describe the motion of the vehicles.

Learn and Play

90 minutes

Learning Outcome

The child

- creates shapes.

What You Need

- toy cars, common objects in the shape of a cube, cone, sphere, and cylinder
- Trade Book: *Ready, Steady, Race!*

Center Time

30 minutes

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

Academic Vocabulary

| | |
|-----------|----------|
| different | 3D |
| shape | cube |
| cone | cylinder |
| balls | cans |
| create | |

Rest Time

30–45 minutes

Deep Breathing Have children take deep breaths in slowly through the nose and out slowly through the mouth.

DIFFERENTIATED SUPPORT

3-Year Olds

3D Shapes Provide sentence frames for younger children to ask for an object: *May I please use the _____?*
AUDITORY

Let's Move

Compare Lengths Have children work in pairs. Each child will choose a toy *car* and set it on a smooth surface, such as a long tabletop or wood floor.

- *It is time to race! Ready, steady, race!* At the same time, the children give the *car* one big push.
- Have children decide which *car traveled* the farthest.
- Have children decide to keep the *car* that they have or trade it for a different *car*. Have them race again.

3D Shapes Divide children into groups of three. Provide children with common objects that are in the shape of a cube, cone, sphere, and cylinder, such as boxes, traffic cones, balls, and cans. Have children work together to create real-world objects from the solids.



Let's Talk

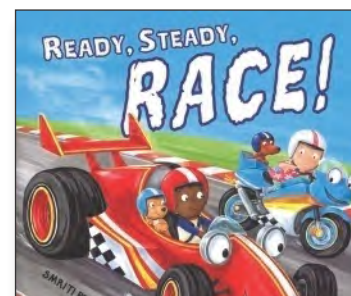
Participation Engage children in conversation during 3D Shapes to encourage them to work together.

- How can we include everyone in the activity? Did you have a different idea to use that object? Can you share an idea with your friend about where to place that object?



Let's Read

Verbal Usage Turn to pp. 16–17 of *Ready, Steady, Race!* Read the first two sentences. *It says his motor. Who does the choking motor belong to?* Point to the picture. Pause for children to respond. *I see that the choking motor belongs to Motorbike Mike.*



Alphabet Knowledge Stay on p. 16. Say letter sounds, such as /k/, /j/, /g/, /n/, /u/, /a/. Have children point to the uppercase letter on the page that spells the sound.



Centergize

creative options for

theme-specific centers,

for **routine-oriented**

centers, and for ideas to

refresh centers throughout

the theme

CENTERGIZE

Centergize!

Engage children in purposeful play with **Centergize!**

Centergize offers creative options for theme-specific centers, routine-oriented centers, and ideas to refresh your centers throughout the theme.



Centergize Your Theme Centers

Find ideas for eight Theme Centers that provide hands-on learning tied to skills and strategies in the theme. Multiple suggestions for changes to Centergize your centers keeps them fresh throughout the theme.

Centergize Your Choice Centers

Find ideas to customize, or Centergize, routine-oriented Choice Centers that you have in your classroom, so children can engage in more independent, purposeful play.

Centergize Theme Centers

Children explore the theme through purposeful play. **Theme Centers** connect to the theme **On the Go!** 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 | Row, Row, Row Your Boat 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>Row, Row, Row Your Boat</i> |
| ABC Fun | My Alphabet Book Use different art tools to trace letters, and then name them. | <ul style="list-style-type: none"> Alphabet Cards Patterns: Dotted Letter Cards, crayons, pencils, markers |
| Pretend and Learn | Time for School! Pretend to read a map and travel to school on a school bus. | <ul style="list-style-type: none"> Trade Book: <i>Let's Go!</i> chairs basic map |
| Creativity Station | All Aboard! Use art materials to create representations of train cars. | <ul style="list-style-type: none"> Vocabulary Card: <i>engine</i> small or large boxes paint, paintbrushes, and smocks |
| STEM | Where Is It? Use a variety of wheeled toys to investigate and describe the position of objects. | <ul style="list-style-type: none"> wheeled toys, such as wagons, cars, and trucks |
| Math Fun | What's the Shape? Name geometric solids based on attributes by touching them. | <ul style="list-style-type: none"> geometric solids real-life objects in the shape of cone, sphere, cube, cylinder (such as a party hat, small ball, large dice, soup can) four cube tissue boxes |
| Sand, Water, and More | Let's Make Tracks Explore the motion of toy cars and the tracks they make in play dough and sand. | <ul style="list-style-type: none"> wet and dry sand play dough small wheeled toys |
| Writer's Club | Traveling Here and There Draw and write about traveling. | <ul style="list-style-type: none"> Trade Book: <i>Let's Go!</i> chart paper, chart markers, crayons, paper, pencils |

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 **On the Go!**

| Choice Centers | Focus | Refresh |
|--------------------------|--|---|
| Dramatic Play | Mimic the actions of characters in <i>Rain, Rain, Go Away</i> . | Mimic the actions of other characters in trade books from the theme. |
| Spotlight Theater | Make stick puppets using the pictures found in <i>Patterns</i> to retell the stories in this theme. | Use puppets to act out methods of transportation. |
| Cozy Corner | Look through picture books and choose the one of greatest interest. Discuss their choice with a friend. | Compare and contrast modes of transportation shown in this theme's trade books. |
| Puzzle Place | Play a matching game to sort shapes. | Play with the airplane counting boxes. |
| Build and Play | Use small blocks to build a town and travel through the town using small vehicles. | Identify shapes in the structures they build using blocks. |
| Technology Hub | Use an application or game that explores different ways objects can move. | Complete digital coloring pages of transportation images by selecting their favorite colors. |
| Make It, Take It | Color, cut, and paste to create an original picture. Use letters to write words or parts of words to describe the picture and include punctuation. | Draw a picture of a transportation vehicle. Identify and name the shapes used in the drawing. |
| How-To Station | Follow illustrated directions to construct a simple building brick vehicle. | Practice locating objects in the classroom using a map. |

Theme Center: Reading and Listening

Learning Outcomes

The child

- engages in reading-related activities.
- responds to different musical styles through play.
- practices safe behavior while using digital resources.

What You Need

- computers or other digital devices
- headphones
- SavvasRealize.com: Theme Big Book, Trade Books, Read More About It Book

Academic Vocabulary

Throughout the theme, prompt students to use the Academic Vocabulary as they are interacting in centers.

words

picture

page

Row, Row, Row Your Boat

Prepare the Center

Children will follow along with *Row, Row, Row Your Boat* using SavvasRealize.com. As children listen, they will pantomime the actions. Then they will quietly sing the song and engage in pretend-play as they act it out.

