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# Unit 2/Week 1

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## Everyone is different

FRIENDSHIP SKILLS

LETTERS "H" AND "I"

MATCH NUMERALS AND OBJECTS

SENSE OF SMELL

INTRODUCE WEEKLY JOURNALS

## PRIMARY CONCEPT

# I am an important part of my class. Other people are interesting.



Now that children are beginning to become comfortable with each other, help them learn more about their classmates with a **This Belongs to a Friend** activity during Morning Meetings this week. Don't rely on the children to come up with facts about themselves. Instead, use your observations and conversations with caregivers to choose and highlight interesting and unusual aspects about each child. Please don't ask children to make posters about themselves. Some families will not have the time or resources, and this may lead to disappointment or embarrassment.

### SOCIAL & EXECUTIVE SKILLS

Children are gently encouraged to notice and accept unfamiliar ways of being—a very challenging task for young friends—by participating in **This Belongs to a Friend**. They also learn about and practice maintaining personal space in **Personal Space Circle** and **Dancing With Props** activities.

SE.SA.D  
SE.SA.A.P  
SE.SC.S.B

### CREATIVE EXPRESSION/DRAMATIC PLAY

As part of this week's theme of diversity, children practice assuming a variety of roles and perspectives as both staff and customers in a classroom restaurant. Choosing the foods and décor for the restaurant also opens the door to a variety of multicultural experiences and discussions. Check out Tuesday's recommended storybook, *Bread, Bread, Bread*, by Ann Morris and Ken Heyman for some ideas.

SE.SA.D

CENTER: Dramatic Play: Restaurant

### LANGUAGE & LITERACY

#### LANGUAGE

**Hungry Thing Rhyme Play** presents strategies for communicating with people who speak different languages.

LA.EL.C.E.3

#### LITERACY

Children are introduced to **capital H** and **capital I** and learn that "I" is a special word. They read Waterford Nursery Rhymes, *All the Pretty Little Horses* and *Mother, Mother, I Am Ill*.

LI.AK.C.H, I  
LI.RC.N.S.2

### PHONOLOGICAL AWARENESS

**Hungry Thing Rhyme Play** and *Mother, Mother, I Am Ill* ask children to supply rhymes in familiar poems.

LI.PA.R.P

#### LEGEND



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## MATH

Children practice matching numerals 1-4 to the quantities they represent and counting out a specified number of objects in **Popcorn Number Match** and **Mad Dash Number Match**. **Introduce and Count Number Five** introduces the number five.

MA.NC.W.N  
MA.NC.C.C.6

## SCIENCE

**Safe Smelling** introduces safe laboratory practices. **Smell Survey** invites children to compare smell preferences.

SC.SI.O.S.1  
HP.HS.A.P.3

## HEALTH &amp; PHYSICAL DEVELOPMENT

**Dancing with Props** asks children to combine their new understanding of personal space with balance and coordination skills.

HP.GM.B  
HP.GM.C

## WEEKLY ASSESSMENT PLAN

**Individual Assessment: Literacy Benchmark #1**

**Teacher Observation**

- *Update previous observations as needed.*

**Suggested Work Sample Activities** 

- *Dancing with Props (Thursday; photograph)*
- *Introducing Journals (Friday; first journal entry)*

## Vocabulary for the week (ENGLISH/SPANISH)

empty *vacío*

hungry *hambriento*

Igloo *iglú\**

ill *infermo, enferma*

laboratory *laboratorio\**

personal *personal\**

quick *rápido*

safety *seguridad*

sniff *oler, olfatear*

space *espacio*


survey *la encuesta*

## Story Time

*Bread, Bread, Bread,*  
by Ann Morris and Ken Heyman

*David Smells!/iDavid Huele!*   
by David Shannon

*Each Peach Pear Plum,*  
by Allan Ahlberg and Janet Ahlberg

*The Hungry Thing/*  
*La Cosa Hambrienta,*   
by Jan Slepian and Ann Seidler

*Igloos and Inuit Life (The Big Picture: Homes),*  
by Louise Spilsbury

## Recommended Reading Center Books

*I Stink,*  
by Kate McMullan and Jim McMullan (ABC)

*By Day, By Night,*  
by Amy Gibson and Meilo So

*Families,*  
by Ann Morris


*Goyangi Means Cat,*  
by Christine McDonnell and Steve Johnson


*Horton Hears a Who,*  
by Dr. Seuss

*Houses and Homes,*  
by Ann Morris and Ken Heyman

*Immi's Gift,*  
by Karin Littlewood

*The Nose Book,*  
by Al Perkins and Joe Mathieu

*iPío Peep! Traditional Spanish Nursery Rhyme,*   
by Alma Flor Ada

*Sombreros, Gorras y Cachuchas,*   
by Ann Morris

\* Pointing out the similarities between the English and Spanish versions of these words will help DLL children learn them more easily.

## Morning Meeting Routine and Syllables

Sing the *ABC Song*, then review *This Belongs to a Friend*, #3. All of the children should repeat the name of the chosen object as they clap out its syllables.

### This Belongs to a Friend

#### MATERIALS

- Three or four items that belong to different children in the class (e.g., coat, school bag, etc.)
- Large bag or box to hold the items

#### PREP

Put the children's items in the bag or box.

#### PROCEDURE

1. **Put your hands in the bag and feel one of the items. Do not show it to the class yet.**

I am holding something that belongs to one of our friends.

Can you guess who it belongs to?

I will give you some clues.

2. **Say some positive things about the child (not the item). Although it's fine to say things like "sparkly, brown eyes," make sure you include attributes that go beyond physical appearance. Ideally, point to specific observations, for example:**

This friend shared her snack with Ashley after Ashley's bowl spilled.

3. **When you've said enough nice things, show the children the object.**

Can you guess who I've been talking about?

4. **Repeat your compliments as you return the item to the child:**

Mika has sparkly, brown eyes. And she shared her snack after Ashley's bowl spilled.

5. **Repeat this ritual for three or four children and/or teachers during Morning Meeting until everyone has had a turn.**

#### SKILLS TAUGHT

*Identifies personal characteristics*

SE.SC.S.1: Self-Concept and Independence

*Identifies self as member of a class*

SE.SA.B.C.3: Social Awareness

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Capital Letter Introduction: H 🗨️⭐

**MATERIALS**

- Small mirrors (one per child)
- Alphabet poster or alphabet frieze on wall
- Interactive whiteboard or projector
- A hot dog (real or picture)

**PREP**

- Gather 1 mirror for each child.
- Add **Letter Picture Writing: H** to a Classroom Advantage playlist. 🎧

**Capital H**

**KEY WORD**

**Hot dog**

**Full Letter Form Instructions**

Start at the top.  
 Straight down to the ground.  
 Straight down to the ground.  
 Across the middle.  
 Capital H.

**Abbreviated instructions**

Down, down, across. Capital H.

**PROCEDURE**

1. **Introduce Capital H by using the alphabet poster or frieze to count out where the letter is in the alphabet.**

Today we will talk about the letter H. Let's find out where H is in the alphabet. One, two... (continue counting to H). H is the eighth letter in the alphabet.

2. **Introduce the key word "hot dog." Repeat the key word as a class. Show a hot dog (real or picture). Establish a link between the letter, key word, and letter sound.**

Hot dog begins with the letter H. Can you hear the sound at the beginning of the word hot dog? H-H-Hot dog. The sound is /h/. H makes the sound /h/.



3. **Have the children practice the sound with mirrors.**

H makes the sound /h/. Watch my mouth as I make the sound /h/. Now you make the sound /h/. Watch your mouth in the mirror as you make the sound /h/.

4. **Briefly give two or three more examples of words that start with H. Use items in the classroom or the names of familiar people.**
5. **Play Letter Picture Writing: H on Classroom Advantage, or draw or project the letter on the board. Repeat the full instructions two to three times as you guide your finger along the projected letter form, while children join in by sky-writing the letter form in the air using their entire arm.**

Start at the top.  
 Straight down to the ground.  
 Straight down to the ground.  
 Across the middle.  
 Capital H.

6. **Begin using the abbreviated letter form instructions as children continue to practice.**

Down, down, across. Capital H.

7. **Briefly review the letter name, key word, sound, and form.**
8. **Choose a few children to help form the letter with their bodies on the ground. Give all children a chance to form the letter in small groups.**
9. **Briefly review the letter name, key word, sound, and form.**

**SKILLS TAUGHT**

**Recognizes and forms capital letters**

LI.AK.C: Alphabet Knowledge

**Masters letter sounds**

LA.EL.C.I.1: Expressive Language (Speaking)

## Dramatic Play

### Restaurant



#### Advanced Prep

Encourage children to assume roles as customers, staff, and *The Hungry Thing* at a play restaurant. (See *Tuesday's story*.) For this activity, gather the following materials:

- Small table and chairs
- Cloth for tablecloths
- Napkins, silverware, plastic dishes, and cups
- Salt and pepper shakers, centerpieces
- Menus
- Bills
- Order forms
- Play money
- Chef hat and apron
- Play stove
- Pots and pans
- Play food
- “Feed Me/Thank You” sign

#### SKILLS TAUGHT

*Role-plays community businesses, like restaurants*  
SE.SA.E.M.1: Social Awareness

*Explores the use of money*  
SE.SA.E.M.2: Social Awareness

#### TEACHER TIP

Include foods and decorations that are familiar to all the cultures represented in your classroom. 

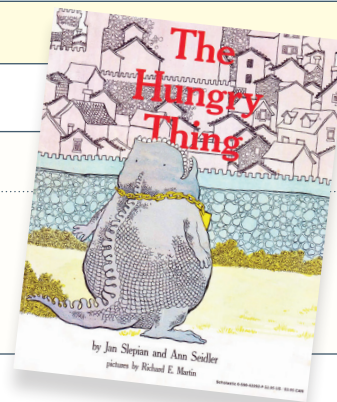
## Centers/Outside Play/Lunch/Story/Quiet Time

### Monday Story: *The Hungry Thing*

As a class, read and discuss *The Hungry Thing*, by Jan Slepian and Anne Seidler

#### THEMES AND SKILLS

- H book
- Rhyme play
- Communicating across languages



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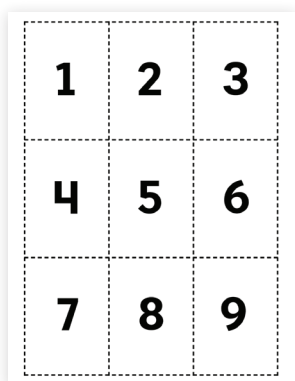
## Popcorn Number Match

### MATERIALS

- Small paper bags (one bag for every four children)
- Plastic sandwich bags (one per child)
- Small counting objects (four per paper bag)
- Several bags of popped popcorn
- Index cards (or card stock) for copying **Numeral Cards**
- **Numeral Cards 1-4** 

### PREP

- Place four counting items in each paper bag.
- Pop several bags of popcorn and distribute them between the sandwich bags.
- Make seven sets of **Numeral Cards 1-4**.  
*(Note: This includes one extra set. If possible, laminate the cards as they will be used frequently.)*
- Hide three sets of cards throughout the classroom. Choose a mix of obvious and not-so obvious hiding places.  
*(Note: All should be in plain sight for someone who is three feet tall.)*



## Warm Up: Grab Bag Count Out

1. Divide the class into groups of four.
2. Give each group one of the prepared counting bags and a set of **Numeral Cards 1-4**. Select one child in each group to be the first “grabber.”

I am going to count down, “4, 3, 2, 1.” When I say “one,” the grabbers will put their hands into the bag and grab as many objects as they can. Take them out and put them on the floor.

3. Instruct the grabbers to arrange the items on the floor and point to each one as their group counts aloud.

Now, the grabber will point to each item as you count as a group. Working together, choose the card that matches the number of items you’ve counted. When you’re done, chant “1, 2, 3, 4!” and I’ll come check your work.

4. When a group chants “1, 2, 3, 4!” to tell the teachers they are ready, check that they have matched the right **Numeral Card** to the number of objects. When correct, have the grabber return the items to the bag and pass it to the next child.
5. Repeat the game until each child has had a turn being the grabber.
6. Collect the counting bags and **Numeral Cards**.

## Instruction: Popcorn Number Match

1. Divide children into pairs and explain the rules of Popcorn Number Math. Teachers should model this game a couple of times as it is being explained.

With your partner, walk around the classroom and hunt for a card with a number on it. When you find it, stay there and count out that number of popcorn kernels from your bag.

Work with your partner to see if your piles match. Count together. If your piles are the same, hold up the **Numeral Card** and show that number on your fingers to show me you are ready.

I’ll check your number and tell you if you can eat the popcorn. Then you can find another number.

2. Repeat the instructions as teachers model the first step, but this time ask the children what to do next, so you can confirm they understand the activity.

I found the next number. Now what do I do?

I raised the card and my fingers. Now what do I do?

I ate the popcorn I counted. Now what do I do?

3. Explain how the activity ends.  
You’ll know you’re done when your bag is empty.
4. Discuss what it means to say something is **empty**. Practice deciding if a bag is **empty** or not and deciding if they have more **Numeral Cards** to look for.

5. Briefly remind children of the rules, and start the activity.

First, look for the **Numeral Card**.

Count the pieces of popcorn and raise that many fingers.

Let me check your piles before you eat them.

Ready to go? Okay, go hunt for a **Numeral Card**!

6. When the partners raise the **Numeral Card** and their fingers, check that they have counted out the correct number of kernels. When they are right, they can eat the popcorn kernels they have counted out.

That's right! You may eat the \_\_\_\_ popcorn kernels you've counted. Now go hunt for a different **Numeral Card**.

7. Send the pair to find another **Numeral Card** and repeat the process for each pair until all the children in the group have **emptied** their bags.

Your bags are **empty**! Great counting. Please take your bags to your places on the **Listening Rug**.

8. Collect the empty bags.

## Wrap Up

1. Gather the children at the listening rug. Have each pair hold up their bags and say if they are **empty** or not, and then explain why.
2. Some of the children may simply not like popcorn. Others may say that they couldn't find all the numbers, or that they were confused. In that case, remind them that that's okay—they are still **practicing**. **Practicing** means to do something many times in order to get better.
3. Ask the group for ideas about how they can help their friends. Perhaps they could find the **Numeral Cards** the children couldn't find or didn't get to and bring them to the circle.
4. Have the group help the children go through the process of counting out the right number of kernels, comparing their numbers, showing their numbers on their fingers, and having you check before they eat or throw away their popcorn.
5. Continue the discussion as is appropriate to your group.

### WHY EXPLAINING MATTERS

The effort of putting things into words helps children deepen and organize their thinking. This may feel difficult and awkward at first, but don't give up! Research shows that the most effective teachers give their students lots of opportunities to explain and describe (Gordon-Pershey, 2014).

#### SKILLS TAUGHT

*Associates quantity with a written numeral*

MA.NC.W.N:  
Numbers and Counting

*Counts out a specified number of objects from a larger quantity*

MA.NC.C.C.6:  
Numbers and Counting

*Demonstrates or explains reasoning used to solve a problem*

MA.OS.L.E: Operations and Algebraic Thinking

#### VOCABULARY

empty  
practice

#### TEACHER TIP

If any child cannot eat (or does not like) popcorn, use an alternative, or have them throw the popcorn pieces in a basket.

## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

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## Morning Meeting Routine

Sing the *ABC Song*. Clap with each letter name as it is sung.

## Phonological Awareness

### The Hungry Thing Rhyme Play 🗣️

#### MATERIALS

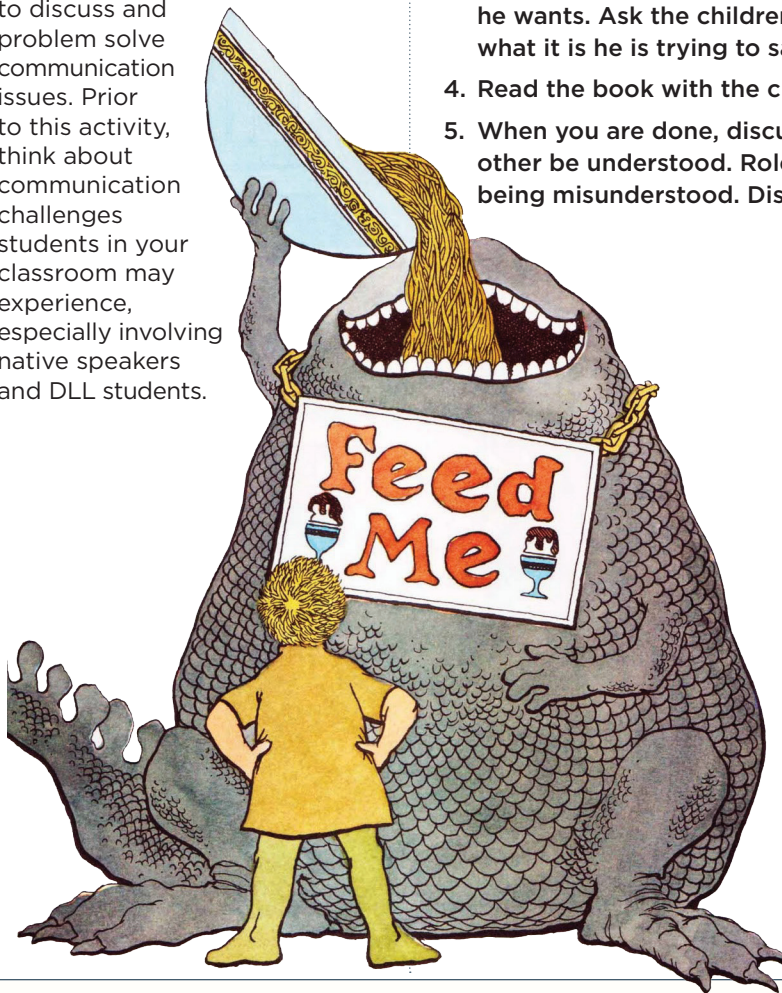
*The Hungry Thing*,  
by Jan Slepian and Ann Seidler

#### PREP

This is a great opportunity to discuss and problem solve communication issues. Prior to this activity, think about communication challenges students in your classroom may experience, especially involving native speakers and DLL students.

#### PROCEDURE

1. Ask students to explain what it means to be **hungry**.
2. If any children in your classroom speak another language, have them teach the class the word for **hungry** in their language 🗣️.
3. Explain that you are going to read them a story about a Thing who is **hungry**, but he has a hard time finding the right words to explain what he wants. Ask the children to listen hard to see if they can figure out what it is he is trying to say.
4. Read the book with the class.
5. When you are done, discuss some things friends can do to help each other be understood. Role play situations students bring up about being misunderstood. Discuss and model different solutions.



#### SKILLS TAUGHT

*Participates in rhyme play*

LI.PA.R.P.2:  
Phonological Awareness 🟩

*With support, asks and answers questions about unfamiliar words in read-alouds*

LA.VC.A.Q: Vocabulary 🟩

*Communicates effectively with speakers of other languages, e.g., gestures and facial expressions*

SE.SA.D.L.4: Social Awareness

#### LEGEND



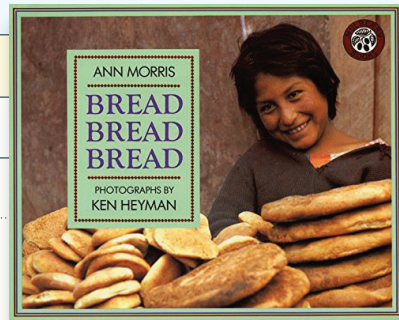
## Centers/Outside Play/Lunch/Story/Quiet Time

Tuesday Story: *Bread, Bread, Bread*

As a class, read and discuss *Bread, Bread, Bread*, by Ann Morris and Ken Heyman

## THEMES AND SKILLS

- Diversity
- Human adaptations to the environment



## Science and Engineering

## Safe Smelling 🗨️ ⭐

## MATERIALS

*For the group smelling demonstration, gather:*

- Safety objects: safety goggles, ear plugs, lab coat or apron, flask or jar with mysterious liquid in it, latex gloves
- Six clear plastic cups or jars
- Rubbing alcohol
- White vinegar
- Water
- Red wine vinegar
- Green or blue food coloring

*For the center activity, gather:*

- Opaque paper or plastic cups or yogurt containers
- Cotton balls
- Cocoa
- Garlic powder
- Pickle juice
- Ground cinnamon (has a more intense smell than cinnamon sticks)
- Lemon juice or essence
- Vanilla extract
- Paper cups or empty, clean plastic yogurt containers
- Tin foil
- Pictures of lemon, cinnamon (e.g. cinnamon toast or apple pie), pickles, vanilla cupcakes, and perfume 📄



## Advanced Prep

- Fill three clear glasses or jars half-way with water, white vinegar, and rubbing alcohol.
- Fill the remaining three glasses halfway with white vinegar, red wine vinegar, and white vinegar with a few drops of green or blue food coloring.
- Dampen cotton balls with pickle juice, lemon juice, and vanilla extract and place them in paper cups or empty, clean yogurt containers.
- Repeat with ground cinnamon, cocoa, and garlic powder, sprinkling each on cotton balls you have dampened with water.
- Cover the top of each cup with foil (and perhaps a rubber band) and poke smelling holes in the foil with a fork.
- Print and cut out the picture smell cards to represent each smell

## PROCEDURE

1. Talk to the children about the role of scientists and how they use their senses.

Scientists use their senses to make observations and answer their questions.

Most of the time they do this in their laboratories, special rooms with the machines and equipment they need to do their experiments. What tools do you think scientists would have in a laboratory?

Computers, sinks, cameras, electricity...

*Class responses probably won't include safety equipment. Congratulate them for all their good ideas, but say that they have forgotten some of the most important things of all.*

Because scientists use their senses to learn things, they work hard to keep their senses safe. Every laboratory has safety rules.

2. Bring out the safety objects one at a time.

These are things scientists would have in a laboratory. Can you guess which sense this helps protect?

Goggles protect sight, ear plugs protect ears...



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**3. Change the script slightly when you get to the flask.**

Would a good scientist take a drink of something unfamiliar in their laboratory? Why not?

It might make her sick.

What about a smell? Do you think a scientist would take a big sniff of something unfamiliar?

Demonstrate a big sniff.

Why or why not?

**4. Show children the safe way of smelling. Instead of putting their nose right up to something unfamiliar, demonstrate how to cup a hand above the object and wave the smell toward them. Explain that smells are real—they are tiny little molecules, or bits, of the thing you are smelling that drift through the air. Their shapes tell the nose how they smell.**

**5. Using the safe smelling technique, have the children smell the jars of water, white vinegar, and rubbing alcohol.**

**6. Discuss the fact that although they all look the same, their smells tell us that they are different.**

**7. Repeat this with the three jars of vinegar. Discuss that although they look like they are different, their smells tell us that they are the same.**

**8. Demonstrate matching the prepared smell containers with the smell cards.**

We are going to practice safe smelling in Centers today. When you go to Centers, take a safe sniff of each container and try to match the picture with the smell. Remember, be safe in our smelling laboratory!

**Safe Smelling**

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SKILLS TAUGHT		VOCABULARY
<i>Uses sense of smell</i>	<i>Practices basic safety procedures</i>	laboratory
<i>SC.S.I.O.S.1: Scientific Inquiry</i>	<i>HP.HS.S.S: Health and Safety</i>	safety
		sniff

**Centers or Outside Play/Review/Dismissal**

Review the day, discussing and resolving any problems. Preview tomorrow’s activities, and help children pack up.

## Morning Meeting Routine and Syllables

Sing the *ABC Song*, then review *This Belongs to a Friend*, #3. All of the children should repeat the name of the chosen object as they clap out its syllables.

## Literacy and Phonological Awareness

### Capital Letter Introduction: I

#### MATERIALS

- Small mirrors (one per child)
- Alphabet poster or alphabet frieze on wall
- Interactive whiteboard or projector
- An igloo (model or picture)

#### PREP

- Gather one mirror for each child.
- Add **Letter Picture Writing: I** to a Classroom Advantage playlist.

### Capital I

#### KEY WORD

### Igloo

#### Full Letter Form Instructions

Start at the top.

Straight down to the ground.

Across at the top.

Across on the ground.

Capital I.

#### Abbreviated instructions

Down, across, across. Capital I.

#### PROCEDURE

1. **Introduce Capital I by using the alphabet poster or frieze to count out where the letter I is in the alphabet.**

Today we will talk about the letter I. Let's find out where I is in the alphabet. One, two... (continue counting to I). I is the ninth letter in the alphabet.

2. **Introduce the key word "igloo." Repeat the key word as a class. Show an igloo (model or picture), explaining that an igloo is a house made of blocks of snow. Establish a link between the letter, key word, and letter sound.**

Igloo begins with the letter I. Can you hear the sound at the beginning of the word igloo? I-I-Igloo. The sound is /i/. I makes the sound /i/.

3. **Have the children practice the sound with mirrors.**

I makes the sound /i/. Watch my mouth as I make the sound /i/.

Now you make the sound /i/. Watch your mouth in the mirror as you make the sound /i/.

4. **Briefly give two or three more examples of words that start with /i/. Use items in the classroom or the names of familiar objects or people.**
5. **Play Letter Picture Writing: I on Classroom Advantage, or draw or project the letter on the board. Repeat the full instructions two to three times as you guide your finger along the projected letter form, while children join in by sky-writing the letter form in the air using their entire arm.**  
Start at the top. Go straight down to the ground.  
Across at the top. Across on the ground. Capital I.
6. **Begin using the abbreviated letter form instructions as children continue to practice.**
7. **Choose a few children to help form the letter with their bodies on the ground. Give all children a chance to form the letter in small groups.**
8. **Briefly review the letter name, key word, sound, and form.**

#### SKILLS TAUGHT

**Recognizes and forms capital letters**  
*LI.AK.C: Alphabet Knowledge*

**Masters letter sounds**  
*LA.EL.C.1.1: Expressive Language*

#### VOCABULARY

igloo

#### TEACHER TIP

To avoid confusion, choose example words that begin with the short sound of /i/ like "icky" and "iguana." Children will not learn the long /ī/ sound used in words like "ice" until kindergarten.

#### LEGEND



### Personal Space Circle

#### MATERIALS

- Hand mirror
- Selection of props to demonstrate personal and impersonal choices
- Long rope or cord

#### PREP

Using the rope or cord, make a circle on the floor that is just big enough for all the children to sit within. Overlap the ends so that you are not making the largest circle possible.

#### PROCEDURE

1. Have the children come and sit inside the circle. Explain that **personal** describes things that only one person can choose.

2. Walk by the children holding the mirror so that they can see their faces as you pass by:

**YOU!** Personal means that it is your choice.

3. Share the examples below about choices and have the children help determine whether each choice is **personal**, or a choice that has rules.

I am going to give you some examples of choices.

Put your thumbs up for a decision that is personal, and put your thumbs down for ones that aren't:

- Wearing a seatbelt.  
*No, everyone needs to wear seatbelts to be safe.*
- Taking someone's toy away because you want to play with it.  
*No. If you want to play with someone else's toy, you can politely ask for permission, but they're in charge of their own toy.*
- Choosing who you want to sit next to at lunch.  
*Yes, that's personal.*
- Deciding whether apples or carrots taste better.  
*Yes, that's personal.*
- Choosing to stop playing at centers when time is up.  
*No, this is a rule that everyone has to obey.*
- Deciding whether it's fun or scary to jump off the diving board.  
*Yes, this is personal. Some people like jumping from high places. Some people think it's scary.*

4. Explain the concept of **personal space**.

There's a really important **personal** thing that school children and adults understand that babies do not: **personal space**.

5. Explain and demonstrate **space** and then **personal space**.

**Space** is an empty place between things.

**Personal space** means keeping the right amount of space between you and someone else so that you BOTH feel comfortable.

**Personal space** is smaller for people we know well. For example, we know our mom and dad and brothers and sisters, so we feel more comfortable with each other and our **personal space** circle is smaller with them. We can sit on their laps and hug and kiss them whenever we want to!

6. Make the circle a bit larger, and explain that the circle gets a little bigger for friends and teachers. That's because we know them, but not as well as we know our brothers, sisters, and other family members. We can be comfortable with them, but it's not okay to put our face right next to theirs or poke or bump into them.

7. Make the circle as large as can be, and explain that for people we don't know at all (such as strangers), the **personal space** circle is a lot bigger. The less we know the person, the bigger the **space** should be.

## VARIATION

If a child is having difficulty with **personal space**, place a hula hoop on the floor and put the child's chair and back two legs of desk inside the hoop. Ask him to see if he can keep his desk, chair, and self inside the hoop.

## SKILLS TAUGHT

**Maintains designated personal space**  
*SE.SC.S.B.1 Self Concept and Independence*

**Monitors others during movement**  
*SE.SC.S.B.2 Self Concept and Independence*

## VOCABULARY

**personal space**

## TEACHER TIP

Give children a verbal cue, such as gently saying the words “personal space” as a reminder if you see a child getting inappropriately close to someone. Also, teach children what to do if someone invades their personal space.

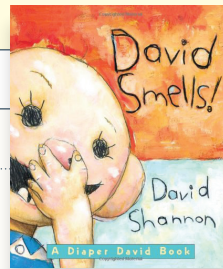
## Centers/Outside Play/Lunch/Story/Quiet Time

### Tuesday Story: *David Smells!*

As a class, read and discuss *David Smells!*, by David Shannon

## THEMES AND SKILLS



- Sense of smell
- Grow over time



## Math and Numeracy

### Mad Dash Number Match

## MATERIALS

- **Numeral Cards** (one set for every four children) 
- **Large Dot Cards 1-4** 
- One numbered die, preferably a large foam die, or one made from cardstock.
- Masking tape to mark off a race course, or use orange cones or garbage cans as landmarks

## Warm Up: Fast, Flash, Pop

1. Discuss the meaning of **practice** and **quick**.  
*Practice means to do something many times in order to get better. You can tell that practice is helping you when doing it gets easier and quicker. What does quick mean?*
2. Discuss the meaning of the word **quick**, and have children do something **quickly**. Demonstrate that once they have learned to do something all the way through (like a simple clapping pattern), they will see it becomes easy and **quick** to do.
3. Mix up the deck of **Dot Cards**. Explain the activity and count down to prepare the children for each flash:  
*I am going to count down, “4, 3, 2, 1.” When I say “one,” count the number of dots in your head. When you know the number, “pop” out of your seat like popcorn and hold up that number of fingers.*  
*Ready? 4-3-2-1*

## LEGEND



Advanced Preparation



Classroom Advantage



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**PREP**

- Copy one set of large **Numeral Cards 1-4** for every four children in your class. You will be using them frequently, so laminate them, if possible.
- Enlarge a set of laminated (if possible) **Large Dot Cards 1-4**, for teacher use.
- Place tape over some of the dots on the 5 and 6 faces of the die so that only numbers 1-4 are represented.
- Use masking tape or orange cones or garbage cans to mark off one racecourse for each group of four children.

4. Flash one **Large Dot Card** for about 3 seconds. Wait for children to react and participate.
5. Ask one of the children who has “popped” to come up and check the answer by touching and counting each dot.
6. Repeat several times with the other **Large Dot Cards**. Adjust the difficulty of the activity by increasing or decreasing the amount of time you show the card. You’re aiming for a speed that’s a bit faster than is comfortable for the majority of the class. Be sure to include some faster than normal and slower than normal times so that everyone experiences some success and some motivation to stretch.

### Instruction and Practice: Mad Dash Number Match

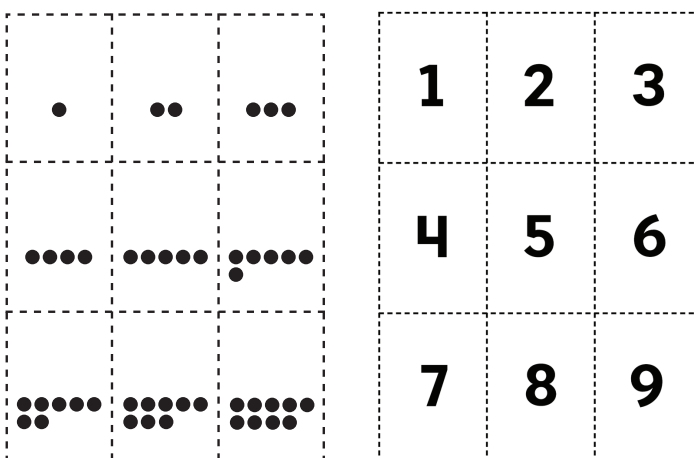
1. Spread out the enlarged set of **Numeral Cards 1-4** at one end of each race course. Explain the rules:

Everyone in the group will take turns rolling the die. After rolling the die, you will quickly count how many dots are showing and dash to the end of the racecourse. You will find the Numeral Card that has the same number of dots as the die and stand on it. Each group will also have a checker. The checker stands at the end of the racecourse by the numeral cards. Then it’s the checker’s job to check that you didn’t make a mistake.

2. Practice throwing a die and having children identify the number and tell you which numeral card they would run to.

This will be a fun and fast game, but I know you can be careful.

3. Divide the class into groups of four children. Have each group of children go to their own racecourse. Choose the first “checkers” and instruct them where to stand. After the other children in the group have each had a turn to roll the die and dash to the end of the racecourse, a new checker is selected.
4. Play the game until all children have a chance to be the “checker” or for as long as they are interested, making note of any numbers that seem particularly challenging for children.



## Wrap Up

1. Settle children back onto the listening rug and ask if any of them learned something new about dots and numbers. **Practice** any matches that seem to have been difficult for a majority of the children.
2. Point out that both *Fast Flash Pop* and *Mad Dash Number Match* activities asked them to do something **quickly**. Ask the following:
  - Do you like being **quick**?
  - Do you like being slow?
  - Why?

Quick is fun if you know the answer, but it can make your tummy feel worried if you don't. It's harder than slow.
3. Explain that most of the time, deciding how **quick** you want to be is a **personal** decision. If some children like doing things fast because it's fun, that's okay. If other children like to take their time and make sure that they are making the right choices, that's okay too. It's not how **quick** you are that matters, but whether or not you are doing things a little bit better today than you did yesterday.