Introduce

- 1 Look and See** Display *Row, Row, Row Your Boat* on a digital device, such as a tablet. *When I use this tablet, I follow important rules. I only listen to the book that my teacher tells me to. I only push the buttons I know how to use.*
- 2 Connect** We will use the tablet to read *Row, Row, Row Your Boat*. Click through the book and display pages that include transportation. *What vehicle do you see?*
- 3 Model** Tell children that they will use a “listen for” as they read. *Each time I hear Row, row, row your boat, I will pretend I am rowing a boat. When I hear other repeated words, like Drive, drive, drive your car, I will pretend to do that too!*

After reading, have children sing the traditional first verse of *Row, Row, Row Your Boat* and pretend-play that they are rowing out to an island for a day of fun.

Engage

- 1 Join the Group** Ask children about their reading activity: *What words do you hear repeated on this page? What do you see in the picture? How will you act it out?*
- 2 Redirect** If children become distracted, ask them to echo the words after each page is read.

Observe

Listen and look for children who follow along with the digital text.

Safe Behavior Do children listen to only the assigned book?

Respond to Music Do children quietly sing and act out the song?

Centergize!

Ideas to refresh this center throughout the theme



Let's Go!

Add SavvasRealize.com: *Let's Go!*

Have children follow along with SavvasRealize.com *Let's Go!* as they act out the movements. Then tell them to quietly sing "The Wheels on the Bus" as they pantomime actions.



Freight Train

Add SavvasRealize.com: *Freight Train*

Have children follow along with SavvasRealize.com *Freight Train*. Tell children to point to each train car on the freight train as it is introduced.



The Ugly Truckling

Add SavvasRealize.com: *The Ugly Truckling*

Have children follow along with SavvasRealize.com *The Ugly Truckling*. Tell children to shake their heads "no" each time the Ugly Truckling asks if she belongs.



Ready, Steady, Race!

Add SavvasRealize.com: *Ready, Steady, Race!*

Have children follow along with SavvasRealize.com *Ready, Steady, Race!* Tell children to pretend they are driving each of the different vehicles.



Reader's Choice!

Add SavvasRealize.com: Trade Books and Read More About It Books from this theme and previous themes

Have children choose a favorite book from this theme or earlier themes and listen along with the digital text.

Theme Center: ABC Fun

Learning Outcomes

The child

- self-selects other written materials to engage in pre-reading behaviors.
- names at least 20 upper- and at least 20 lower-case letters in the language of instruction.

What You Need

- Alphabet Cards: *Aa, Bb, Cc, Dd, Ff, Gg, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Ww*
- Patterns: Dotted Letter Cards, Letters in My Name Chart
- cotton swabs, paint
- Snap Cubes, Magnetic Letters
- small car with wheels, small pan
- paper, construction paper, crayons, pencils, markers

Academic Vocabulary

letter uppercase
lowercase

Teacher Note

Every day, collect the papers that children have worked on. Toward the end of the theme, put the papers together in an alphabet book for each child.

My Alphabet Book

Prepare the Center

Children will use a variety of methods and materials to make letters they can use to create an alphabet book.

Introduce

- 1 **Look and See** Display the Alphabet Cards, and help children name some of the letters.
- 2 **Connect** *You have learned a lot of letters! You are going to make lots of letters so you can make your own alphabet book.*
- 3 **Model** Use a Dotted Letter Cards pattern to model how to connect the dots to make letters. *When I connect the dots, I can use markers, crayons, a pencil, or all three!* Show children how to use different art utensils to trace the dots. Then name the letter.

Engage

- 1 **Join the Group** Have children name the letters before they trace the dots. *What letter do you think that will be when you finish tracing the dots? How do you know?*
- 2 **Redirect** If children have difficulty naming letters they are working on, give them the appropriate Alphabet Cards and guide them to name the letters.

Observe

Listen and look for children who are able to name letters.

Letter Names Can children name many uppercase and lowercase letters?

Centergize!

Ideas to refresh this center throughout the theme



Paint the Dots

Add cotton swabs, paint, Dotted Letter Cards patterns

Have several copies of Dotted Letter Cards patterns ready at the center. Have children dip cotton swabs into the paint and paint the dotted lines on the Dotted Letter Cards.



Snap Cube Letters

Add snap cubes, paper, crayons

Have children use the snap cubes to form a letter. Then have them place it on a piece of paper and trace around it.



Drive a Letter

Add small pan, small car with wheels, paint, construction paper

Have children dip the car wheels into a small pan of paint, and then use the wheels to paint a letter.



Letters in My Name

Add magnetic letters, copies of Letters in My Name Chart (pattern)

Have children find the magnetic letters that are in their names, place them in the “Letters in My Name” column, and trace them. Then have them choose a few letters that aren’t in their names, place them in the “Letters Not in My Name” column, and trace them.



My Alphabet Book Cover

Add construction paper, crayons

Have children create a cover for their alphabet books.

Theme Center: Pretend and Learn

Learning Outcomes

The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common plan.
- combines more than one idea using complex sentences.
- writes own name (first name or frequent nickname) using legible letters in proper sequence.
- connects [his] life to events.
- explores geography resources.

What You Need

- Trade Book: *Let's Go!*
- chairs (at least one per child in center)
- basic map
- conductor's hat, pilot's cap, nautical cap, blanket or quilt, play doctor's set, doll

Academic Vocabulary

| | |
|--------|--------|
| school | travel |
| map | street |

Time for School!

Prepare the Center

Children will pretend to travel to school on a school bus. Set up the center like the inside of a bus, with two rows of seats and one seat up front for the driver.

Introduce

- 1 Look and See** Ask children to identify the vehicle on the cover of *Let's Go!* Ask children how buses are connected to events in our day. Explain that many children ride buses to and from school each day.
- 2 Connect** *Have you ever been on a school bus?* Allow children to share their experiences. Encourage them to combine more than one idea using complex sentences as they share. Then explain that in this center they will pretend to drive or ride to school on a school bus. Tell children to pretend that they are riding a bus on the first day of school. Provide them with nametags and have them write their name using legible letters in proper sequence. Then show them a basic map and explain how to integrate the map into their play.
- 3 Model** *I am the school bus driver.* (Point to a spot on the map.) *My first stop is on Jones Avenue. I will drive to Jones Avenue and pick up the students.*

Engage

- 1 Join the Group** Ask children to talk about how maps can help us. Encourage them to use words such as *school*, *travel*, *map*, and *street* as they talk. *Why are maps important? How can people use maps to help them?*
- 2 Redirect** If children become distracted, ask them to tell you something they could use a map to help them do.

Observe

Look and listen for children who connect riding a bus with daily school events and who explore using a map as they play.

Make Connections Do children connect riding a bus with arriving at or departing from school?

Explore Resources Are children able to incorporate the map into their pretend play?

Share a Plan Do children show evidence of sharing a common plan (arriving at school) through their play?

Centergize!

Ideas to refresh this center throughout the theme



All Aboard!

Add conductor's hat

Position chairs in groups as though they are separate train cars. Provide a small step stool for the train conductor's seat. Encourage children to pretend they are traveling aboard a train. Have them indicate on the map where they want to travel.



Vroom! Vroom!

Have children pretend they are wearing a motorcycle helmet and are traveling by motorcycle. Encourage children to imagine themselves driving in all types of weather. Have them indicate on the map where they want to travel.