### SKILLS TAUGHT

*Subitizes small quantities*

*MA.NC.Q.S: Numbers and Counting*

*Uses a new word in a discussion*

*LA.VC.A.K.2: Vocabulary*

### VOCABULARY

practice  
quick

## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

#### LEGEND



Advanced Preparation



Classroom Advantage



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## Morning Meeting Routine

Sing the *ABC Song*. Clap with each letter name as it is sung.


## Phonological Awareness

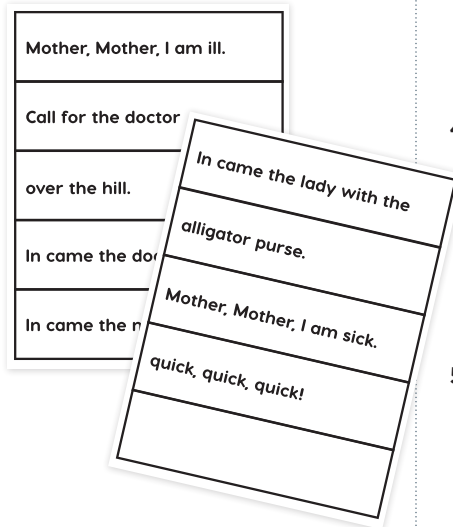
### Mother, Mother, I Am Ill: Rhyme Discrimination

#### MATERIALS

- Interactive whiteboard or projector
- **Mother, Mother, I Am Ill** word strips 

#### PREP

Add **Mother, Mother, I Am Ill** to a Classroom Advantage playlist. 



#### PROCEDURE

1. **Play *Mother, Mother, I Am Ill* using Classroom Advantage.**  
 Mother, Mother, I am **ILL**.  
 Call the doctor over the **HILL**.  
 In came the doctor, In came the **NURSE**.  
 In came the lady with the alligator **PURSE**.
2. **Explain to the children that “ill” means the same as “sick.”**
3. **Sing/read the rhyme together, exaggerating the rhyming words:**  
 Mother, mother I am **ILL**.  
*Hold stomach pretending you have a tummy ache.*  
 Call the doctor over the **HILL**.  
*Hold your fist to your ear to pretend calling on a phone.*  
 In came the doctor. In came the **NURSE**.  
 In came the lady with the alligator **PURSE**.
4. **Have the children guess the rhyming words.**  
 Let's say our rhyme again. This time guess the missing rhyming word.  
 Mother, mother, I am **ILL**.  
 Call the doctor over the \_\_\_\_\_. *Let the children guess.*  
 In came the doctor. In came the **NURSE**.  
 In came the lady with the alligator \_\_\_\_\_. *Let the children guess.*
5. **Explain that some people sing the rhyme a different way. They sing:**  
 Mother, mother, I am **SICK**.  
 Call the doctor **QUICK, QUICK, QUICK!**  
*Change the word strips to reflect the new version.*
6. **Remind the children that QUICK means fast. Practice doing slow and quick jumps.**
7. **Sing the song together, and do the rhyming cheer to decide if SICK and QUICK rhyme. Now try it with ILL and QUICK. Or SICK and HILL?**  
 Do **ILL** and **QUICK** rhyme? Do **SICK** and **HILL** rhyme? No, they don't sound alike. Let's try it again with the matching rhymes.
8. **Finish with the two rhyming versions.**

#### SKILLS TAUGHT

*Supplies rhyming words*

*L.I.P.A.R.P.: Phonological Awareness*

#### VOCABULARY

ill  
quick

#### LEGEND



## Dance and Movement

### Dancing With Props 📦 ★

#### MATERIALS

- Variety of contrasting dance music, perhaps the energetic **Trepak** (the Russian dance) from Tchaikovsky's *Nutcracker*, or the haunting **Lonely Ballerina** by Michele MacLaughlin
- Balloons of different sizes
- Balls of different sizes
- Scarves or ribbons
- Artificial flower leis
- Large cowboy (or other) hats
- Boots
- Brooms
- Flags
- Other available props

#### PROCEDURE

1. Provide a selection of props, and have children choose one at a time to dance with.
2. Play both fast and slow tempo music for the same prop.
3. Ask how each item changes or influences their movements:

How does the large balloon change how you move to the faster tempo music?

What does the long trailing scarf do to your movement to slow tempo music?

#### GO DEEPER

Invite children to pair up and choose a prop that they share as they dance.

#### TEACHER TIP

Make sure children have space to move safely.  
Review personal space rules.



#### SKILLS TAUGHT

*Uses props to create movements to music*

CE.DM.C.E.1: Dance and Movement 📦

*Identifies and explores contrasts in tempo (speed)*

CE.MU.C.E.2: Music 📦

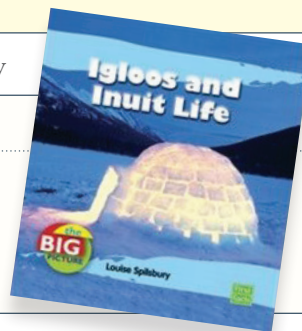
## Centers/Outside Play/Lunch/Story/Quiet Time

### Tuesday Story: *Igloos and Inuit Life*

As a class, read and discuss *Igloos and Inuit Life*, by Louise Spilsbury

#### THEMES AND SKILLS


- Letter I
- Key word “igloo”
- Human adaptations and diversity



## Science and Engineering

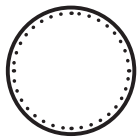
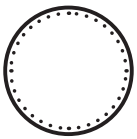
### Smell Survey

#### MATERIALS

- Who Likes...? master 
- Four cotton pads per child
- Vanilla extract
- Coconut extract or essence
- Peppermint extract
- Fish sauce (available in most Asian foods grocery store aisles)
- Pipettes or medicine droppers
- Glue
- Damp paper towels
- Crayons

#### PREP

Duplicate and fold one **Who Likes...?** master for each child. Make an additional for demonstration purposes.

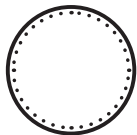
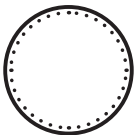


Who likes vanilla?

Who likes almond?

Who likes coconut?

Who likes peppermint?



#### PROCEDURE

1. Distribute a booklet, glue bottle, four cotton pads, and a damp paper towel to each child.
2. Demonstrate how to use a pipette or medicine dropper to drop one drop of vanilla extract on the first cotton pad.
3. Demonstrate how to loosen the top of a glue bottle and apply the first cotton pad to the booklet.

After you put a drop of vanilla extract on the cotton, you're going to glue it to the vanilla page.

Twist the top of the glue bottle to open it, then make a circle of glue under the writing. Press the cotton pad on the glue and count to five very slowly, NOT quickly. Can you count to five slowly with me?

1-2-3-4-5.

4. Repeat these steps with the coconut, peppermint, and fish sauce.
5. With a damp paper towel, show the children how to clean up any extra stickiness on their hands and the glue bottle. Show them also how to tighten the top of the glue bottle.
6. Explain to the children that they are going to use their booklets to take a **survey**.

A **survey** is when you ask a lot of people the same question. Different people usually have different answers. The special science word for answers is **data**.

When you take a **survey**, you are collecting **data** (or answers) from lots of different people.

What question do you think this survey should ask?

7. Discuss as a class, steering children toward "What smell do you like best?"

When you take this **survey**, ask your friends to smell all of the pages and then ask them the question you are interested in. What question did we decide to ask?

What smell do you like best?

Right! And what's the special science word for the answer they give us?

**Data**.

8. Discuss the importance of recording data.

Scientists love finding answers to their questions. Remind me what these answers are called?

**Data**.

Good, **data**. This **data** is what helps scientists answer their questions. So it's really important to remember.

What's something we could do to make sure we don't forget our **data**?

Write it down.

Good! But not all of us know how to write yet. Is there a way we could keep track of what people tell us when we give them our **survey** without having to write down words?

#### LEGEND





9. Discuss the problem together, and decide that the children could make a mark on the bottom of the smell page that their friend liked.

After we make one mark that records that person's **data**, are we done?

No. When you take a **survey**, you ask the same question to lots of different people.





10. Have the children take a few minutes to survey each other, reminding them, as appropriate, to record their **data**.
11. Gather the children back together. Point out that once scientists have collected their **data**, they analyze it to find their answers.

Now that we have finished our **survey** and collected our **data**, we need to analyze it. To analyze means to figure out the answer to our question. We'll do that by counting the marks on each page. The page with the most marks is the smell our friends like best.

12. Assist children in analyzing their data by counting how many marks are on each page. Have several children report on their findings.

Deciding what smells good is a **personal choice**. **Personal** means it is your choice. There is no right or wrong decision. Look how different friends like different smells.

13. Encourage children to share their books with their parents and siblings and mark their own personal favorite smell.

SKILLS TAUGHT		VOCABULARY
<p><i>Compares own and others' preferences</i></p> <p>SE.SA.A.P.3: Social Awareness  </p>	<p><i>Collects, describes, and records information</i></p> <p>SC.SI.I.D: Scientific Inquiry  </p>	<p>data</p> <p>personal</p> <p>quick survey</p>

## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

## Morning Meeting Routine and Rhyme Discrimination


Sing the *ABC Song*, then review *Mother, Mother, I am Ill* rhyming words. Say, “**ill/sick.**” Thumbs up if they rhyme, or thumbs down if they do not rhyme. Continue with “**ill/hill,**” “**nurse/doctor,**” “**nurse/purse,**” “**sick/hill,**” and “**sick/quiet.**”

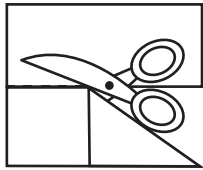
## Literacy

### Power I

#### MATERIALS


##### For the activity:

- Figures or pictures of superheroes that are familiar in your community
- Whiteboard and dry erase marker
- Read *Mother, Mother, I Am Ill* together using Classroom Advantage.  (Have the children read the word “I.”)



#### Advanced Prep

##### Materials for the optional superhero cape:

- 1- 1/2 yards of red knit fabric (like t-shirt fabric)
- 1 yard of 3/4" inch red ribbon (grosgrain ribbon will wear the best)
- 2 sheets of felt: 1 yellow and 1 blue
- **Super I Pattern** 
- Scissors
- Spray adhesive, or iron and iron-on (fusible) webbing (Pellon), available at fabric stores

##### Making the optional superhero cape:

- Lay the fabric out on a hard, clean surface.
- Fold 1-inch back along one of the long sides. You can hold it with your fingers or iron or pin in place, as you prefer.
- Cut slits 1-inch apart along the long fold, extending half way to the edge.
- Open the fold and thread the ribbon through the slits.
  - Gather the fabric to the center of the ribbon. Weave each ribbon end back through the last slit and knot into place.
  - Cut out shield pattern from the **Super I** master. Pin it to the yellow fabric and cut out.
  - Cut out the **I** pattern from the **Super I** master. Pin it to the blue felt, and cut it out.
  - Attach the **I** to the shield and the shield to the cape with the spray adhesive (it is easiest to control mess if you spray the back of the smaller object and then attach). Put a heavy book on top to help the adhesive adhere, and let dry for an hour. Or use iron-on webbing, following the manufacturer’s instructions.

#### LEGEND



**PROCEDURE**

1. If using the **Super I** cape, put it on and introduce the idea of **power**. Display your superheroes and ask children to identify them and tell you what makes them special.  
Super **powers** are things that help people do hard things easily.  
Would you like to get super reading **powers**?
2. Explain that **power** words are words that readers read over and over.  
Learning **power** words will give you the **power** to read quickly and easily. And guess what? You already know your first **power** word!
3. Introduce **Power** Word “I.” Go to the board and write capital I:  
Down, across, across. What is this? (*Wait for class to respond.*)  
Capital letter I.  
You’re right! But it’s not just a letter—it’s also a word! A **power** word! Can you guess what word it is?  
*If children have trouble guessing, turn around and show them your cape. Wait for class to respond.*  
That’s right! “I,” like “me, myself.” When I talk about myself, I say “I.”
4. Point to yourself each time you say “I” to reinforce the meaning of the example sentences that follow.  
I can see. I can jump. I am happy to be in school with my friends today.
5. Explain that every time you say “I,” you are telling people something about yourself.  
I is such an important word that it always uses a capital letter and says its own name.
6. Have everyone think of their own **superpower**.  
Can you think of your own **superpower**? It can be anything.  
I can help my sister stop crying.  
I can turn off the TV for my mom.  
I can pour milk on my cereal without spilling.
7. If you’re using a **Super I** cape, give everyone a turn to wear it and say: “I can...”. Have some suggestions ready to whisper to children who have a hard time thinking of something.
8. Hang the cape in a prominent place. Tell the children that whenever someone learns a new **superpower**, they can wear the cape while they tell the class what they can do during Morning Meeting
9. Explain that the Word Wall is a reminder of all the words the class has learned how to read. With some ceremony, attach the **power** word card “I” to the Word Wall.

SKILLS TAUGHT	VOCABULARY
<b>Capitalizes the pronoun “I”</b> <i>LI.PK.P.3: Print Knowledge</i>	<b>Recognizes the power word “I”</b> <i>LI.PK.W.4: Print Knowledge</i>

**TEACHER TIP**

Continue this practice for the next week or so, and again whenever the class adds a new power word to their repertoire.



LEGEND



Advanced Preparation



Classroom Advantage



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## Emergent Writing

### Introducing Journals

#### MATERIALS

- Journal for each child (use a spiral notebook or the Waterford **Journal Page** master) 
- Pencil for each child

#### PROCEDURE

1. Show children a journal and explain the journal writing assignment.

This book is a journal for writing. Every week you are going to write a story or your ideas in your own journal. Today, you are going to write about “My Friend.”

Can you draw a picture of your friend? I will help you write some words.

2. Ask the children to write an entry about a friend.
3. Be sure to monitor children’s pencil grips!
4. Keep this first entry (or at least a picture of it) as a work sample.

#### SKILLS TAUGHT

*Experiments with marks meant to convey meaning*

*LI.EW.E Emergent Writing*

*Writes for a growing variety of purposes*

*LI.EW.P Emergent Writing*

#### TEACHER NOTE

What’s the most effective way to help children become good writers? Ask them to write for real reasons, like telling a story that matters to them or making a sign for a classroom center.

Before children are fluent letter writers, you can take dictation to accompany children’s drawings. Providing writing for a picture teaches pre-literate children valuable lessons about the purpose for writing and the way it works.

However, once children know their letters and letter sounds, you should gently insist that children do the hard work of sounding out words by themselves. Stay close enough to offer help before any difficulty becomes frustration.

#### TEACHER TIP

The physical act of writing provides essential support for the acquisition of a variety of literacy skills. Following the recommendations of the research community, Waterford does not recommend asking children to write compositions on a computer or keyboard until 3rd or 4th grade (Berninger, 2012, Longcamp, et al., 2008; Dinehart, 2015).

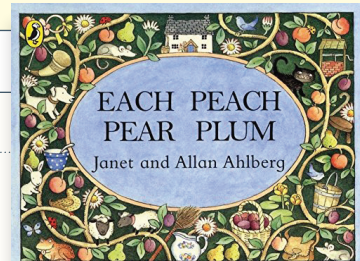
## Centers/Outside Play/Lunch/Story/Quiet Time

### Friday Story: *Each Peach Pear Plum*

As a class, read and discuss *Each Peach Pear Plum*, by Allan Ahlberg and Janet Ahlberg

#### THEMES AND SKILLS





- Power word I
- Predictions from illustrations




## Math and Numeracy

### Introduce and Count Number 5

#### MATERIALS

- Interactive whiteboard or projector
- **Blank Number Chart**, laminated and enlarged, or projected 
- **Number Path 1-10**, laminated and enlarged, or projected 
- Wall Chart
- **Number 5 Chart image** (bees) 
- Hole punch
- Unifix Cubes (for paper chart) or magnetic counters (for projected chart)
- Pencil toppers, stickers, or permanent markers to mark children's left pinkies
- **Number Paths 1-10** for each child 
- 5 straight pins
- Bowls of Unifix Cubes for small group work

#### PREP

- Add the **Give Me 5** song to a Classroom Advantage playlist. 
- Make five copies of the **Number 5 Chart** image (bees).
- Cut out, laminate, and punch a hole in the top center of each.

#### PROCEDURE

1. **Warm up with the Waterford number song, *Give Me 5*.**
2. **Spread out the number chart or project it.**  
The **FIRST** number is 1.
3. **Pick up one cube.**  
How many cubes am I holding?  
Wait for response.  
Good. I have one cube.  
Put it on the number chart above the number 1.
4. **Pick up another cube.**  
2 is the **SECOND** number.  
If I have one cube, and add one more...  
Pick up a second cube with the other hand, show it to the children, and click it on top of the first.  
...I have two cubes. How many cubes am I holding?  
Wait for response.  
Good. I have two cubes.  
Position them in the squares above the number 2.  
1, 2.
5. **Repeat until you have reviewed all previously presented numbers**
6. **When you get to five, change the script slightly:**  
The next number is 5. 5 is the **FIFTH** number.  
If I have four cubes...  
Snap together four cubes into a stick and hold them in one hand.  
...and add one more, I get five cubes. How many cubes do I have?  
Wait for response.  
Good. I have five cubes. Build them on the chart.  
If I start with four cubes and add one more, I get one, two, three, four, five cubes.
7. **Put the cubes or counters in place on the number chart.**
8. **Pass out the number paths. Ask each child to hold up her or his number 1 finger (left pinky). Correct as necessary.**  
Show me your hands and wiggle your number 1 finger in the air!  
Now match your number 1 finger to the number 1 on the number path.  
You're really getting the hang of this, great!  
Now let's count to five the math way. Don't forget to touch each numeral, like this.
9. Practice counting "One, two, three, four, five" as the left pinky and left ring, middle, index, and thumb tap numbers 1, 2, 3, 4, and 5 on the number path.
10. When children have mastered this, call out numbers and have children show that number the math way.