Earn Your Wings

Add pilot's cap

Position chairs in rows as though they are seats on a plane. Place two chairs separate from the rows for the cockpit. Encourage children to pretend they are traveling aboard an airplane.



Let's Set Sail

Add nautical cap, blanket or quilt

Spread out a large blanket or quilt on the floor and tell children to imagine that the blanket is a boat. Have one child wear the nautical cap and steer the boat while others pretend that they are traveling over water.



Emergency!

Add play doctor's set and doll

Have children imagine that a mild emergency has occurred, such as a doll falling and getting a skinned knee. Have children imagine they are medical responders who respond to the emergency call and transport the patient.

Theme Center: Creativity Station

Learning Outcomes

The child

- observes properties of common objects.
- describes properties of common objects.
- discusses properties of common objects.
- uses art as a form of creative representation.

What You Need

- Vocabulary Cards: *engine*, *caboose*, *freight*
- small or large boxes
- paint, paintbrushes, and smocks
- Read More About It Book: “The Hungry Crows”

Academic Vocabulary

create represent

Teacher Note

The train cars created in this center will be used as one station in the Theme Celebration Day in Week 4. Visitors will be invited to visit the center to have children explain what they have learned about the types of train cars.

You may choose to provide one large box for children to work together to create or give each child a small box to paint individually.

All Aboard!

Prepare the Center

Children will use art materials to create representations of train cars. Set up the center with small or large boxes and supplies for painting.

Introduce

- 1 Look and See** Ask children to look at the Vocabulary Card *engine* and observe, describe, and discuss the properties of a train engine.
- 2 Connect** We've learned about different types of train cars. What do you remember about the train's engine? Allow children to share their ideas. How can we use paint to make this box look like a train's engine?
- 3 Model** Model by starting to paint the engine car. Demonstrate tying the smock around your clothing, placing an appropriate amount of paint on the paintbrush, and painting slow, wide strokes to cover the box with paint.

Engage

- 1 Join the Group** Ask children to explain their use of colors and techniques as they create the representation of the train engine. Encourage children to use words such as *create* and *represent* as they talk about their choices. Why did you choose this color? What will you do to make this part look like a train engine?
- 2 Redirect** If children lose focus, redirect by asking them to describe a train engine and comparing their description to their representation.

Observe

Look and listen for children who use the materials to create an appropriate representation.

Using Art Do children's completed projects bear an appropriate resemblance to a train's engine? Can they describe their representation and talk about the steps they took when working on it?

Centergize!

Ideas to refresh this center throughout the theme



Make a Freight Car

Add Vocabulary Card: *freight*

Have children look at the Concept Vocabulary Card *freight* and then repeat the main activity to create a freight car for the train. Invite children to load their freight car with blocks or other types of “freight” from the classroom.



Make a Refrigerator Car

Add Read More About It Book: “The Hungry Crows”

Have children look at the illustration of the refrigerator car on p. 6 of “The Hungry Crows.” Have children describe and discuss the properties of the refrigerator car and then create a refrigerator car for the train. Then invite children to load the car with imaginary foods, such as apples.



Make an Auto Carrier

Add Read More About It Book: “The Hungry Crows”

Have children look at the illustration of an auto carrier on p. 6 of “The Hungry Crows.” Have children describe and discuss the properties of the auto carrier and then create an auto carrier for the train. When children have completed this car, invite them to load it with wheeled toys from the classroom.



Make a Hopper Car

Add Read More About It Book: “The Hungry Crows”

Have children look at p. 7 of “The Hungry Crows.” Have children describe and discuss the properties of the hopper car. Then have children repeat the main activity to create a hopper car for the train. Invite children to imagine pouring a load of grain into their completed hopper car.



Make a Caboose

Add Vocabulary Card: *caboose*

Focus children’s attention on the Concept Vocabulary Card *caboose*. Have children repeat the activity to create a caboose for the train. Remind children to refer to the Vocabulary Card to observe the properties of a caboose and represent those properties in their artwork.

Theme Center: STEM

Learning Outcomes

The child

- observes position of objects.
- investigates position of objects.
- describes position of objects.
- discusses position of objects.

What You Need

- wheeled toys, such as wagons, cars, and trucks
- short and tall ramps, masking tape, blocks, sand timer, ball, jump rope, globe

Academic Vocabulary

| | |
|---------|-----------|
| left | right |
| above | beside |
| below | behind |
| after | before |
| between | bottom |
| front | middle |
| under | top |
| around | beginning |
| down | end |
| far | finish |
| in | up |
| start | near |

Where Is It?

Prepare the Center

Provide a variety of wheeled toys to investigate the position of objects.

Introduce

- 1 Look and See** Place two wheeled toys side by side in the center. Explain that we can use words to describe and discuss the position of objects. *The cars are beside each other.*
- 2 Connect** *I can use the word beside to describe how these two toys are parked. They are beside each other.* Explain that children will play with the toys and use location and position words to describe them.
- 3 Model** Push one of the toys ahead of the other. *How can we describe the toy's position?* Allow children to respond, and make comments, such as: *Yes, this toy is behind the other toy.*

Engage

- 1 Join the Group** Encourage children to use multiple location and position words as they talk, such as *left, right, above, beside, below, behind, after, before, between, bottom, front, middle, under, top, around, beginning, down, end, far, finish, in, up, start, and near.* *Which toy is closest to where you started pushing it? How would you describe its position?*
- 2 Redirect** If children are unable to describe or discuss position, give them a position word and have them move the toy to match the word.

Observe

Look and listen for children who use appropriate words to describe and discuss the toy's position.

Observe and Investigate Are children able to discern differences in positions?

Describe and Discuss Are children able to use appropriate vocabulary to describe and discuss the position?

Centergize!

Ideas to refresh this center throughout the theme



Need for Speed

Add short and tall ramps

Have children experiment by playing with wheeled toys on short and tall ramps. Have children discuss how ramp height affects the speed the toy travels, using words such as *faster* and *slower*.



Which Is Fastest?

Add sand timer

Use masking tape to create two tracks on the floor: one straight and one zigzag. Use a sand timer and have partners time each other as they push a large wheeled toy on each track. Then have children compare and discuss their results.



Pushes

Add masking tape

Mark a starting and ending point on the ground with masking tape. Have children use different pushes to see how many small pushes it takes to make a wheeled toy cross the end line. Then have them repeat using big pushes and compare their results.



Pulls

Add blocks

Mark a starting and ending point on the ground with masking tape. Have children pull an empty wagon from the starting to ending point. Then have them fill the wagon with an increasing number of blocks and pull the wagon again each time. Have children discuss how adding weight affects the amount of pull necessary to move the wagon.



How Does It Move?

Add ball, jump rope, globe

Have children play with the wheeled toys and objects in the center, discussing their movements using location and position words such as *up*, *down*, *around*, *spin*, *faster*, and *slower*.

Theme Center: Math Fun

Learning Outcome

The child

- names common shapes.