**SKILLS TAUGHT**

*Understands that numbers tell how many*  
MA.NC.Q.Q: Numbers and Counting

*Understands that each successive number represents one more*  
MA.NC.N.C.1: Numbers and Counting

**Centers or Outside Play/Review/Dismissal**

1. **Homelink 5** goes home today. 📖
2. Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

**Looking Ahead**

- Next week's letters are **capital J** and **capital K**. Bring in examples for the key words (real, toy, or pictures): J (Jacket); K (Keys).
- Next week's suggested Dramatic Play center is **Junkyard Sculpture**. Be on the lookout for styrofoam packing, boxes, cardboard tubes, florist styrofoam, scraps of lumber, wheels, adhesive furniture pads/protectors, old clocks, etc.
- You'll be discussing the **Sense of Taste** in science next week. Double check with caregivers to make sure you have been informed of any **food allergies**.
- We suggest a visit from firefighters or going to a **fire station during Week 11**. Make advance arrangements now if that is something you would like to do as a class.
- Read over **Assessment C** before the week begins.







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# Unit 2/Week 2

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We take care of each other

LETTERS “J” AND “K”

MAKE AND COUNT GROUPS

RHYME DISCRIMINATION

SENSE OF TASTE

## PRIMARY CONCEPT

# I am an important part of my class. We take care of each other.



Including math concepts in classroom conversations is a simple and effective way to encourage mathematical thinking in young children. Activities that emphasize one-to-one correspondence (“Can you put a napkin next to each plate?” “Is there a lid for each jar?”) prepare children for matching one number to each object counted. Creating, counting, and comparing sets (“Let’s count how many trucks and cars there are.” “Which has more?” “How many blocks will fit in this box?”) helps reinforce number sense.

Next week, the curriculum introduces position words like “between” and “under.” These words will help children begin to think spatially.

### SOCIAL & EXECUTIVE SKILLS

As researcher Lisa Miller points out, children do not need to be taught empathy (Miller, 2016). They are born with it. The trick is helping them remember to use it. Both **Full Buckets** and **Kind Kids** activities use the physical metaphor of filling a bucket to help prompt children’s awareness of the effects of their actions on others.

SE.SS.R.K  
SE.SC.I.I.6

### CREATIVE EXPRESSION/DRAMATIC PLAY

Not too long ago, most children had some version of a junkyard to play in: a vacant lot, an abandoned shed, or an attic stocked with “real” things they could tinker with to their hearts’ content. This week’s **Dramatic Play: Junkyard** encourages tinkering and exploration of the physical world and its properties, as does the suggested **Sculpture** enrichment activity.

CE.VA.C.L.6  
SC.PE.E

### LANGUAGE & LITERACY

#### LANGUAGE

This week’s vocabulary words help children pay closer attention to the different kinds of taste.

LA.EL.C.E.3

#### LITERACY

Children are introduced to **capital J** and **capital K**. They act out the corresponding **Sing with Me**, nursery rhymes **Jack and Jill** and **The Three Little Kittens**.

LI.AK.C.J, K  
LI.RC.N.T.3

### PHONOLOGICAL AWARENESS

Children learn rhyme discrimination with the help of **Jack and Jill** and **The Three Little Kittens**.

LI.PA.R.D

#### LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

**MATH**

Children practice counting to five and matching quantities to five with the corresponding numeral in **Traffic Jam Count** and **Pizza Chef Match**.

MA.NC.C.C  
MA.OA.P.M.3

**SCIENCE**

Children build their awareness of their sense of taste with activities like **Taste and Smell Snack**; **Sweet, Sour, Bitter, Salty**; and **Dragons Love Tacos: Tasting Activity**.

SC.SI.O.S.5  
SC.SI.O.S.6

**HEALTH & PHYSICAL DEVELOPMENT**

Children practice their athletic skills after reading **Grandpa's Great Athlete: A Book About 5** and **Read, Write, and Exercise 5**.

HP.GM.B  
HP.GM.C

**WEEKLY ASSESSMENT PLAN**

**Individual Assessment: Assessment C**

- Letter Recognition A-I
- Rhyme Awareness
- Receptive Language (Language Comprehension)

**Suggested Work Sample Activity** 📄

- Sweet, Sour, Bitter, Salty (photograph)

**Teacher Observation** 📋

- Receptive Language (Language Comprehension)

**Vocabulary for the week** (ENGLISH/SPANISH) 🗣️

bitter <i>amargo</i>	sculpture <i>escultura</i>
crunchy <i>crujiente</i>	sour <i>ácido</i>
junk, junkyard <i>la chatarra</i>	spicy <i>picante</i>
mild <i>suave</i>	sweet <i>dulce</i>
opposite <i>opuesto</i>	taste <i>el gusto</i>
salty <i>salado</i>	tumble <i>la caída</i>

**Story Time**

*Dragons Love Tacos/*  
*Dragones y Tacos*, 🗣️  
by Adam Rubin and Daniel Salmieri

*How Full Is Your Bucket? For Kids*,  
by Tom Rath and Mary Reckmeyer

*How To Lose All Your Friends*,  
by Nancy Carl森

*Junkyard*,  
by Mike Austin

*Katie Loves the Kittens*,  
by John Himmelman

*Sandy's Circus: A Story About*  
*Alexander Calder*,  
by Tanya Lee Stone and Boris Kulikov

**Recommended Reading Center Books**

*Alphabet Soup*,  
by Kate Banks (ABC)

*How Do Dinosaurs Play with*  
*Their Friends?/*

*¿Cómo son buenos amigos*  
*los dinosaurios?*, 🗣️  
by Jane Yolen and Mark Teague

*Jump!*,  
by Scott M. Fischer

*Owen & Mzee: The True Story of a*  
*Remarkable Friendship*,  
by Isabella Hatkoff, Craig Hatkoff,  
Dr. Paula Kahumbu, and Peter Greste

*Taste/El Gusto*, 🗣️  
by Erdem Secmen

*Three Little Kittens*,  
by Paul Galdone

*You Can't Taste a Pickle with*  
*Your Ear*,  
by Harriet Ziefert and Amanda Haley



*Salta Ranita Salta!*, 🗣️  
by Robert Kalan and Byron Barton

## Morning Meeting Routine and Rhyme Discrimination

Sing the *ABC Song*, then say a child's name with a rhyming word, e.g., “**Mary/berry.**” Ask the children, “Does Mary/berry rhyme?” Have children put thumbs up for yes, down for no. Do the same for “**Jack/Mike.**” Continue with other names if time allows.

### Full Buckets

#### MATERIALS

- **How Full Is Your Bucket? For Kids**, by Tom Rath, Mary Reckmeyer, and Maurie J. Manning
- **How Full Is Your Bucket** reading script, if desired 
- Pail, bucket, or jar
- **Kindness Suggestion Pictures** 

#### PREP

- Decorate a pail or jar, if desired.
- Print and cut out the kindness suggestion pictures and put them into the kindness pail or jar.

#### PROCEDURE

1. At the conclusion of your Morning Meeting, introduce this week's theme, “We take care of each other,” by reading and discussing **How Full Is Your Bucket**. Use the reading script, if desired.

2. Discuss the story with the children.

In the first part of the book, Felix's bucket kept spilling. How did that make him feel?

Sometimes when our bucket is empty, we act as if dipping into someone else's bucket will fill up our own bucket. That's what the mean boys on the bus thought. Does that work?

What are ways we can fill our own buckets?

3. Confirm that we fill our own buckets by helping fill others.

How can we help fill other people's buckets?

Encourage explanations about sharing and using kind words.

4. Help the children think more deeply about kind strategies by inviting them up one at a time to pull out one of the kindness strategy pictures from the pail. Discuss each one as a class.

5. Ask the children to help you notice people filling each other's buckets that week.



#### SKILLS TAUGHT

**Practices kindness**

SE.SS.R.K: Social Skills

**Applies friendship skills**

SE.SS.R.F: Social Skills

#### LEGEND



Capital Letter Introduction: J 🗣️ ⭐

**MATERIALS**

- Small mirrors (one per child)
- Alphabet poster or alphabet frieze on wall
- Interactive whiteboard or projector
- Jacket (real or picture)

**PREP**

- Gather one mirror for each child.
- Add **Letter Picture Writing: J** to a Classroom Advantage playlist. 📺

**Capital J**

**KEY WORD**

**Jacket**

**Full Letter Form Instructions**

Start at the top.  
Down to the ground and curve back up.  
Capital J.

**Abbreviated instructions**

Down, curve up. Capital J.

**PROCEDURE**

1. Introduce **Capital J** by using the alphabet poster or frieze to count out where the letter is in the alphabet.

Today we will talk about the letter J. Let's find out where J is in the alphabet. One, two... (continue counting to J). J is the ninth letter in the alphabet.

2. Introduce the key word "jacket." Repeat the key word as a class. Show a jacket (real or picture). Establish a link between the letter, key word, and letter sound.

Jacket begins with the letter J. Can you hear the sound at the beginning of the word jacket? J-J-Jacket. The sound is /j/. J makes the sound /j/.



3. Have the children practice the sound with mirrors.

J makes the sound /j/. Watch my mouth as I make the sound /j/.

Now you make the sound /j/. Watch your mouth in the mirror as you make the sound /j/.

4. Briefly give two or three more examples of words that start with /j/. Use items in the classroom or the names of familiar people.
5. Play **Letter Picture Writing: J** on Classroom Advantage, or draw or project the letter on the board. Repeat the full instructions two to three times as you guide your finger along the projected letter form, while children join in by sky-writing the letter form in the air using their entire arm.
6. Begin using the abbreviated letter form instructions as children continue to practice.
7. Choose a few children to help form the letter with their bodies on the ground. Give all children a chance to form the letter in small groups.
8. Briefly review the letter name, key word, sound, and form.

**SKILLS TAUGHT**

*Recognizes and forms capital letters*

LI.AK.C: Alphabet Knowledge

*Masters letter sounds*

LA.EL.C.1: Expressive Language

## Dramatic Play

### Junkyard



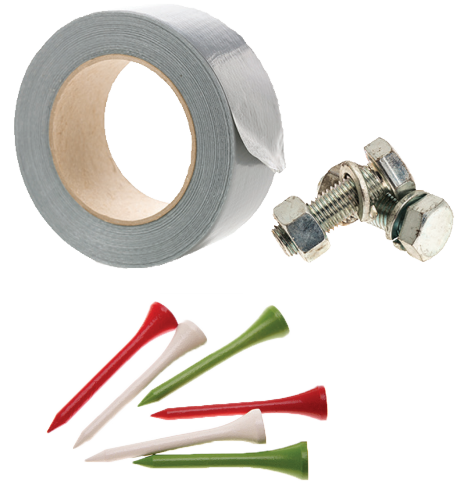
#### Advanced Prep

Gather the following materials:

- Used packing supplies, especially styrofoam
- Old tarps and plastic sheeting (to protect surfaces)
- Artificial plants, old clay pots, florist's foam
- Cardboard tubes (from paper towels and toilet paper)
- Cardboard boxes and scraps
- Egg cartons, old wastebaskets, plastic ware
- Paper or plastic cups
- Wood scraps, hammers, glue, vise
- Measuring tape
- Golf tees (for nails)
- Old clocks, radios, mirrors
- Nuts, bolts, washers, screws
- Screwdrivers (Phillips or flathead)
- Duct tape, staplers, scissors
- Old bikes, skateboards, other wheeled objects
- Empty paint cans

#### PROCEDURE

Introduce the idea of using junk to make sculptures after Tuesday's story about the sculptor, Alexander Calder.



#### SKILLS TAUGHT

*Creates art that explores space*

CE.VA.C.L.6: Visual Art

*Solves structural problems*

SC.PE.E: Physical Science and Engineering

#### VOCABULARY

junk  
junkyard

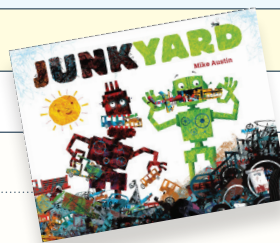
#### TEACHER TIP

Remember that part of the reason children love junkyards is because it's such fun to uncover treasures among the chaos. So avert your eyes, remind yourself that it's only for a few days, and let them at it!

## Centers/Outside Play/Lunch/Story/Quiet Time

### Monday Story: *Junkyard*

As a class, read and discuss *Junkyard*, by Mike Austin



#### THEMES AND SKILLS

- J book
- Junkyards
- Cleaning up

#### LEGEND



## Traffic Jam Count 1-5

### MATERIALS

- Pipe cleaners, two per child
- Scissors (Optional)

### Warm Up: Bendy Numbers

1. Distribute two pipe cleaners to each child.
2. Explain the activity and demonstrate bending the pipe cleaners.  
Today we are going to make numbers with pipe cleaners. Pipe cleaners are bendy. You can move them into different shapes. Starting with number one, bend your pipe cleaner to make different numbers.  
Can you show me how you make number one?
3. Repeat the activity with other numbers. Circulate, help, and correct the number, as necessary.

### MATERIALS

- Unifix Cubes or other math manipulatives (15 per child)
- Bowls, one per table
- One **Traffic Jam Mat** for each child

### PREP

- Prepare a Traffic Jam mat for each child and one for yourself.
- Divide manipulatives among the bowls.

					5
					4
					3
					2
					1

### Instruction: Traffic Jam Count

1. Introduce the activity and explain the concept of a traffic jam.  
Sometimes, there are so many people driving that the cars get stuck in long lines. That's called a traffic jam.
2. Show the **Traffic Jam Mat**.  
Each column you see is a traffic lane. Look, the number of the lane shows how many cars are waiting in line.
3. Demonstrate lining up the correct number of toy cars in each marked lane.  
*Point to the squares above each number.*  
What number is in this lane?  
*Point to the 5.*  
5!  
Great! How many cars should I place in this lane?  
5!
4. Continue until you have placed the cars in each lane representing the numeral specified.  
1, 2, 3, 4, 5. My traffic jam has come alive!  
Can you chant that with me?
5. Count each lane of cars the math way by touching each one with the appropriate counting finger.



### Practice: Making Traffic Jams

1. Explain to the class that their job is to make their own traffic jam using the manipulatives on their table.
2. When everyone in the group has finished making their traffic jams, have them chant "1, 2, 3, 4, 5, our traffic jam has come alive." That will be your signal to come check their work.

## Wrap Up

1. Gather children to the listening rug for a discussion.

Show me your number one fingers.

Let's practice counting the math way in the air.

2. Demonstrate by beginning with your left pinky and following through to your left thumb. This might still be challenging for some children. Practicing will develop and strengthen the muscles until the gesture becomes natural.
3. Suggest that while playing on the playground, the children could use the big cars, trikes, or other toys to create another traffic jam! Remind them to count the math way.

### SKILLS TAUGHT

#### *Counts on fingers*

*MA.NC.CC.5: Numbers and Counting*

#### *Associates quantity of objects with a written numeral*

*MA.NC.W.N: Numbers and Counting*



#### LEGEND



## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.



## Morning Meeting Routine



Sing the *ABC Song*. Clap with each letter name as it is sung.

## Phonological Awareness


### Jack and Jill Rhyme Discrimination

So far you've been helping your children notice and appreciate rhymes. Now they're ready to discriminate between rhyming and non-rhyming words.

#### MATERIALS

- Interactive whiteboard or projector
- Pail (perhaps a plastic ice cream bucket)
- Hill (real or perhaps made from a stepstool)
- **Jack and Jill Puppets** 
- Tongue depressors
- Hot glue gun
- **Jack and Jill** 

#### PREP

- Add **Jack and Jill** to a Classroom Advantage playlist. 
- Print out, cut out, and laminate Jack and Jill puppets.
- Use the hot glue gun to attach each puppet to a tongue depressor.

#### PROCEDURE

1. **Before you read, use the Peek at the Story comprehension strategy. Show the book and read the title. Then show the title page.**

Here are Jack and Jill. Let's find out where they are going.

Show pages 2 and 3.

Where do you think they are going?

Let's read and find out what happens to them.

2. **Using Classroom Advantage, read the story, then help the children summarize the story.**

What happened to Jack and Jill in the story?

3. **Help deepen comprehension with the "Connect to Me" strategy.**

To **tumble** can mean to roll down something. Have you ever rolled down a hill?

If a hill is available, roll down it together. Otherwise, show the children how to roll across the classroom.

4. **Together sing *Jack and Jill*, emphasizing the rhyming words:**

Let's sing our Nursery Rhyme, *Jack and Jill*.

Jack and JILL went up the HILL,

To fetch a pail of water.

Jack fell DOWN and broke his CROWN,

And Jill came tumbling after.