What You Need

- geometric solids
- real-life objects in the shape of a cone, sphere, cube, cylinder (such as a party hat, small ball, large number cube, soup can)
- cube tissue boxes, one per solid and one per child
- rectangular boxes, such as tissue or shoe boxes, one per child
- precut squares (sized to match squares on boxes)
- line-drawn circles
- modeling clay
- empty coffee cans, one per child
- construction paper, glue

Academic Vocabulary

| | |
|------|--------|
| side | corner |
| flat | roll |

What's the Shape?

Prepare the Center

Children will name geometric solids after exploring attributes using their sense of touch. Prepare the center by placing one geometric solid manipulative (cone, sphere, cube, cylinder) into each cube tissue box for children to reach into and identify. Have a real-life object in the shape of each solid on display as well.

Introduce

- 1 Look and See** Draw children's attention to the row of tissue boxes. Explain to children there is a shape in each one that they cannot see. Point to the real-life objects. *Each of the shapes inside looks like one of these objects.*
- 2 Connect** *Have you ever reached into your backpack to feel for something? You use your sense of touch to feel for the object you are looking for!* Point to one of the tissue boxes. *How can we tell what shape is inside if we cannot see it? That's right, we can feel the sides and corners to help us figure it out.* Pick up the cube and point out the sides and corners.
- 2 Model** Perform a think-aloud as you model the activity. *I feel a shape that has no sides or corners. When I put it down again, it rolls. I think this is a sphere.* Demonstrate how to pull the shape out of the box to check your answer. Explain that they should then find the real-life object with that shape.

Engage

- 1 Join the Group** Ask children what attributes they are using to help them name the shapes. Encourage them to use words such as *side*, *corner*, *flat*, and *roll* as they talk. *What do you feel on the shape? How does that help you make a good guess?*
- 2 Redirect** If children are unable to name the shapes without looking, have them identify whether the shape has sides and corners. Then have them pull the shape out and name it.

Observe

Listen and look for children who are able to quickly connect the attributes to discern the shapes. Particularly look for those who can distinguish between the cone and cylinder.

Name Shapes Are children able to identify attributes of geometric solids and use them to name the shape?

Centergize!

Ideas to refresh this center throughout the theme



Which Is It?

Remove two of the tissue boxes and place two geometric solids in each remaining box

Have children feel for a pre-identified shape. Have them feel each shape and pull out the one called for. Have children tell how they knew they felt the correct shape. Then have them tell how they knew the other shape was incorrect.



Cover a Cube

Remove geometric solids and real-life objects

Add cube tissue boxes (one per child), precut squares (sized to match squares on boxes), glue

Have children use a cube tissue box and squares to cover a cube. Have children paste squares onto the box, using a different color for each side. Then have children count the squares on the cube.



Cover a Cylinder

Remove tissue boxes, cone, cube, and sphere geometric solids and real-life objects

Add empty coffee cans (one per child), line-drawn circles

Have children identify the shapes that make up a cylinder's flat surfaces (circles). Then have children cut out and glue circles onto the flat sides of the can.



Create a Sphere

Remove tissue boxes, cone, cube, and cylinder geometric solids and real-life objects

Add modeling clay

Have children use modeling clay to create spheres of different sizes. Then have children describe their spheres to a partner.



Shape City

Have children identify places where we see geometric solids in the environment. Then have children use the geometric solids they've created to build things they would see in a city. Encourage children to name and discuss each type of solid used, including why it's a good choice for its use.

Theme Center: Sand, Water, and More

Learning Outcomes

The child

- describes properties of common objects.
- discusses properties of common objects.
- investigates motion of objects.

What You Need

- wet play dough, dry play dough
- wet sand, dry sand
- small wheeled toys
- mild soap solution, washcloths, toy boxcar, measuring cups, transportation vehicles, lightweight blocks

Academic Vocabulary

push motion
property

Teacher Note

Wet sand can be used as an alternative for creating and investigating the vehicle tracks in the activity.

Let's Make Tracks

Prepare the Center

Children will discuss properties of wheeled toys and create different kinds of tracks by rolling wheeled toys on play dough. Gather an assortment of play dough choices and small wheeled toys.

Introduce

- 1 Look and See** Direct children's attention to the center. Explain that they will discuss the properties of different forms of sand and play dough. *How does the dry sand feel? Does it feel the same or different from the wet sand? Feel the dry piece of play dough. Is it soft or hard? Does it feel the same as the wet play dough?*
- 2 Connect** Vehicles, such as trucks and cars, roll on wheels. When the toys roll, they move. They have motion. There are different ways to show how objects move such as *straight, back and forth, round and round, and zigzag*. When the toy cars move, the wheels may make tracks. These tracks can look different when the object moves in a different way. Tell children they will use different motions to investigate the types of tracks the motions create.
- 3 Model** Roll a toy car in a straight motion across the wet play dough. *What do you see? What do you think will happen if I roll the truck on the dry play dough?* Roll the truck across the dry dough and show that it didn't make tracks. *Then I will roll it again with a curvy, and then in a zigzag line. When I'm finished making tracks, I will look closely to see how the tracks are alike and different.* Have children explore moving the toy cars on the different types of sand and play dough.

Engage

- 1 Join the Group** Encourage children to use words such as *push, property, and motion* as they discuss their investigations. *Which material worked best to make the different tracks? Which material was easier to make a straight line with the car?*
- 2 Redirect** If children become distracted, tell them a motion to use and then have them describe the tracks the motion created.

Observe

Describe Properties Are children able to identify that all of the toys have wheels that allow them to move?

Investigate Motion Are children able to identify the motion that creates a track?

Centergize!

Ideas to refresh this center throughout the theme



Car Wash

Add mild soap solution, washcloths

Provide a solution made from mild, tear-free soap. Have children use washcloths to wash small and large wheeled toys. As they wash, have children describe and discuss properties of the toys, such as colors and characteristics.



Sink or Float?

Add transportation vehicles, such as boat, car, motorcycle, airplane

Have children experiment by placing different transportation vehicles in water to see which ones sink and which ones float. As they experiment, have children describe and discuss the properties of each object and how those properties cause the vehicle to sink or float.



Sailing Away

Add toy boats

Have children play with toy boats at the water table. As children play, have them describe and discuss to compare and contrast properties of the boats. For example, sail boats and tug boats both float, but only the sail boat uses sails to help it move.



Fill It Up

Add toy boxcar (or cardboard box), measuring cups

Have children fill the toy boxcar with sand using measuring cups to see how many cups it takes to fill. Then have children discuss the properties that make a box car good for moving freight. For example, a box car is large and open, so it can easily be filled with a variety of items.



How Many Can It Hold?

Add lightweight blocks

Have children place lightweight blocks onto the boat to see how many it can hold before it sinks. As children experiment, have them discuss how adding weight can affect the properties of the boat.

Theme Center: Writer's Club

Learning Outcomes

The child

- independently writes to communicate his/her ideas for a variety of purposes.
- uses appropriate directionality when writing (left to right).
- begins to experiment with punctuation when writing.

What You Need

- Trade Book: *Let's Go*
- chart paper, markers
- drawing paper, crayons, pencils
- Read More About It Book: *On the Go*

Theme Vocabulary

travel

Concept Vocabulary

| | |
|----------|----------|
| bus | tricycle |
| bicycle | train |
| airplane | truck |
| boat | car |

Teacher Note

When children begin drawing and writing about traveling, encourage them to experiment using end punctuation. Ask them guiding questions, such as: *Is this the end of your idea? What would you see at the end of an idea, or sentence, in a book? Why don't you add a period in your writing?*

Traveling Here and There

Prepare the Center

Children will draw and write about traveling. Display chart paper.

Introduce

- 1 Look and See** Display the Trade Book *Let's Go!* Have children name some of the ways that we can travel.
- 2 Connect** We are learning about different ways to travel, or go from one place to another. Tell children they will list ways to travel, and they will draw and write about traveling.
- 3 Model** One way people can travel is on a bike. I can draw a picture of a bike on our chart. Draw a simple picture of a bike to start the list. When I say the word *b-b-b-bike*, I hear the sound /b/ at the beginning of the word. I know that the letter *b* spells that sound, so I can write *b* by my picture. Repeat with the ending sound /k/ spelled with the letter *k*, so that *b k* is written next to the picture. Have children add to the list in the same way, using appropriate directionality when writing (left to right).

Engage

- 1 Join the Group** Ask children to talk about the ways to travel that they are adding to the chart. *Have you traveled this way? Tell me about what it was like.*
- 2 Redirect** If children are unable to think of ideas to add, point out examples in the Trade Book *Let's Go!* Help children think of an idea.

Observe

Observe the way children are writing as they add to the list.

Directionality Do children use left-to-right directionality when writing the letters that spell certain sounds?

Communicate Ideas Can children write independently to communicate ideas?

Centergize!

Ideas to refresh this center throughout the theme



Ways I Travel

Have children draw and write about one way they have traveled.



Traveling by Air

Have children imagine they are traveling in an airplane. Have them draw and write to tell about the things they see as they look down from the clouds.



Freight Train Conductor

Add Read More About It Book: *On the Go*
Review pp. 6 and 7 of “The Hungry Crows” and discuss things that can travel by train. Then have children imagine they are a conductor of a train. Have them draw and write about a day working on a freight train.



I Am a Boat

Have children pretend they are a toy boat that is being played with by children in a puddle. Have them draw and write about the fun they have as a boat.



Travel Safety

Have children talk with partners about ways to be safe when traveling to school. Have them draw a picture of one way to be safe, and then write about it.



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

The Curious Q

What You Need

Alphabet Card: Qq

EMERGING

- 1 **I SAY** Some English language learners, particularly those who speak Spanish or Mandarin, might have difficulty pronouncing the English /kw/ sound or associating the sound with the letter Qq. Be sure to provide sufficient practice. Hold up Alphabet Card Qq and say: **This is the letter Q. The letter Q sounds like /kw/.** Repeat several times.
- 2 **WE SAY** Have children practice saying the letter name and sound multiple times. Model correct pronunciation and have children chorally repeat after you.
- 3 **YOU SAY** Hold up Alphabet Card Qq and have children independently name the letter and its sound. Encourage them to say: *The letter Q sounds like /kw/.*

DEVELOPING

Provide partners with individual Alphabet Cards or a piece of paper with uppercase Q and lowercase q. They should point to the appropriate letter and repeat after you when you say: **Uppercase Q. Lowercase q.** They should touch their ears and repeat after you when you say: **/kw/**

EXPANDING

Provide partners with individual Alphabet Cards or a piece of paper with uppercase Q and lowercase q. Ask pairs to point to each letter, name it, and make its sound: *This is ____.* *The letter Q sounds like /kw/.*

BRIDGING

Have children complete the Expanding activity on their own.

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WEEK 1 DAY 2 SCIENCE CIRCLE

Our Neighborhood

What You Need

Vocabulary Cards: *hot*, *sun*; pictures of familiar things that are hot

EMERGING

- 1 **THINK** Hold up Vocabulary Card *hot* to review the word and its meaning. Then hold up Vocabulary Card *sun* and say: *The sun is hot. It gives off heat. We can feel it.* Help children say *heat* and understand its meaning. *What else is hot? What else gives off heat?*
- 2 **PAIR** Have partners work together to think of or draw something else that is hot or gives off heat. Hold up or display appropriate pictures as prompts, if necessary.
- 3 **SHARE** Invite children to share their drawings and tell what they drew. If they don't know the word, say it for them and have them repeat.

DEVELOPING

Display Vocabulary Cards *hot* and *sun* and say: *Hot. The sun is hot. The sun gives off heat.* Have children repeat and then name other things that are hot. Use appropriate pictures as prompts and/or reinforcement.

EXPANDING

Display Vocabulary Card *hot* and say: *We can feel things that are hot. They give off heat. What is something that is hot?* Have children use the following sentence frames to name something that is hot: *___ is hot. ___ gives off heat.*

BRIDGING

Display Vocabulary Card *sun* and say: *What word tells about the sun? How does the sun feel?* Have children use the following sentence frames to name other things that are hot: *___ is hot. ___ gives off heat.*

WEEK 1 DAY 3 STORY TIME

Retelling

What You Need

Trade Book: *Let's Go!*

EMERGING

- 1 **THINK** Hold up *Let's Go!* and point to an illustration from the beginning of the book. *I remember this. This is the beginning. This is about the school bus. What is the bus driver doing?* (waving hello) Model thinking aloud about what happens in the story. Use the illustration to mention words, events, characters, or details.
- 2 **PAIR** Have children work with partners to think of something else that happens in the story. *Think about the story. What do you remember?*
- 3 **SHARE** Ask each pair to share with you what they remember about the story. They can use words, drawings, or actions. *Yes! That happened in the story. Good job remembering!*

DEVELOPING

Have children work together to think of two things they remember from *Let's Go!* Have them point to two illustrations and tell about what the pictures show.

EXPANDING

Have children work together to think of three things they remember from *Let's Go!* Ask them to put the events in order.

BRIDGING

Have children work independently to think of three things they remember from *Let's Go!* Ask them to put the events in order and use the following sentence frames to tell about them: *First, ____. Then ____. Finally, ____.*

WEEK 1 DAY 4 LITERACY CIRCLE

Words in Sentences

What You Need

Familiar book

EMERGING

- 1 INTRODUCE** We use words to talk. We use words to say everything. Listen: *I am a teacher*. What words do you hear? Slowly repeat the sentence and hold up a finger each time you say a word.
- 2 MODEL** Repeat with another sentence and have children repeat after you. *You are students*. Say it with me: *You are students*. *You* is one word. *Are* is one word. *Students* is one word. What words do you hear?
- 3 GUIDE PRACTICE** Present children with another sentence (e.g., *I like school*) and guide them to say each word.