5. **Explain that CROWN is the top of your head.**
6. **Do the rhyme cheer for two rhyming pairs: JILL/HILL and DOWN/CROWN, punching one arm straight up for the first word and the other for the second.**
7. **Now, craftily introduce two non-rhyming pairs: OVER/HILL and TUMBLING/AFTER.**

Do these rhyme? Do these words sound the same?

Rhyming words are words that sound the same.

8. **Sing the song several more times, allowing two children to act it out with the puppets each time.**

#### SKILLS TAUGHT

**Discriminates between rhyme and non-rhyme**

*LI.PA.R.D: Phonological Awareness*

#### VOCABULARY

**tumble**

#### LEGEND



## Snack

### Taste and Smell Snack Activity

#### MATERIALS

- Raw potatoes
- Raw apples
- Vegetable peeler
- Knife
- Small paper cups

#### PREP

- Peel potatoes and apples.
- Cut them into equally-sized chunks.
- Put them in identical paper cups.

#### PROCEDURE

**1. Introduce the idea that smell and taste are related.**

What part of your body do you use to smell?

What part of your body do you use to taste?

Are your nose and your tongue close together? They are!

The sense of smell and the sense of taste are close together too.

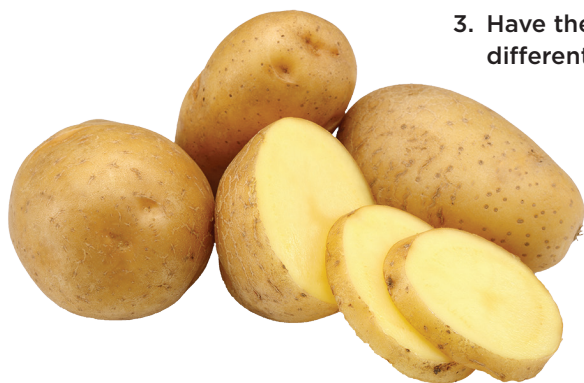
We are going to be scientists and investigate how these senses are related.

**2. Have children pinch their noses shut. Offer them a chunk of potato and a chunk of apple.**

I am going to give you two pieces of food. Keep your nose pinched so you can't smell and taste each food with your mouth.

What do you think will happen if you taste these foods again with your nose unplugged?

**3. Have them unplug their noses, and try again. Ask them what was different about the two experiences.**



#### SKILLS TAUGHT

*Makes observations using the senses*

*SC.SI.O.S.6 Scientific Inquiry*

#### VOCABULARY

taste

#### TEACHER TIP

As with any food activity, be sure to review any food allergies your children may have before offering them tasting samples.

## Centers/Outside Play/Lunch/Story/Quiet Time

### Tuesday Story: *Sandy's Circus*

As a class, read and discuss *Sandy's Circus: A Story About Alexander Calder*, by Tanya Lee Stone and Boris Kulikov

#### THEMES AND SKILLS

- Sculpture

## Science and Engineering

### Sweet, Sour, Bitter, Salty

#### MATERIALS

- Sweet: honey or brown or white sugar
- Sour: sliced lemons or limes (one slice per child)
- Bitter: unsweetened cocoa or baking chocolate (safe for milk allergies)
- Salty: tortilla chips
- One small paper plate for each child to hold food samples
- Spoons for honey/sugar and cocoa (one per child)
- Mirrors for each child
- Napkins

#### PREP

- Gather one small mirror for each child.
- Place small samples of each food on plates.

#### PROCEDURE

1. **Ask children for their ideas about how their bodies taste things.**  
*What is your favorite food? Wait for a few answers.*  
*What does that taste like? How does your body taste things? It's with our tongues! Stick out your tongue.*
2. **Distribute mirrors and have children examine their tongues until they can see the taste buds.**
3. **Remind them that scientists are careful about their senses. Since you are going to be tasting things, it's important that they wash their hands first.**
4. **After the children have washed their hands, give each child a plate with samplings of each food item. Tell them not to taste yet. Hold up a piece of the first item to taste and explain the activity.**  
*We are going to discover how our tongue can sense different tastes. Put this food (show sample) into your mouths and close your eyes. How does this food feel? How does it taste?*  
  
**Discuss the taste and texture of each food item, introducing and reinforcing the meaning of the appropriate vocabulary word: **sweet, sour, bitter, or salty.****
5. **Ask children to describe a food they ate last night and categorize it as **sweet, sour, bitter, or salty.****
6. **Assign one or more taste categories to each child and have them find something at home that matches. Parents/caregivers can help children on a taste scavenger hunt. Send a list home of the food listed in the materials. Encourage caregivers to play this activity of tasting and describing foods with their child. Discuss as a class the next day.**

#### SKILLS TAUGHT

**Uses descriptive words with precision**  
*SC.SI.C.T.3: Scientific Inquiry*

**Uses sense of taste**  
*SC.SI.O.S.5: Scientific Inquiry*

#### VOCABULARY

**sweet**  
**sour**  
**bitter**  
**salty**

#### TEACHER TIP

*Accommodations for Children with Food Allergies:* 1) Ask children to describe a food they ate last night and categorize it as sweet, sour, bitter, or salty; 2) Enlist caregivers in a food scavenger hunt; 3) Assign one or more taste categories to each child and have them find something at home that matches; 4) Send a list home of the food listed in the materials; 5) Encourage caregivers to play this activity with their child; 6) Discuss as a class the next day.

## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

#### LEGEND





## Morning Meeting Routine

Sing the *ABC Song*. Clap with each letter name as it is sung.


## Literacy

### Capital Letter Introduction: K

#### MATERIALS

- Small mirrors (one per child)
- Alphabet poster or alphabet frieze on wall
- Interactive whiteboard or projector
- Keys (real or picture)
- **Letter Picture Writing: K**

#### PREP

- Gather 1 mirror for each child
- Add **Letter Picture Writing: K** to a Classroom Advantage playlist. 

### Capital K

#### KEY WORD

#### Keys

#### Full Letter Form Instructions

Start at the top.  
Straight down to the ground.  
Lift.  
Slant back to the middle.  
Slant out to the ground.  
Capital K.

#### Abbreviated instructions

Down, lift, slant in, slant out.  
Capital K.

#### PROCEDURE

1. Introduce Capital K by using the alphabet poster or frieze to count out where the letter is in the alphabet.

Today we will talk about the letter K. Let's find out where K is in the alphabet. One, two... (continue counting to K). K is the eleventh letter in the alphabet.

2. Introduce the key word "keys." Repeat the key word as a class. Show some keys (real or picture). Establish a link between the letter, key word, and letter sound.

Keys begins with the letter K. Can you hear the sound at the beginning of the word keys? K-K-Keys. The sound is /k/. K makes the sound /k/.

3. Have the children practice the sound with mirrors.

K makes the sound /k/. Watch my mouth as I make the sound /k/.

Now you make the sound /k/. Watch your mouth in the mirror as you make the sound /k/.

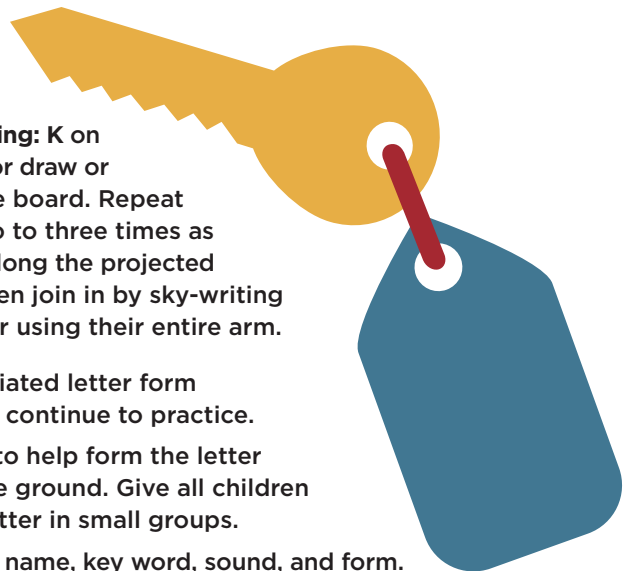
4. Briefly give two or three more examples of words that start with K. Use items in the classroom or names of familiar people.

5. Play **Letter Picture Writing: K** on Classroom Advantage, or draw or project the letter on the board. Repeat the full instructions two to three times as you guide your finger along the projected letter form, while children join in by sky-writing the letter form in the air using their entire arm.

6. Begin using the abbreviated letter form instructions as children continue to practice.

7. Choose a few children to help form the letter with their bodies on the ground. Give all children a chance to form the letter in small groups.

8. Briefly review the letter name, key word, sound, and form.



#### SKILLS TAUGHT

*Recognizes and forms capital letters*

*LI.AK.C: Alphabet Knowledge*

*Masters letter sounds*

*LA.EL.C.1.1: Expressive Language*

#### LEGEND



## Transition

### Rhyme Race 🗨️ ⭐

#### PREP

Create pairs of rhyming and non-rhyming words (make your own list).

#### PROCEDURE

1. Line children up, side by side, about 10 feet from the door.
2. Read a pair of words. If the words do not rhyme, the children stay in place. If the words do rhyme, tell the children to make one move toward the door (jump, hop, slither, twirl, etc.).
3. Release them to their next activity when they arrive at the door.

#### SKILLS TAUGHT

*Discriminates between rhyme and non-rhyme*

*LI.PA.R.D: Phonological Awareness*

#### SUGGESTED WORD PAIRS

Bee/Knee

Thumb/Gum

Block/Rock

Purse/Point

Tie/Eye

Stop/Hop

Bite/Kite

Phone/Farm

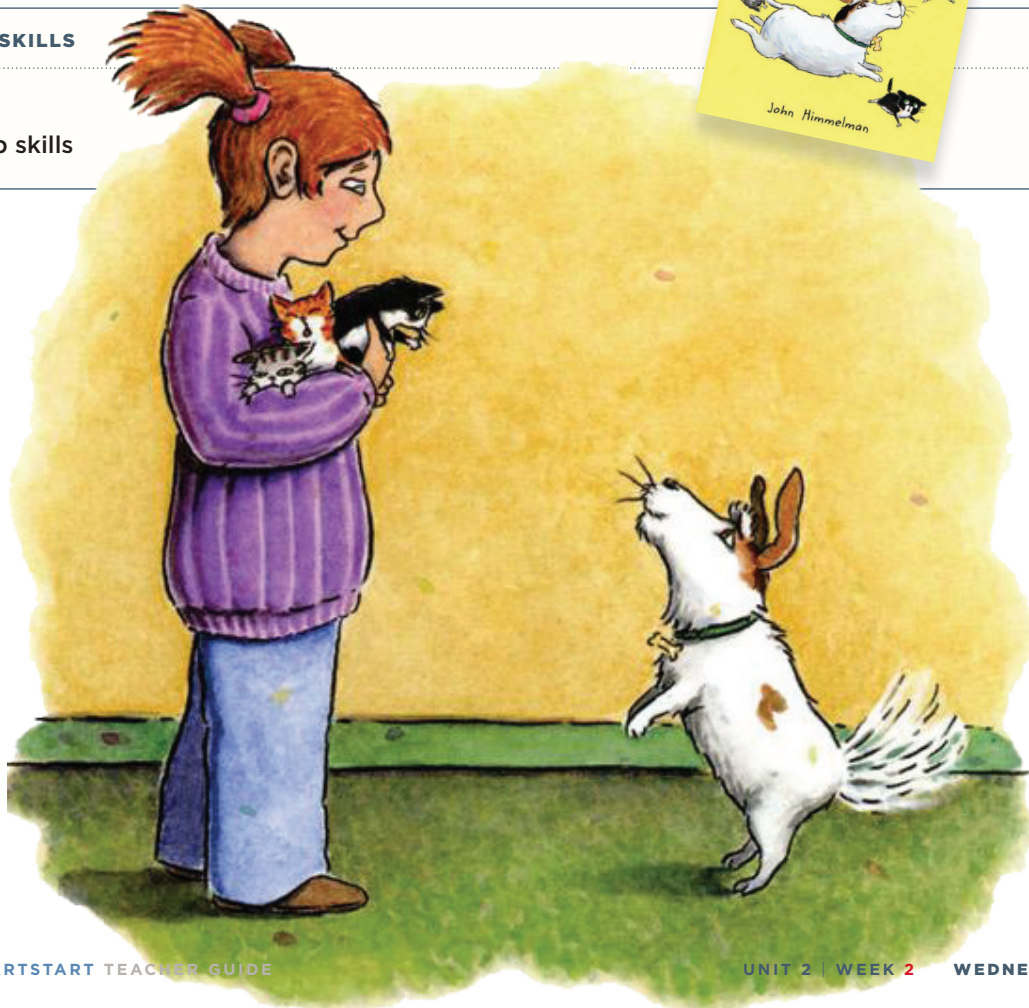
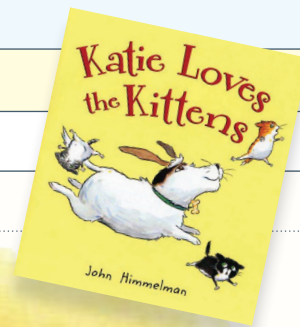
## Centers/Outside Play/Lunch/Story/Quiet Time

### Wednesday Story: *Katie Loves the Kittens*

As a class, read and discuss *Katie Loves the Kittens*, by John Himmelman

#### THEMES AND SKILLS

- K book
- Friendship skills



## Math and Numeracy

### Read, Write, and Exercise 5 ★

#### MATERIALS

- *Grandpa's Great Athlete: A Book About 5*
- Interactive whiteboard or projector
- Math Journals

#### PREP

Add *Grandpa's Great Athlete: A Book about 5* to the Classroom Advantage playlist. 📖

#### PROCEDURE

##### 1. Introduce the number five.

Today we are talking about the number 5. Can you think of anything that comes in fives?

*Guide them to their fingers, and practice counting to five the math way.*

We can count to 5 on this hand. It has five fingers.

How many fingers does your other hand have?

How many toes does your foot have?

How many toes does your other foot have?

Let's read a book about the number five.

##### 2. Read and discuss *Grandpa's Great Athlete: A Book About 5*.

##### 3. Show the number form on the cover and teach children how to draw the number 5.

This is the way we make a number 5.

*Draw 5 on the board, using the Waterford number directions to describe your actions.*

Over, down, curve around—5.

*Shift position to the other side and repeat, so that all children can see.*

Now it's your turn. Arms straight!

##### 4. Repeat several times with the children. Make a huge 5. Now make a tiny 5.

##### 5. Re-read the book. Whenever the number 5 appears, stop to sky-write the number in the air and count the objects on each page.

Great job! I think you know all about the number 5!

##### 6. Do exercises in groups of five: five hops, five leg lifts, five push-ups against the wall, five sit-ups, five jumping jacks. Count as you do them.

##### 7. Pass out the math journals and have the children practice writing number fives. Monitor, give assistance, and make corrections as needed.



#### LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

**SKILLS TAUGHT**

*Associates quantity with written numeral*  
MA.NC.W.N.5: Math and Numeracy

*Recognizes and writes numerals*  
MA.NC.W.W.5: Math and Numeracy

**Centers or Outside Play/Review/Dismissal**

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.



## Morning Meeting Routine

Sing the *ABC Song*. Clap with each letter name as it is sung.

### Kind Kids

#### MATERIALS

- Kindness pail or jar from Monday's **Full Buckets** activity
- Warm and fuzzy pom poms

#### PREP

Keep your eye out for kind acts that occur in the classroom.

#### PROCEDURE

1. **Review the letter K and its sound /k/. Write the letter K on the board or point to it on an alphabet chart or frieze.**

What letter is this? What sound does the letter K make? That's right. K makes the sound /k/.

2. **Introduce Kind Kids.**

This week, the two most important K words in our class are "kind kids."

3. **Ask a child to tell about someone who was kind to them that morning. This works best if you have witnessed the kindness and can help prompt them.**

When we see Kind Kids, we say something special to them. We say "Thank you, friend! You make the world a better place!" Try it with me:

The whole circle shouts

THANK YOU \_\_\_\_\_! You make the world a better place!



4. Invite the children to each drop a pom pom into the Kindness Pail.
5. Repeat this morning ritual whenever you notice something wonderful OR whenever children need a "kindness tune-up." This kind of recognition will be especially meaningful (whether they show it or not to students with poor social skills) so make sure they get their moment in the spotlight along with everyone else.
6. When the pail is full, provide a modest but meaningful acknowledgment to the class.

#### SKILLS TAUGHT

*Practices kindness and empathy*

SE.SS.R.K: Social Skills

#### LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio




Satisfied Framework


## Phonological Awareness

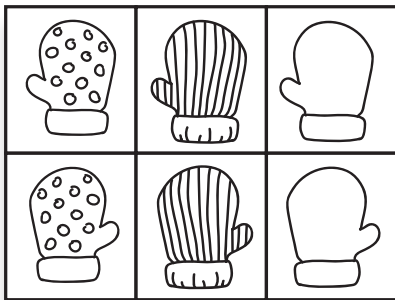
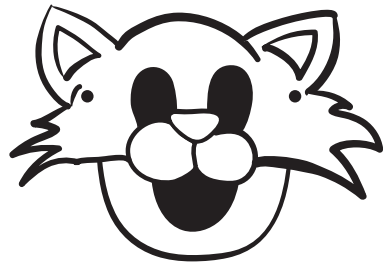
### Three Little Kittens: Rhyme Discrimination 🗨️⭐

#### MATERIALS

- Interactive whiteboard or projector
- Kitten Mask and Mitten master 
- *Three Little Kittens*, by Paul Galdone

#### PREP

- Duplicate several kitten and mitten masters, and cut them out.
- Add *Three Little Kittens* to a Classroom Advantage playlist.  