DEVELOPING

We use words to talk. Listen: *I am a teacher*. What words do you hear? Say the sentence again and hold up a finger or clap for each word. Have children repeat after you.

EXPANDING

Have children take turns segmenting the words in a three- or four-word sentence.

BRIDGING

Display a page from a familiar book. Read a single sentence aloud and have children identify the words.

WEEK 1 DAY 5 MATH CIRCLE

Color Patterns

What You Need

Vocabulary Card: *patterns*; Snap Cubes

EMERGING

- 1 INTRODUCE** Let's talk about patterns. Hold up Vocabulary Card *patterns* and review the pronunciation and meaning of the word. *There are many different patterns*.
- 2 MODEL** Hold up three snap cubes, each a different color (e.g., red, blue, and yellow). Snap the cubes together. *This is a pattern*. Then arrange the cubes together to form a different color pattern. *This is another pattern*. *They are both patterns*.
- 3 GUIDE PRACTICE** Organize children into small groups. Give each group a selection of snap cubes in various colors. Help them arrange three cubes into a pattern. Encourage them to name the colors in order and say: *This is a pattern*.

DEVELOPING

Organize children into small groups. Give each group a selection of snap cubes in various colors. *What colors do you have? Can you make a pattern?* Help children arrange three cubes into a pattern and then have them name the colors in order and say: *This is a pattern*.

EXPANDING

Organize children into small groups. Give each group a selection of snap cubes in various colors. *Can you make a pattern? What is the pattern?* Help children arrange six cubes into a repeating (A, B, C, A, B, C) pattern and then have them say: *This pattern is ____*.

BRIDGING

Have children complete the Expanding activity. Then help them share two different patterns they can make.

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

Compound Words

What You Need

Picture Cards: *cup*, *cake*, *cupcake*

EMERGING

- 1 **I SAY** Hold up Picture Card *cup* and say the word aloud. Do the same thing with Picture Card *cake*. Hold the two cards side by side with space between them and repeat both words several times. Then move the two cards together, reducing the pause between the words as you say them. When the cards touch, say *cupcake* and hold up Picture Card *cupcake*.
- 2 **WE SAY** The word *cupcake* is made up of two words: *cup* and *cake*. Let’s say the words together. Use the three Picture Cards as prompts and help children say *cup*, *cake*, and *cupcake*.
- 3 **YOU SAY** Have children hold up two hands. One hand should represent *cup*; the other should represent *cake*. Have them say each word as they slowly move their hands together. Finally, they should place their hands together and say *cupcake*.

DEVELOPING

Hold up Picture Cards *cup* and *cake* and say each word aloud. Have children repeat. **Some words are made up of other words.** Hold up Picture Card *cupcake* and say it aloud. **What words do you hear in *cupcake*? The word *cupcake* is made up of two smaller words: *cup* and *cake*.** Have children say all three words.

EXPANDING

Hold up Picture Card *cupcake* and say it aloud. Have children repeat. **Some words are made up of other words. The word *cupcake* is made up of two smaller words. What words do you hear in *cupcake*?** Use Picture Cards *cup* and *cake* as prompts if necessary. Have children say all three words.

BRIDGING

Have children complete the Expanding activity, and then use the following sentence frame to talk about the word, which they can also use for other compound words: *The word _____ is made up of two words: _____ and _____.*

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WEEK 2 DAY 2 SCIENCE CIRCLE

Location Words

What You Need

small classroom objects

EMERGING

- 1 INTRODUCE** Use two familiar objects, such as a book and crayon, to introduce and review the pronunciation and meanings of *on*, *near*, and *next to*. Position the objects appropriately and say, for example: **On.** *The crayon is on the book.* **Next to.** *The crayon is next to the book.*
- 2 MODEL** Position the items again and have children repeat after you and practice saying *on*, *near*, and *next to*.
- 3 GUIDE PRACTICE** Have partners work together with two classroom objects. Help them position the objects *on*, *near*, and *next to* each other. Then have them say *on*, *near*, or *next to* to describe the location of the objects.

DEVELOPING

Have partners work together with two classroom objects, such as a book and crayon, and position them *on*, *near*, and *next to* each other. Have them use this sentence frame to tell the location: *The crayon is ____ the book.*

EXPANDING

Have children position two classroom objects *on*, *near*, and *next to* each other. Then have partners ask each other: *Is the crayon on the book? Is the crayon near the book?*

BRIDGING

Have children position two classroom objects *on*, *near*, and *next to* each other. One partner should ask: *Is the crayon on the book?* The other partner should respond: *Yes, the crayon is on the book.*

WEEK 2 DAY 3 STORY TIME

What Do You Remember?

What You Need

Trade Book: *Freight Train*

EMERGING

- 1 THINK** Hold up *Freight Train* and point to the cover. **I remember this book. It is about a train. What do you remember?** Model thinking aloud about the book. For example, say: **Caboose.** *The book talks about the caboose. A caboose is at the back of a train.*
- 2 PAIR** Have children work with partners to think about something else they remember from the book. **Think about the book. What do you remember? What is at the front of a train?**
- 3 SHARE** Ask each pair to share with you what they remember from the book. They can use words, drawings, or actions. **That's great! You remembered a lot about trains!**

DEVELOPING

Have children work together to think of words or ideas they remember from *Freight Train*. Have them point to a page from the book (or draw their own picture), name what the picture shows, and try to tell why it is important.

EXPANDING

Have children work together to think of something they remember from *Freight Train*. Ask them to use the following sentence frame to tell about it: *The freight train is/has ____.*

BRIDGING

Have children work independently to think of two things they remember from *Freight Train*. Ask them to use the following sentence frames to tell about them: *The freight train is/has ____.* *The ____ is another part of the train.*

WEEK 2 DAY 4 LITERACY CIRCLE

Plurals

What You Need

Picture Cards: *cat*, *feet*

EMERGING

- I SAY** Plurals are words that name more than one thing. Hold up Picture Card *cat* and say: *Cat. There is one cat.* Then hold up two fingers and say: *Cats. There are two cats.* Make sure you emphasize the final /s/ in *cats*. Then point to your foot and say: *Foot. That is my foot.* Hold up Picture Card *feet* (or point to both of your feet) and say: *Feet. I have two feet.*
- WE SAY** *Let's say it together.* Help children chorally say *cat/cats* and *foot/feet*. Emphasize the /s/ ending in *cats* and the different pronunciation of *feet*.
- YOU SAY** *Now it's your turn!* Have children practice saying *one cat/two cats* and *one foot/two feet*. Pay attention to their pronunciation.

DEVELOPING

Hold up Picture Card *cat*. *Cat. There is one cat. Cats. There are two cats. The word cats is plural.* Repeat with Picture Card *feet* and the words *foot* and *feet*.

EXPANDING

Use pictures to help children use singular and plural nouns. Have them use this sentence frame to name and number the objects: *There is/are ____.* For example, *There are two cats.*

BRIDGING

Help children name objects they see in the classroom and then say both the singular and plural forms of each one.

WEEK 2 DAY 5 MATH CIRCLE

Manipulating Shapes

What You Need

sphere, box

EMERGING

- INTRODUCE** *Let's talk about shapes.* Hold up a sphere (such as a ball or globe) and say: *Look at this shape.* Turn the sphere around in your hands, rotating it. *Now look at this shape. It is the same shape. It did not change.*
- MODEL** Hold up a square box and repeat the above process. *Did the shape change? Is it the same?* Help children recognize that the shape stayed the same.
- GUIDE PRACTICE** Have small groups of children hold and manipulate the shapes. After turning the shape in their hands, encourage them to say: *The shape is the same.*

DEVELOPING

Hold up a sphere (e.g., a ball or globe) and say: *Look at this shape.* Turn the sphere around in your hands, rotating it. *Did the shape change? Is it the same shape?* Repeat with a square box.

EXPANDING

Have children complete the Developing activity but have them name the shapes *ball* and *cube*. Point to the sphere and ask: *What shape is this?* Then rotate the shape and ask: *What shape is this now?*

BRIDGING

Have children hold a sphere and say: *This is a ball.* Then have them turn the shape around in their hands. *What shape is it now?* Have children respond: *This is still a ball.*

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

The Letter W

What You Need

Alphabet Card: Ww

EMERGING

- 1 **INTRODUCE** Hold up Alphabet Card Ww. Point to both forms of the letter and say its name and sound. Some English learners, especially those who speak Spanish, might need extra help remembering the name of the letter (in some Spanish-speaking countries it is called double V). Then point to the uppercase and lowercase versions and say: *This is uppercase W. This is lowercase w. It sounds like /w/.* Have children repeat.
- 2 **MODEL** Hold up a small card with an uppercase W and name it. Then hold up a small card with a lowercase w and name it. Then bring the two cards together. *The letter W sounds like /w/.*
- 3 **GUIDE PRACTICE** Distribute uppercase and lowercase Ww cards to each child. Have children name the letter on their card and make the sound.

DEVELOPING

Distribute uppercase and lowercase Ww cards to each child. Have children walk around and find a classmate who has the same form. Ask each pair: *What letter is this? What does it sound like?*

EXPANDING

Write W and w on the board or display cards that show each form of the letter. After you name a letter (uppercase W, lowercase w), have children point to or touch the appropriate letters. Have them say: *This is _____. It sounds like /w/.*

BRIDGING

Have children complete the Expanding activity, and then have them practice tracing uppercase W and lowercase w.

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WEEK 3 DAY 2 SCIENCE CIRCLE

Push and Pull

What You Need

familiar book (or another classroom object)

EMERGING

- 1 **I SAY** Introduce or review the meaning and pronunciation of *push* and *pull*. Demonstrate by putting a book (or another classroom object) on a table and pushing it away from you. **Push.** *I push the book.* Then pull it toward you and say: **Pull.** *I pull the book.*
- 2 **WE SAY** *Let's practice pushing and pulling.* Have children set an object on their desk or in front of them. Guide them to push and pull the object while saying *push* and *pull*.
- 3 **YOU SAY** Have children work in pairs to practice pushing and pulling an object. Have them say: *I push.* or *I pull.*

DEVELOPING

Help children practice pushing and pulling a classroom object. **Push it.** **Pull it.** Help children use the words *push* and *pull* to talk about what they are doing.

EXPANDING

Have children practice pushing and pulling a classroom object. Ask them to use these sentence frames to talk about what they are doing: *I push the ____ away.* *I pull the ____ to me.*

BRIDGING

Place a book some distance from yourself. Point to a spot farther away and say: **I want the book there.** **Should I push or pull?** Then point to a spot closer to yourself and say: **Now I want the book here.** **Should I push or pull?**

WEEK 3 DAY 3 STORY TIME

Naming Differences

What You Need

Trade Book: *The Ugly Truckling*

EMERGING

- 1 **THINK** Hold up *The Ugly Truckling* and point to the cover. **This is the ugly truckling.** **She is different from other trucklings.** **How?** Model thinking aloud about the story and character. Mention one or two words that describe the ugly truckling but not the other trucklings. For example, say: **The ugly truckling has small wheels.**
- 2 **PAIR** Have children work with partners to think of something else that is different about the ugly truckling. **Think about the story.** **What do you remember?** **How is the ugly truckling different?**
- 3 **SHARE** Ask each pair to share one thing they remember. They can use words, drawings, or actions. Accept all responses, as long as they relate to the story and character.

DEVELOPING

Have children work together to think of something they remember about the ugly truckling. Have them use words, drawings, or actions to convey what they remember.

EXPANDING

Have children use a sentence frame to tell how the ugly truckling is different from the other trucklings: *The ugly truckling is different.* *She has ____.*

BRIDGING

Have children work independently to contrast the ugly truckling and the other trucklings. Ask them to name two differences in their own words.

WEEK 3 DAY 4 LITERACY CIRCLE

Past Tense

EMERGING

- I SAY** Jump up and down in place. *I hop.* Stop jumping and stand still. *I am not hopping now. I hopped.*
- WE SAY** Emphasize the past-tense /t/ ending of *hopped*. *Listen to the difference in these words. Hop. Hopped.* Hop. *I hop.* Stop hopping. *I hopped.* Now you try it with me. *Hop. Say hop. Stop hopping. Say hopped. We use the /t/ ending to show we are not hopping anymore.*
- YOU SAY** Have children repeat the words *hop* and *hopped*. Introduce other past-tense verbs as children gain mastery.

DEVELOPING

Have children hop with you. *Are we hopping now?* Have children stop and stand still. *Are we hopping now? We are not hopping now. We hopped.* Have children say *hopped* aloud. Pay attention to their pronunciation of the /t/ ending. Repeat with other past-tense words, such as *laugh/laughed*.

EXPANDING

Review the difference between *hop* and *hopped*. Have children repeat each word in a sentence: *We hop now. We hopped yesterday.* Then, repeat with *laugh/laughed* and/or other action words.

BRIDGING

Review the use of past-tense verbs using *hop/hopped* and *laugh/laughed*. Then, have children use *hopped* or *laughed* in a sentence.

WEEK 3 DAY 5 MATH CIRCLE

Repeating Patterns

What You Need

Vocabulary Card: *patterns*; Snap Cubes

EMERGING

- INTRODUCE** *Let's talk about patterns.* Hold up Vocabulary Card *patterns* and review the pronunciation and meaning of the word. *When a pattern repeats, it happens again.*
- MODEL** Hold up three snap cubes and point out the pattern (e.g., red, blue, red). *This is a pattern. Red, blue, red.* Then hold up three more cubes in the same pattern. *This is the same pattern. Red, blue, red.* Snap the six cubes together and say: *The pattern repeats. Red, blue, red . . . red, blue, red.*
- GUIDE PRACTICE** Organize children into small groups. Give each group a selection of snap cubes in various colors. Help them arrange three cubes into a pattern. Then have them repeat the pattern.