#### PROCEDURE

1. Using Classroom Advantage, read *Three Little Kittens* as a class, reviewing the letter K and letter sound /k/.  
2. Repeat, exaggerating the rhyming words and introducing props.  
Three Little KITTENS, (*show masks*)  
They lost their MITTENS, (*show masks*)  
And they began to CRY, (*rub eyes with fists—pretend to cry*)  
“Oh, Mother dear, we sadly fear (*change to a crying voice*)  
Our mittens we have lost.”  
“What! Lost your MITTENS, (*angry voice*)  
You naughty KITTENS!  
Then you shall have no PIE.”  
“Mee-ow, mee-ow, mee-ow!”  
“No, you shall have no pie.”
3. Do the rhyme cheer to check that KITTENS/MITTENS and CRY/PIE rhyme.
4. Repeat the rhyme, leaving out the rhyming words for the children to fill in. If necessary, point to illustrations or props to help cue them.  
Three Little \_\_\_\_\_, Kittens  
They lost their \_\_\_\_\_. Mittens  
And they began to \_\_\_\_\_, Cry (*rub eyes with fists—pretend to cry*)  
Oh, Mother dear, we sadly fear, (*change to a crying voice*)  
Our mittens we have lost.”  
“What! Lost your \_\_\_\_\_, Mittens (*angry voice*)  
You naughty \_\_\_\_\_! Kittens  
Then you shall have no \_\_\_\_\_.” Pie  
“Mee-ow, mee-ow, mee-ow!”  
“No, you shall have no \_\_\_\_\_.” Pie
5. Use the rhyming cheer to see if two more sets of words rhyme.  
MOTHER/KITTENS,  
LITTLE/MEE-OW.
6. Have some of the children hide the mittens around the room. Distribute masks to the rest of the children and have them find the mittens.
7. Read Paul Galdone’s version of the nursery rhyme. Discuss what is the same and what is different about the two versions. Have the class vote on which version they prefer.

#### SKILLS TAUGHT

*Discriminates between rhyme and non-rhyme*

LI.PA.R.D: Phonological Awareness

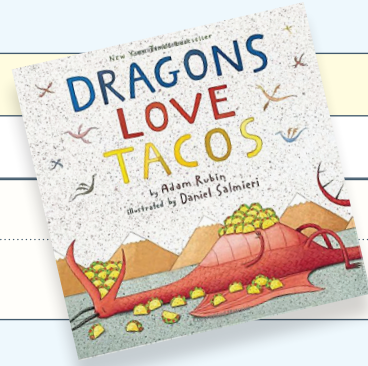
*Participates in voting*

SE.SA.C.V: Social Awareness

## Centers/Outside Play/Lunch/Story/Quiet Time

### Thursday Story: *Dragons Love Tacos*

As a class, read and discuss *Dragons Love Tacos*, by Adam Rubin and Daniel Salmieri



#### THEMES AND SKILLS

- Sense of taste

## Science and Engineering

### Dragons Love Tacos: Tasting Activity

#### MATERIALS

- *Dragons Love Tacos*, by Adam Rubin and Daniel Salmieri
- Pictures or samples of foods mentioned in the book with contrasting characteristics, including:
  - Spicy salsa
  - Crunchy chips
  - Mild, sweet, creamy pudding
  - Hot, creamy/mushy refried beans
  - Cold, crispy/crunchy lettuce
  - Sour lime wedges, etc.

#### PROCEDURE

##### 1. Review the five senses.

We've been talking about our bodies' senses. Can you help me name our five senses?

Hear, see, smell, taste, touch

##### 2. Explain the concept of opposites.

Opposites are things that are different. Our eyes can see things that are light and dark. Are light and dark the same? No! They are opposite.

Our ears can hear things that are soft and loud. Are soft and loud the same? No! They are opposite.

Discuss other sensory opposites: hot and cold, strong and weak, rough and smooth, etc.

##### 3. Discuss opposites that we can sense through taste.

What opposites can your tongues can find? (Sweet/sour; hot/cold; crunchy/smooth or creamy; spicy/mild.)

##### 4. Read *Dragons Love Tacos*.

##### 5. With the help of the pictures or food samples, review the tasting opposites in the book.

#### SKILLS TAUGHT

*Makes observations based on the sense of taste*

SC.SI.O.S.5: Scientific Inquiry

#### VOCABULARY

opposite	sweet
crunchy	sour
mild	spicy

#### TEACHER TIP

As with any food activity, be sure to review any food allergies children may have before offering them food samples.

## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

#### LEGEND





## Morning Meeting Routine and Rhyme Discrimination

Sing the *ABC Song*, then have the children raise their hands if these words from the *Three Little Kittens* rhyme: “kittens/mittens,” “kittens/cats,” “dear/fear,” “dear/desk,” “cry/pie,” “cry/eye,” and “pie/cake.”

### Good Friends, Good Listeners

#### MATERIALS

*How to Listen Like A Friend*  
rebus 

#### PREP

Prepare rebus. 

#### PROCEDURE

1. Discuss the connection of listening to other people and being a good friend and learner.

Do you know how to listen? Listening to other people helps you be a good friend and it's important for good learners.

But listening can be tricky! We are going to play the telephone game.

2. Seat the children in a circle.

I am going to whisper something to this friend. Then he or she will whisper the same thing to their neighbor. Keep whispering the message you hear to your neighbor on the other side.

*Whisper a simple sentence to the first child, and coach them as they continue around the circle. Have the last child say what you said out loud, and compare the difference. The children will be shocked.*

3. Teach them how to listen like a friend:

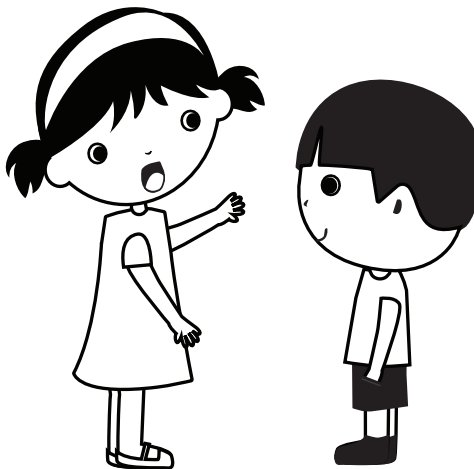
Good friends are good listeners. Here is how to listen like a friend:

- Stop what you are doing.
- Look into each other's eyes.
- Listen hard.

4. With the help of a colleague, model listening like a friend. Then model NOT listening like a friend.



Stop what you  
are doing



Look into each  
other's eyes



Listen hard

#### SKILLS TAUGHT

*Listens to other children*

*LM.EF.A.3: Executive Function*

#### LEGEND



5. Have the children point out what you did wrong when you didn't listen like a friend. Try again and do better.
6. Have several children come up and listen. Have the rest of the class decide whether they are listening like a friend or not, and explain why.
7. As the year continues, gently remind children to "listen like a friend" when their attention wanders.

## Journals

### I Taste

#### MATERIALS

- Journals
- Pencils

#### PROCEDURE

During Journal time, ask the children to write an entry about something they've tasted.

#### SKILLS TAUGHT

*Writes/draws stories and journal entries*

LI.EW.P.2

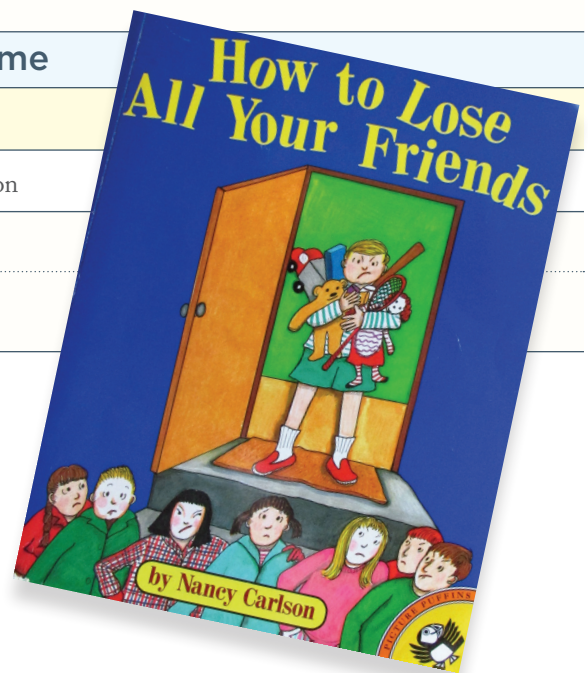
## Centers/Outside Play/Lunch/Story/Quiet Time

### Friday Story: *How to Lose All Your Friends*

As a class, read and discuss *How to Lose All Your Friends*, by Nancy Carlson

#### THEMES AND SKILLS

- Friendship skills





## Math and Numeracy

### Pizza Chef Match

#### MATERIALS

##### For Numeracy Warm-up:

- Quantity Match
- One set of large **Quantity Cards 1-5**, enlarged 
- One set of large **Numeral Cards 1-5**, enlarged 

##### For Pizza Chefs:

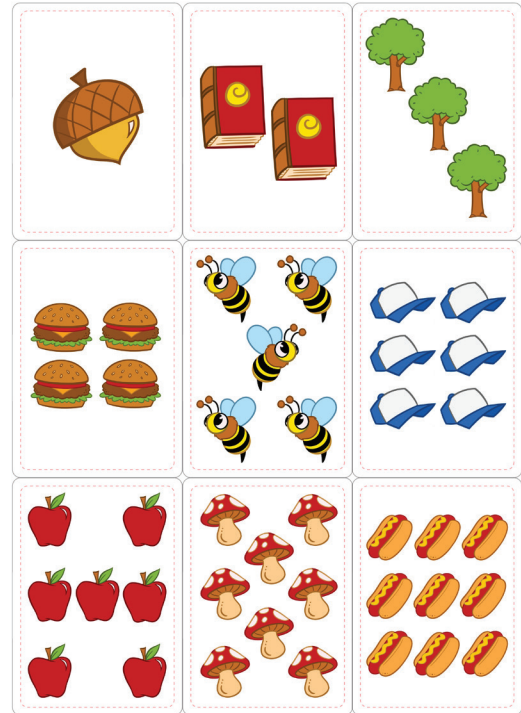
- Sets of prepared **Numeral Cards 1-5**, one per group of two children
- Paper plates, one per child
- Paper circles or circular counters, five per child
- Baggies

#### PREP

- Print, laminate, and cut out one set of large **Quantity Cards 1-5**.
- Print, laminate and cut out one set of large **Numeral Cards 1-5**
- Prepare “toppings” by putting five counters in each baggie.

### Warm Up: Quantity Card Match

1. Shuffle the **Quantity Cards**.
2. Pick one card at random and show it to the children.
3. Ask a volunteer to come up and touch and count each item aloud.
4. Have the first volunteer choose another child to come up and select the corresponding **Numeral Card**.
5. As a class, discuss and correct the chosen numeral, if necessary.
6. Repeat until you have reviewed all numerals and quantities.



### Instruction: Pizza Orders

1. Put on the chef's hat, if you are using one. Tell the children that you own a pizza restaurant, and that you are looking for some cooks.  
*I've heard that you are all good, cheerful workers. But before I can hire you, I have to make sure that you know how to make the pizzas that the customers order.*
2. Explain that the **Numeral Cards** show how many toppings the customers want on their pizzas. You will hold up an order, and the children should show you how many toppings the customer has ordered with their math fingers.
3. Check and correct all children's finger representations, then repeat until you have shown all five numeral cards.
4. Congratulate the children. Tell them that they've all been hired!

## Practice: Pizza Chefs

1. Divide children into pairs. Have them decide who is going to be the chef and who is going to be the customer. While they are negotiating, pass out one paper plate “pizza,” a bag of five “toppings,” and the Numeral Card “order forms” to each pair.
2. Tell the customers that they order first. They decide how many toppings they want on their pizza, and hand that Numeral Card to the chefs.
  - The chefs put that many pieces of pepperoni on the dough circle, and serve it to the customer. If it’s hard to count the toppings, remind children that they can always put them in a line.
  - Then they switch. The chefs order and the customers make the pizza.
3. Have the children continue ordering and making pizzas while you circulate, checking and resolving any misunderstandings.

## Wrap Up

Ask the children what parts of the game were hard and discuss solutions.

### SKILLS TAUGHT


*Associates a quantity of objects 1-5 with a written numeral*

*MA.NC.W.N: Numbers and Counting*

*Subitizing*

*MA.NC.C.S.1: Numbers and Counting*

## Centers or Outside Play/Review/Dismissal

1. **Homelink 6** goes home today. 
2. Review the day, discussing and resolving any problems. Preview tomorrow’s activities, and help children pack up.

## Looking Ahead

- Next week’s letters are **capital L** and **capital M**. Bring in examples for the key words (real, toy, or pictures): L (Leaf); M (Muffins).
- Next week’s suggested Dramatic Play center is a **Laundromat**. Be on the lookout for large boxes (to make a washer and dryer); clotheslines; clothespins; laundry baskets; play irons; play ironing boards; towels to practice folding with; empty detergent containers; etc.
- On Thursday of next week, you’ll be making **curds and whey**. Double check for any dairy allergies and make sure that you have access to a stove or hot plate and the necessary ingredients.
- Read over **Assessment D** before the week begins.





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# Unit 2/Week 3

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We take care of our classroom

LETTERS “L” AND “M”

POSITION WORDS

MAKE IT RHYME

LIVING OR NONLIVING

**PRIMARY CONCEPT**

## I am an important part of my class. We take care of our classroom.



Contributing to a community is an important part of belonging. This week, remind children that members of your class community share the responsibility for caring for the classroom and materials they use together. Even children who are not used to cleaning up after themselves at home can adjust quickly to the expectation that they do so in school. If you stick with your expectation without exception, they will soon learn that you mean it. They'll also take great pride in showing you (and themselves!) that they can do a good job.

**SOCIAL & EXECUTIVE SKILLS**

**The Garbage Elves** introduce the importance of taking care of our possessions and surroundings, while Friday's **Wash the Tables** activity gives children a sense of accomplishment and completion. LM.SR.R.E.4

**CREATIVE EXPRESSION/DRAMATIC PLAY**

The "cleaning up" theme continues with this week's **Laundromat dramatic play** center. SE.SA.E.M.2

**LANGUAGE & LITERACY**

**LANGUAGE**

**Over, Under, Through** and **Top, Beside, Bottom** teach position words. This matters since children generally don't notice spatial relationships until they have the words to describe them. LA.EL.C.C.7

**CENTER: Where We Are**

**LITERACY**

Children are introduced to **capital L** and **capital M** and the associated nursery rhymes **Mary Had a Little Lamb** and **Little Miss Muffet**. LI.AK.C.L, M

**PHONOLOGICAL AWARENESS**

The rhyme unit concludes with rhyme discrimination and production activities with the help of this week's nursery rhymes. LI.PA.R.D  
LI.PA.R.P

**LEGEND**



**MATH**

**Group Five Pets** introduces children to grouping small quantities to make larger numbers. **Five Frame Match** introduces the use of five-frames, while **Number Book 1-5** prepares children for next week’s final review of numbers to five.

MA.NC.

**CENTER: Where We Are**

**SCIENCE**

This week children practice assigning objects to the categories of **Living or Nonliving**. The idea that living things grow is emphasized by an activity based on the wonderful picture book, *Do You Know Which Ones Will Grow?*

SC.SI.I.C.3

**HEALTH & PHYSICAL DEVELOPMENT**


Children learn about the great musician Tito Puente and respond to his music in **Mambo Moves**.

CE.DM.C.E.5

**WEEKLY ASSESSMENT PLAN**

**Individual Assessment: Assessment D**

- Expressive Language
- Academic Vocabulary

**Teacher Observation** 

- Clean up

**Vocabulary for the week** (ENGLISH/SPANISH) 

become *hacerse*  
 beside *al lado de*  
 bottom *abajo*  
 chart *la gráfica*  
 grow *crecer*  
 model *el modelo\**

nutrients *los nutrientes\**  
 over *encima de*  
 through *a través de*  
 top *la cima*  
 under *abajo/debajo*

**Story Time**

*Boy + Bot*,  
 by Ame Dyckman and Dan Yaccarino

*Do You Know Which Ones Will Grow?*,  
 by Susan A. Shea and Tom Slaughter

*The Low-Down Laundry Line Blues*,  
 by Cynthia Millen and  
 Christine Davenier

*Maple*,  
 by Lori Nichols

*Piggies in the Pumpkin Patch*,  
 by Mary Peterson and Jennifer Rofe


*Tito Puente: Mambo King/  
 Rey del Mambo*,  
 by Monica Brown and Rafael López


**Recommended Reading Center Books**

*LMNO Peas*,  
 by Keith Baker (ABC)

*Fritz and the Mess Fairy*,  
 by Rosemary Wells


*The Laundry Dragons*,  
 by Maggie Hogarth


*Mouse Mess/Reguero de raton*,   
 by Linnea Asplind Riley

*Pigsty/El chiquero*,   
 by Mark Teague

*Prudence Wants A Pet*,  
 by Cathleen Daly and  
 Stephen Michael King

*What’s Alive?*,  
 by Kathleen Weidner Zoehfeld and  
 Nadine Bernard Westcott

*¡A recoger!/Time to Clean Up!*,   
 by Jordi Indurain and Isabel Caruncho

*El Conejito Knuffle:  
 Un Cuento Aleccionador*,   
 by Mo Willems

\* Pointing out the similarities between the English and Spanish versions of these words will help DLL children learn them more easily.