DEVELOPING

Organize children into small groups. Give each group a selection of snap cubes in various colors. *Can you make a pattern? Can you repeat the pattern?* Help children repeat a pattern of three cubes and say: *The pattern repeats.*

EXPANDING

Organize children into small groups. Give each group a selection of snap cubes in various colors. *Can you make a pattern with three cubes? What is the pattern? Now repeat the pattern.* Help children arrange six cubes into a repeated pattern and have them say: *This pattern is ____.* *The pattern repeats.*

BRIDGING

Have children complete the Expanding activity. Then help them share two different patterns they can repeat with the cubes.

English Language Development



Help English language learners increase their understanding of the English language with scaffolded instruction that supports all proficiency levels. Support children's language needs and strengthen their confidence in understanding and speaking the vocabulary of instruction.



WEEK 4 DAY 1 LITERACY CIRCLE

Letter Sound Review

What You Need

Alphabet Cards: *Qq*, *Uu*, *Ww*

EMERGING

- 1 THINK** English learners will probably need extra practice with and support for equating the sounds to all three letters *Qq*, *Uu*, and *Ww*. Hold up each Alphabet Card, name the letter, and say its sound. For example, say: *Q*. /kw/. *The letter Q sounds like /kw/.*
- 2 PAIR** Distribute individual Alphabet Cards *Qq*, *Uu*, and *Ww* (or have pairs of children make their own). Then have partners practice naming each letter and saying its sound.
- 3 SHARE** Have pairs present each letter by naming it and saying its sound.

DEVELOPING

Hold up Alphabet Card *Qq*. *This is the letter Q. What does the letter Q sound like?* Point out uppercase *Q* and lowercase *q* and ask the question again for each one. Repeat for *Uu* and *Ww*.

EXPANDING

Hold up Alphabet Card *Qq*. *Who can make an uppercase Q?* Have children trace or write the letter. Then ask: *What does uppercase Q sound like?* Repeat for lowercase *q* and both forms of *Uu* and *Ww*.

BRIDGING

Have children complete the Expanding activity, and then challenge them to think of words they know that have the /kw/, /u/, and /w/ sounds. Make a list of children's suggestions.

English Language Development

WEEK 4 DAY 2 SCIENCE CIRCLE

Magnetic Attraction

What You Need

magnet, paper clips, pencil

EMERGING

- I SAY** Review the meaning and pronunciation of *push* and *pull*. Hold up a magnet and say: **Magnet. A magnet pulls metal to it. It attracts metal. Watch!** Demonstrate by using the magnet to attract paper clips.
- WE SAY** *Say it with me!* Demonstrate how the magnet works and have children chorally repeat after you. **A magnet attracts metal. It pulls metal to it.**
- YOU SAY** Have children independently say both sentences. Correct their pronunciation as necessary.

DEVELOPING

Use a magnet and paper clips to demonstrate how magnets work. Guide children to say: *The magnet pulls the metal. The magnet attracts metal.*

EXPANDING

Use a magnet and paper clips to demonstrate how magnets work. Then use a pencil to show that magnets won't attract wood. Have children use sentence frames to tell the results: *The magnet attracts _____. The magnet does not attract _____.*

BRIDGING

Have children complete the Expanding activity, and then help them expand their responses: *The magnet attracts _____ because _____. The magnet does not attract _____ because _____.*

WEEK 4 DAY 3 STORY TIME

Describing Characters

What You Need

Trade Book: *Ready, Steady, Race!*

EMERGING

- THINK** Help children recall some of the characters from *Ready, Steady, Race!* Display pp. 4 and 5. **I remember Race Car Rani. She is fast. Who do you remember?**
- PAIR** Have partners work together to think of a character they remember from *Ready, Steady, Race!* Encourage them to think of one or two words that describe that character.
- SHARE** Ask children to share a word that describes a character from *Ready, Steady, Race!* Make a list of children's suggestions. Point to the list and say: **Wow! You remembered a lot!**

DEVELOPING

Have children work independently to think of a character they remember from *Ready, Steady, Race!* and a word that describes that character. Have them share the name and word with you.

EXPANDING

Have children work independently to think of a character they remember from *Ready, Steady, Race!* and a word that describes that character. Have them use a sentence frame to tell what they remember: *I remember that _____ is _____.*

BRIDGING

Have children work independently to identify two characters they remember from *Ready, Steady, Race!* and two words to describe each one.

WEEK 4 DAY 4 LITERACY CIRCLE

Pronouns

What You Need

Vocabulary Card: *students* (from Week 1)

EMERGING

- 1 INTRODUCE** Use this opportunity to introduce or review the meaning and pronunciation of pronouns *he*, *she*, *his*, and *hers*. Hold up Vocabulary Card *students*. Point to a girl in the picture and say: *This is a girl. She has a book. The book is hers.* Emphasize the pronouns and then repeat with a boy.
- 2 MODEL** *This is a girl. She has a book. The book is hers.* Have children chorally repeat. Then say: *This is a boy. He has a crayon. The crayon is his.* Again, have children chorally repeat.
- 3 GUIDE PRACTICE** Guide children to independently say the pronouns *she*, *hers*, *he*, and *his*.

DEVELOPING

Hold up Vocabulary Card *students* or a picture of a girl. *She is a girl. She has a book. The book is hers. Who does the book belong to?* Guide children to say: *The book is hers.* Repeat with a boy.

EXPANDING

Hold up Vocabulary Card *students* or a picture of a girl. *She is a girl. She has a book. Should I say the book is his or the book is hers?*

BRIDGING

Walk around the classroom and indicate items that belong to various children. *Who does this belong to?* Children should respond with: *It is his.* or *It is hers.*

WEEK 4 DAY 5 MATH CIRCLE

Manipulating Patterns

What You Need

Attribute Blocks

EMERGING

- 1 INTRODUCE** *Let's talk about shapes and patterns.* Make a repeating pattern out of four attribute blocks and say: *Look at this pattern.* Turn the individual shapes around so they are upside down. *Now look at this pattern. It is the same pattern. The shapes did not change. The pattern did not change.*
- 2 MODEL** Repeat the process with a different pattern of shapes. *Did the shapes change? Did the pattern change?* Help children recognize that the shapes and pattern stayed the same.
- 3 GUIDE PRACTICE** Have children make a repeating pattern with four attribute blocks. After turning the shapes upside down, encourage them to say: *The shapes are the same. The pattern is the same.*

DEVELOPING

Display a repeating pattern of four attribute blocks and say: *Look at this pattern.* Help children name the shapes and colors in the pattern. Turn the individual shapes upside down. *What shapes do you see now? Did the shapes change? Did the pattern change?*

EXPANDING

Have children make their own repeating patterns with four attribute blocks or other shapes. *What shapes are in your pattern?* Have them repeat the pattern by adding more blocks/shapes. Then have them turn each shape upside down. *What shapes do you see now? Did the shapes change? Did the pattern change?*

BRIDGING

Have children complete the Expanding activity and use complete sentences to describe the patterns they made and if the patterns change.

Theme 7



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