## Morning Meeting Routine and Rhyme Awareness

Sing the *ABC Song*, then review *Jack and Jill* and *Three Little Kittens* rhyming words.

### Garbage Elves 🗑️ ⭐

#### MATERIALS

- Two “garbage elves”—floppy, fluffy animals or puppets
- “Litter”—wrappers and out-of-place classroom items



#### Advanced Prep

- Spread the litter and out-of-place items around the listening rug before school begins.
- Arrange the floppy animals/puppets so that they look as though they have collapsed from exhaustion.

#### PROCEDURE

1. Gather the children quietly to the listening rug. Explain that these creatures are the garbage elves.
2. Explain that they would like to play with the children, but they are so sleepy that they had to take a nap. The reason they are so sleepy and floppy is because they have been working so hard to keep the classroom clean.
3. Ask the children if they have any ideas about things they could do to cheer up their tired friends.
4. When children make a suggestion (e.g., put things where they belong, throw away trash), have everyone get up and follow the suggestion.
5. When everything is clean, “wake up” the garbage elves. Have them be perky and delighted as they thank the children.
6. Add the garbage elves to the week’s dramatic play center.



#### SKILLS TAUGHT

*Cleans up after self*

*LM.SR.R.E.4: Self-Regulation*

*Describes effect of own behavior on others*

*LM.SR.R.M.3: Self-Regulation*

#### LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

Capital Letter Introduction: L  

**MATERIALS**

- Small mirrors (one per child)
- Alphabet poster or alphabet frieze on wall
- Interactive whiteboard or projector
- Leaves (real or picture)

**PREP**

- Add **Letter Picture Writing: L** to a Classroom Advantage playlist. 

**Capital L**

**KEY WORD**

**Leaf**

**Full Letter Form Instructions**

Start at the top.  
 Straight down to the ground.  
 Across on the ground.  
 Capital L.

**Abbreviated instructions**

Down, across. Capital L.

**PROCEDURE**

1. Introduce Capital L by using an alphabet poster or frieze to count out where the letter is in the alphabet.

Today we will talk about the letter L. Let's find out where L is in the alphabet. One, two... (continue counting to L.) L is the twelfth letter in the alphabet.



2. Introduce the key word "leaf." Repeat the key word as a class. Show a leaf (real or picture). Establish a link between the letter, key word, and letter sound.

Leaf begins with the letter L. Can you hear the sound at the beginning of the word leaf? L-L-Leaf. The sound is /L/. L makes the sound /L/.



3. Have the children practice the sound with mirrors.

L makes the sound /L/. Watch my mouth as I make the sound /L/.

Now you make the sound /L/. Watch your mouth in the mirror as you make the sound /L/.



4. Briefly give two or three more examples of words that start with L. Use items in the classroom or the names of familiar people.
5. Play **Letter Picture Writing: L** on Classroom Advantage, or draw or project the letter on the board. Repeat the full instructions two to three times as you guide your finger along the projected letter form, while children join in by sky-writing the letter form in the air using their entire arm.
6. Begin using the abbreviated letter form instructions as children continue to practice.
7. Choose a few children to help form the letter with their bodies on the ground. Give all children a chance to form the letter in small groups.
8. Briefly review the letter name, key word, sound, and form.

**SKILLS TAUGHT**

**Recognizes and forms capital letters**

LI.AK.C: Alphabet Knowledge

**Masters letter sounds**

LA.El.C.1.1: Expressive Language



## Dramatic Play

### Laundromat 🗨️ ⭐

Some children may be unfamiliar with the idea of a Laundromat. Explain to children the concept of a Laundromat and how it is used.



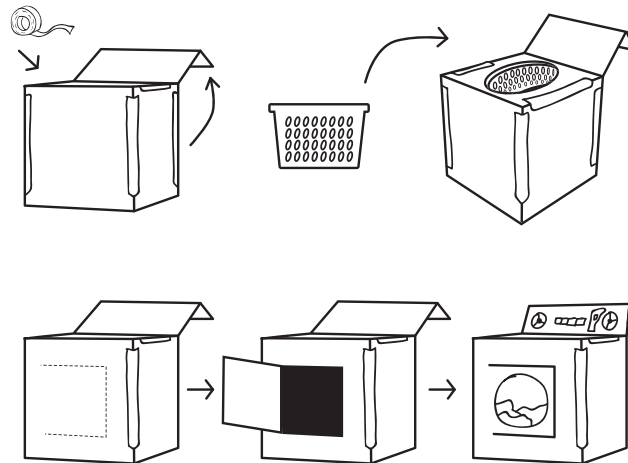
#### Advanced Prep

##### Gather the following materials:

- Two large boxes
- Two small boxes (about 3"x6")
- One round plastic laundry basket, small enough to easily fit within one of the large boxes
- Packing or duct tape
- Tempera paint, newspapers, and paint brushes or sponges, if desired.
- Permanent marker
- Milk caps for dials
- Empty detergent boxes or jugs
- Clothes to wash
- Additional laundry baskets for sorting
- Change purses and plastic coins for machine
- Hangers
- Spray bottles
- Clothesline
- Clothespins

#### PROCEDURE

1. With the children's help, tape the boxes shut, leaving one flap sticking up at the top of the box towards the back; this flap represents the controls and money box. Score and fold back two-thirds of the flap to reinforce. Tape in place.
2. Place the round plastic laundry basket upside down on top of the "washer." Trace lightly around it, then cut inside this line to create a slightly smaller circle.
3. Insert the plastic laundry basket to hold the clothes. (The rim of the basket will be supported by the circle cut in the box.)
4. Cut a large three-sided flap in the front of the "dryer" for adding clothes.
5. Have the children paint the boxes. (Remove the laundry basket during painting.)
6. Use the spray bottles to clean up while the boxes dry.
7. Meanwhile, cut coin slits in the top lids of the two small boxes. Attach them to the back control panel of the washer and dryer.
8. Label the milk caps as desired (or use dimmer switches) and help the children attach them to the control panels.



#### SKILLS TAUGHT

*Plays familiar real-life roles and situations*

*CE.DS.C.P.2: Drama and Storytelling*

*Applies planning, persistence, and problem-solving to dramatic play*

*CE.DS.P.P: Drama and Storytelling*

#### TEACHER TIP

*Knuffle Bunny*, read during the first week of school, helps children understand the concept and purpose of a Laundromat.

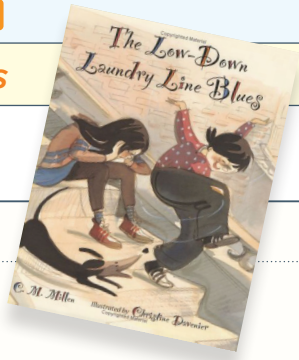
#### LEGEND



Centers/Outside Play/Lunch/Story/Quiet Time 📖

**Monday Story: *The Low-Down Laundry Line Blues***

As a class, read and discuss *Low-down Laundry Line Blues*,  
by Cynthia Miller and Christine Davenier



**THEMES AND SKILLS**


- L book
- Laundromat



## Math and Numeracy

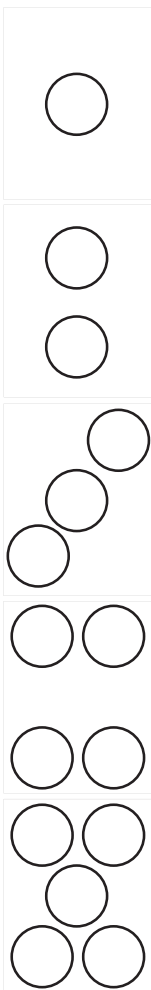
### Group Five Pets 🗨️ ⭐

#### MATERIALS

- Brown and red Unifix cubes
- **Sorting Mat 2** 

#### PREP

- Copy one **Sorting Mat** for each pair of children (laminiate if possible).
- Prepare a stack of five brown and five red Unifix Cubes for each pair of children.
- Have more Unifix Cubes in reserve for the Wrap-Up activity.)



### Warm-up: Build Five

1. Gather the children to the rug and divide them into pairs. Ask each pair to choose who will be peanut butter and who will be jelly. Tell the peanut butters to choose a number from one to four and make a tower of that many peanut-butter-colored (brown) Unifix Cubes.
2. The jellies then add enough jelly-colored (red) Unifix Cubes to make the tower five cubes tall. Both children count them all to make sure that they have made five.
3. Then switch: jellies go first, and peanut butters add enough cubes to make five.
4. Continue for several rounds, circulating, commenting, and adjusting as necessary.

### Instruction: Birthday Pets

1. Pass out a sorting mat to each pair.
2. Have the children count out five Unifix Cubes, and put them in the first circle, and return the rest to you.
3. Explain that the first circle is an animal shelter.   
Five animals live in the animal shelter. They all want to be adopted by a family. A little boy lives in the second circle.
4. Have the class help you choose the little boy's name.   
He loves animals, and on his fourth birthday, his grandma takes him to the animal shelter to choose a pet. He says he wants all of them. He and his grandma count them and find out that there are... .
5. Count the number of animals together—1, 2, 3, 4, 5   
There are five animals waiting to be adopted. His grandma says that five are too many for one little boy to take care of. She lets him choose one to take home. Happy birthday, \_\_\_\_\_!
6. Have the children move one of the cubes from the shelter to the little boy's house, and resume your story.   
That little boy loved his new pet and took good care of it. He made sure it had a comfortable, clean place to sleep. Every morning before preschool, he put out food and clean water for his pet, and when he came home he played with his pet and remembered to be gentle.   
His grandma noticed how much he loved his pet, and what good care he took of it. On his fifth birthday, she told him that he had showed her that he was ready to take care of five pets. They went back to the shelter and brought the rest of the animals home. Let's count how many new pets that makes.

7. Count the number of new pets together. 1, 2, 3, 4

Happy birthday, \_\_\_\_\_! Let's count and see if he got his birthday wish after all.

One pet the first year plus four new pets makes: 1, 2, 3, 4, 5. He did! He got his birthday wish!

8. Put the blocks back in the first circle and repeat the counting process beginning with two, then three, then four pets.

What would have happened if his grandma let him bring home two pets the first year? Let's see.

9. Circulate and monitor, making comments and adjustments as appropriate.

## Practice: Choosing Pets

Collect the sorting mats and have additional red and brown cubes available if needed. Ask the children:

What if this story happened to you?

Let's pretend it's your birthday and you can choose five pets at the animal shelter. You can choose from two kinds of animals: brown puppies and red fish.

Put five cubes together to show me which animals you would choose.

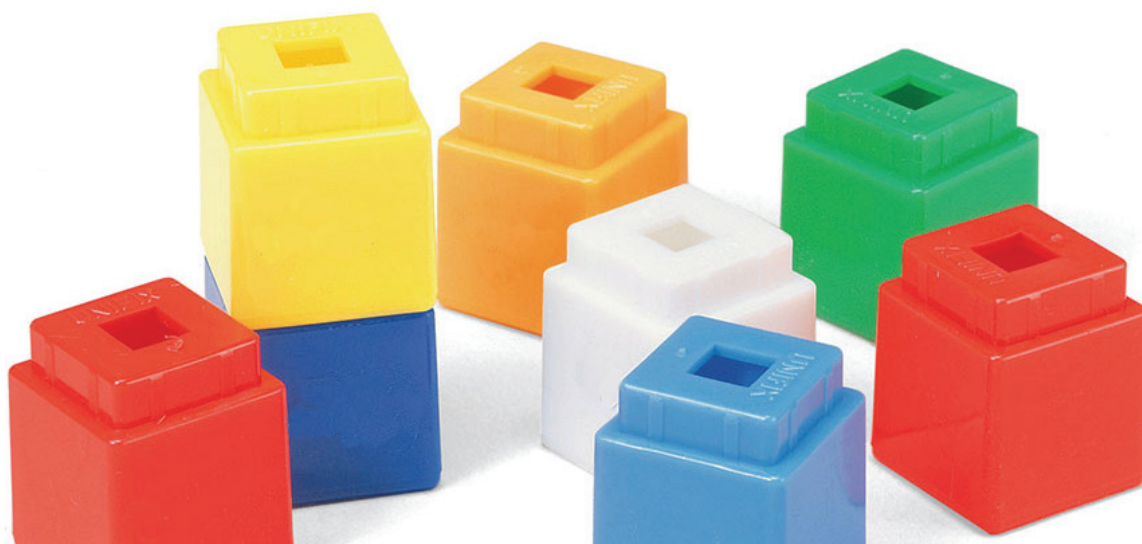
## Wrap-up

1. Have several children come up and explain their choices. Have them lay their stacks sidewise on top of the stack from the person who went before. This will help reinforce that all arrangements are five cubes long.
2. As a class, count out the number of cubes, reinforcing "two red fish plus three brown puppies makes five pets in all."

### SKILLS TAUGHT

#### *Subitizing*

*MA.NC.Q.S: Numbers and Counting*



## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

## Morning Meeting Routine

Sing the *ABC Song*. Clap with each letter name as it is sung.

## Phonological Awareness

### Mary Had a Little Lamb Rhyme Discrimination

#### MATERIALS

Interactive whiteboard or projector.

#### PREP

Add *Mary Had a Little Lamb*, and *Baa Baa Black Sheep* to a Classroom Advantage playlist. 

#### PROCEDURE

1. Using Classroom Advantage, read and discuss *Mary Had a Little Lamb* together, identifying capital letter “Ls” and words that begin with the sound of /L/.
2. Briefly discuss the fact that lambs grow into sheep to prepare students for the idea that living things grow.  
*Who would like to find out more about the fancy word fleece?*
3. Show Sheep video. Explain that fleece is a fancy way of saying wool, just like the wool in *Baa Baa Black Sheep*.
4. Show and review *Baa Baa Black Sheep*.
5. Sing it together, explaining that “baa” is the sound that sheep make and reviewing the vocabulary word **full**.

Baa baa black sheep,

Have you any wool?

Yes sir, yes sir,

Three bags full.

6. Ask students if anyone heard any rhyming words. Use the rhyming cheer to decide if SHEEP/WOOL or WOOL/FULL are rhyming words.
7. Now do the same for *Mary Had a Little Lamb*. Sing together:

Mary had a little lamb, little lamb, little lamb,

Mary had a little lamb, its fleece was white as snow.

Everywhere that Mary went, Mary went, Mary went,

Everywhere that Mary went,

The lamb was sure to go.

8. Ask students if anyone heard any rhyming words. Use the rhyming cheer to decide if the rhyming words are SNOW/GO or LAMB/GO.

9. Add the second verse:

He followed her to school one day, school one day, school one day,

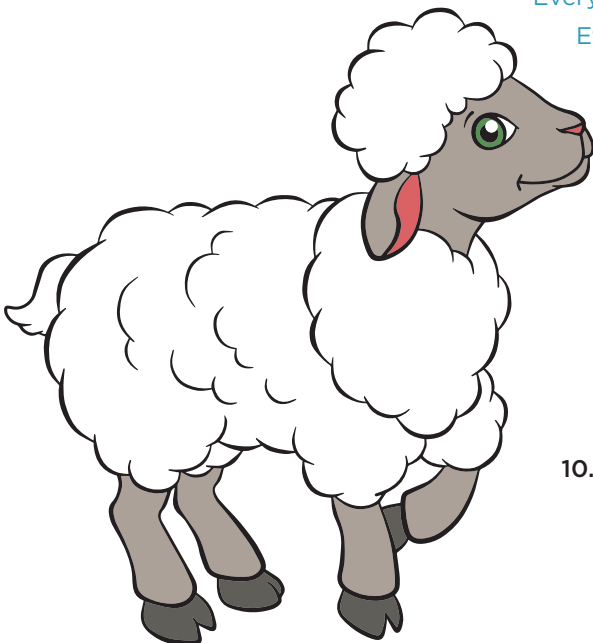
He followed her to school one day, that was against the rule.

It made the children laugh and play, laugh and play, laugh and play,

It made the children laugh and play,

To see a lamb at school.

10. Review the word rule, and sing again.



11. Ask children about the rhyming pairs DAY/PLAY and RULE/SCHOOL. The children may expect that one set will rhyme but the other won't. If they make that mistake, tell them to listen carefully and remind them that rhymes are words that sound the same.
12. Have the children kiss their hands and put them on their ears and brains to thank them for helping them do such good work today.

#### SKILLS TAUGHT

*Discriminates between rhyme and non-rhyme*

*LI.PA.R.D: Phonological Awareness*

*Discusses new words in relation to known words and categories*

*LA.VC.A.K.3: Alphabet Knowledge* 

## Language

### Over, Under, Through

#### MATERIALS

- Toilet paper tubes or lengths of PVC pipe, one for each pair of children
- Objects that can fit through a toilet paper tube: counting bears, ball, car, etc.
- *Piggies in the Pumpkin Patch*, by Mary Peterson, or any book that uses positional words (*We're Going on a Bear Hunt*, used in Unit 1, Week 1, is another good alternative)

#### PROCEDURE

1. Read *Piggies in the Pumpkin Patch*.  
What a fun, silly story. Do you think the pigs were tired by the end of the day?
2. Revisit the pages in the book where the pigs were going **over**, **under**, and **through**. Ask the children to tell you what the positional word is for each picture.  
Where are the pigs in this picture?  
What are the pigs doing here?
3. Show the toilet paper roll and the counting bear (or other small item). Demonstrate the meaning of each word and accompany it with action.  
Let's put the bear **through** the tube.  
Let's put the bear **over** the tube.  
Let's put the bear **under** the tube.
4. Tell a fun story about the counting bear (or another small item), reviewing **over**, **under**, and **through**. Use the counting bear and toilet paper roll as you tell the story. Intentionally make mistakes, allowing the children to correct you:  
Now it's time to make up our own stories with the bears. Here is my story. Tell me if I do it right:  
One day, my bear, Sal, went **through** a mountain.  
*Over the toilet paper roll.*  
No, he went **over** a mountain!  
Oh, that's right. He can't go **through** a mountain, silly me! He has to go **over** it.  
Then he went **under** a tree to sleep.  
*Stand the roll upright and slide the bear under the roll.*

Is that right?

Yes.

Last, he went **under** a cave.

Tilt the roll upright and drop him **through** the top so he slides out **through** the bottom.

No! He went **through** a cave!

Oh, yes, of course! He can't go **under** a cave. He went **through** a cave.

5. Distribute counting bears and toilet paper rolls, one for each child, or put them in partners so they can share and take turns. Walk around during their practice time and correct as needed.

Now it's your turn to make up a story. Remember to use **over**, **under**, and **through**.

6. Talk to the children about adding positional words to their vocabulary, next time they go outside to play.

Let each other know when you run **through** the doorway.

What about when you are **under** the jungle gym?

What other places are you on the playground?

7. Be sure to follow up when you go outside, reminding children to explore using the positional words. Prompting the children will encourage them to use the new vocabulary.

I see you driving your trike **over** the tracks!

Is that a ball **under** the slide?

## SKILLS TAUGHT

*Comprehends and uses positional words*

*MA.GS.PC, V: Geometry and Spatial Sense*

*Spontaneously uses new words in play*

*LA.VC.U.T.1: Vocabulary*

## VOCABULARY

**over**  
**under**  
**through**

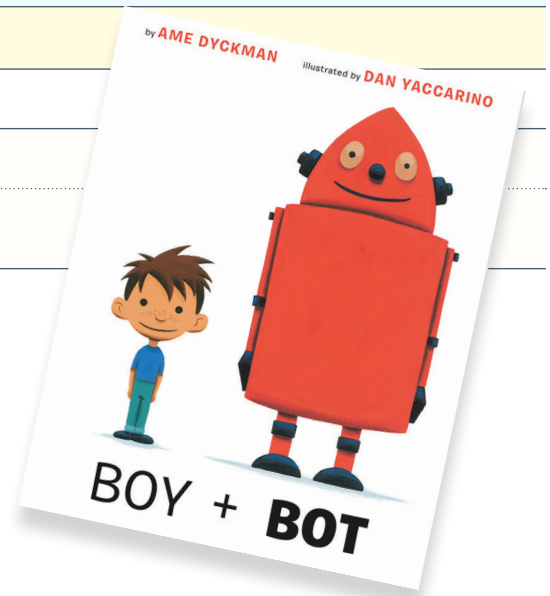
## Centers/Outside Play/Lunch/Story/Quiet Time

### Tuesday Story: *Boy + Bot*

As a class, read and discuss *Boy + Bot*, by Ame Dyckman and Dan Yaccarino

## THEMES AND SKILLS

- Living and nonliving



## LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio




Satisfied Framework


# Science and Engineering

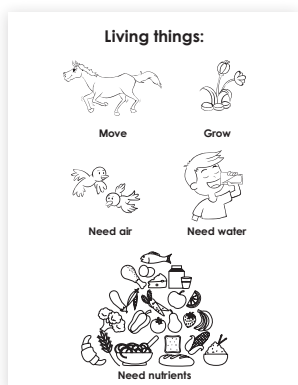
## Living and Nonliving

### MATERIALS

- Collection of living and nonliving items: animal or insect, a plant, a toy animal, a rock
- Interactive whiteboard or projector
- **Living and Nonliving** rubric 
- Hula-hoops, 1 per group
- Clipboards and pencils, one per group

### PREP

- Duplicate one **Living and Nonliving** rubric for each student group. If available, attach to a clipboard.
- Add **Living and Nonliving** song and **Living or Nonliving** instruction to a Classroom Advantage playlist. 

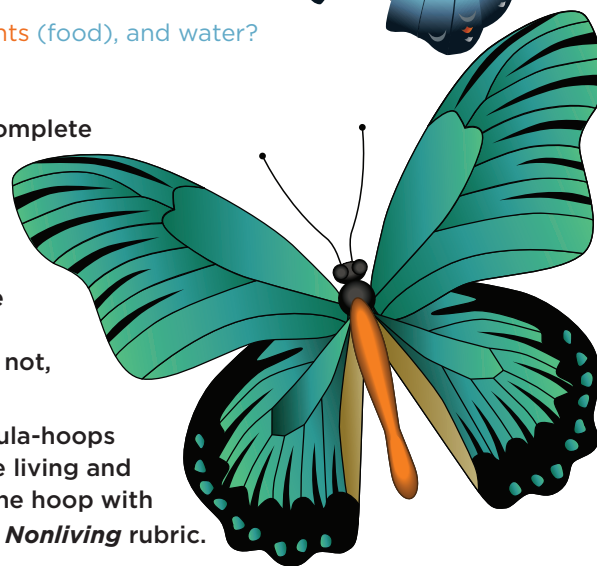


### PROCEDURE

1. Tell children that everything on the earth is either living or nonliving.

*Note: Technically, there is a third option—“once living” or “dead”—but this is a difficult distinction for some four-year-olds. If the question comes up, answer forthrightly; but begin with the two major categories of living and nonliving.*

2. One at a time, display the objects you have collected, and discuss as a class whether the object is living or nonliving. Emphasize the importance of having reasons, or evidence, for their opinions.
3. When the conversation hits a roadblock, explain that you have a song that might help.
4. Play the **Living and Nonliving** song.
5. With the help of the **Living or Nonliving** rubric, review the questions scientists ask to decide if something is living or nonliving.
  - Does it move?
  - Does it need air, nutrients (food), and water?
  - Does it grow?
6. If desired, project and complete Waterford’s **Living or Nonliving** instruction as a class.
7. Divide the class into groups and hand out the Hula-Hoops. If possible, take the class outside. If not, your classroom is fine.
8. Have them plonk their hula-hoops down and identify all the living and nonliving things inside the hoop with the help of the **Living or Nonliving** rubric.



2 | Week 3 | Tuesday

### SKILLS TAUGHT

**Observes that living things move and grow**  
SC.LS.L.L.1: Life Science

**Observes that living things need water, air, and nutrients**  
SC.LS.L.L.2: Life Science

### VOCABULARY

grow  
nutrients

### TEACHER TIP

Waterford’s Living and Nonliving Instruction includes footage of plants “moving” and growing. Consider playing this and answering the questions as a class.

## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow’s activities, and help children pack up.

## Morning Meeting Routine and Rhyme Discrimination

Sing the *ABC Song*, then practice the rhyming pairs from *Mary Had a Little Lamb*. Do rhyme cheer with words that rhyme, such as “day/play,” or “rule/school.” Show thumbs down for words that do not rhyme, such as “day/school” or “rule/lamb.”


### Literacy

## Capital Letter Introduction: M

#### MATERIALS

- Small mirrors (one per child)
- Alphabet poster or alphabet frieze on wall
- Interactive whiteboard or projector
- Muffin (real or picture)

#### PREP

- Gather one mirror for each child.
- Add **Letter Picture Writing: M** to a Classroom Advantage Playlist. 

### Capital M

#### KEY WORD

### Muffin

#### Full Letter Form Instructions

- Start at the top.
- Straight down to the ground.
- Lift.
- Slant down to the ground.
- Slant up to the top.
- Straight down to the ground.
- Capital M.

#### Abbreviated instructions

- Down, lift, slant down, slant up, down. Capital M.

#### PROCEDURE

1. **Introduce Capital M by using an alphabet poster or frieze to count out where the letter is in the alphabet.**

Today we will talk about the letter M. Let's find out where M is in the alphabet. One, two... (continue counting to M). M is the thirteenth letter in the alphabet.

2. **Introduce the key word “muffin.” Repeat the key word as a class. Show a muffin (real or picture). Establish a link between the letter, key word, and letter sound.**

Muffin begins with the letter M. Can you hear the sound at the beginning of the word muffin? M-M-Muffin. The sound is /m/. M makes the sound /m/.

3. **Have the children practice the sound with mirrors.**

M makes the sound /m/. Watch my mouth as I make the sound /m/.

Now you make the sound /m/. Watch your mouth in the mirror as you make the sound /m/.

4. **Briefly give two or three more examples of words that start with M. Use items in the classroom or the names of familiar people.**
5. **Play Letter Picture Writing: M on Classroom Advantage, or draw or project the letter on the board. Repeat the full instructions two to three times as you guide your finger along the projected letter form, while children join in by sky-writing the letter form in the air using their entire arm.**
6. **Begin using the abbreviated letter form instructions as children continue to practice.**
7. **Choose a few children to help form the letter with their bodies on the ground. Give all children a chance to form the letter in small groups.**
8. **Briefly review the letter name, key word, sound, and form.**



### SKILLS TAUGHT

#### Recognizes and forms capital letters

LI.AK.C: Alphabet Knowledge

#### Masters letter sounds

LA.EL.C.1.1: Expressive Language

#### LEGEND



## Center

### Where We Are

#### MATERIALS

- Wooden blocks
- Community people figures
- Toy cars, trees, trucks, and other neighborhood fittings
- Assorted LEGOs, boxes, and other construction toys to make furnishings
- Markers, index cards, scissors, tape, etc. for street signs and other labels
- Internet connection and large monitor or computer projector

#### PREP

- Download the free Google Earth app, or enter your school's address into Google Maps and click on the square satellite thumbnail.
- Play around with the app until you are comfortable zooming in and out and re-centering.

#### PROCEDURE

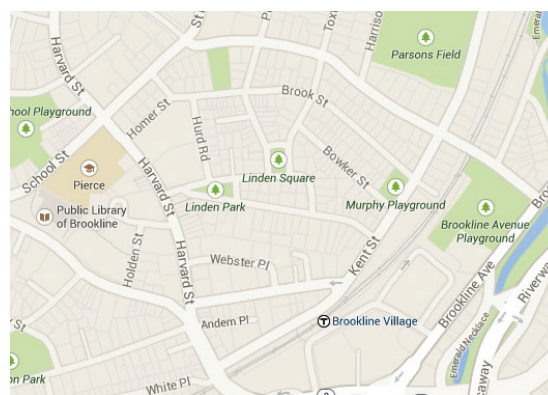
1. Gather the children and tell them you would like to show them a picture of a special place.
2. Using either Google Earth or a picture you have taken, show them a picture of the school.
3. Have the children help you identify all visible structures and areas.
4. Suggest that students use the block center to build a **model** of where they are.

A **model** is a picture made of things. **Models** show where things belong.

5. Review your block center rules and encourage children to **model** the classroom (keep it simple).

#### GO DEEPER

Use Google Earth to explore other meaningful places, like the children's homes or a familiar park.



#### SKILLS TAUGHT

*Explores representations of familiar environments*

SE.SA.B.P.2: Social Awareness 

*Finds solutions for spatial problems with blocks, LEGOs, etc.*

MA.GS.P.E: Geometry and Spatial Sense

#### VOCABULARY

model

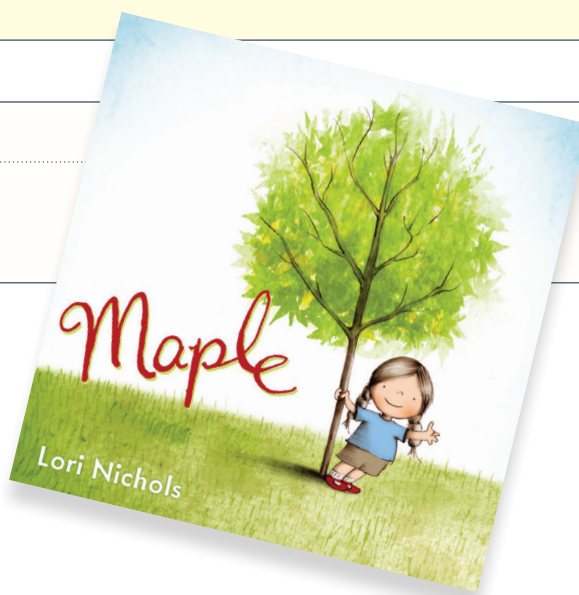
## Centers/Outside Play/Lunch/Story/Quiet Time

### Wednesday Story: *Maple*

As a class, read and discuss *Maple*, by Lori Nichols

#### THEMES AND SKILLS



- M book
- Living things grow



## Math & Numeracy

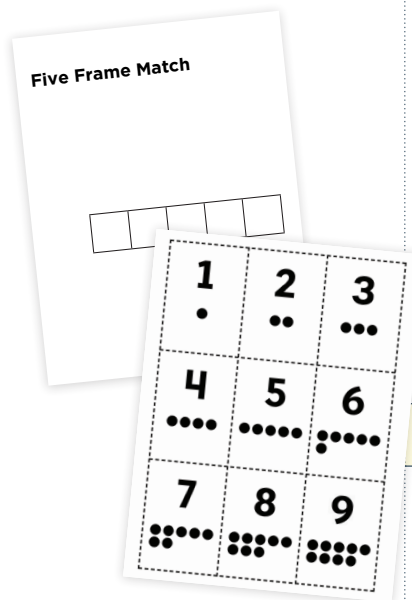
### Five Frame Match

#### MATERIALS

- **Number Dot Cards 1-5** (1 set per pair of children, plus one for you) 
- **Large Five Frame Mat**, one per child 
- Bowls of counters (each child will need five counters), plus five for you

#### PREP

- Duplicate, cut out, and laminate **Number Dot** cards.
- Duplicate large **Five Frame** mats. (If possible, laminate these mats as they will be used frequently).



### Warm-up: Number Dot Match

1. Divide the children into pairs and distribute one set of materials to each pair.
2. Hold up a **Number Dot** card. Discuss the fact that the card shows how many in two different ways. Count the number of dots to make sure that they match the numeral.
3. Repeat for each card.

### Instruction: Five Frames

1. Explain that today the children are going to learn about five frames, which are another way of showing how many.
2. Hold up a **Five Frame** and show them how to use the counters to make a number.  
If the number is 3, you need to put three counters on three spaces.  
If the number is 2, you should put two counters on two spaces.  
It doesn't matter which spaces you use. Just use the right number of counters.
3. Practice a few times as a class. Hold up a number dot card and have a child fill in the **Five Frame** with the corresponding number of counters.
4. If they get stuck, remind them that the dots on the **Number Dot** card will show them how many counters they need—one for every dot.
5. Invite several children to show different ways of making the same number on their number frames. Count and check each solution as a class.
6. Continue until the class has practiced making all five numbers on the number frame.

### Instruction: Five Frame Match

1. Tell the children you are going to play a game. Choose a child or another teacher to be your partner.  
Turn around and count to five slowly. While you are counting, I will put some counters on the **Five Frame**. I have to do it quickly so that I am done by the time you say five.
2. While your partner slowly counts to five, quickly arrange three counters on the **Five Frame** in full view of the children.  
Your partner turns around, counts the counters on the **Five Frame**, and chooses the **Number Dot** card with the corresponding numeral.  
Choose a number card that shows how many counters. Now let's count the counters and see if they match the number card.  
1, 2, 3. Yes!

3. Switch places with the child and take a turn, encouraging the child to choose some counters to put on the Five Frame.

Now it's my turn to turn around and count. 1, 2, 3, 4, 5.

4. Turn around and count the number of counters. Then choose a corresponding card.

Hmm, I see (count the number) counters, so I will choose the (choose the appropriate number card) card.  
Can you check with me to see if I'm right?

5. Count with the child and determine if the number card and the number of counters match.

6. Have the children play the game with their partner, switching roles after each turn.

Now it's your turn to match the counters to the number cards. Work with your partner.  
Who will choose the counters?  
Who will count and guess?

## Wrap-up

Invite the children to join you at the rug. Discuss their experience.

What did you think about Five Frames?

Which did you like better, putting the counters on the Five Frame or turning around and waiting to guess?

When you chose a card to match the Five Frame, did you usually look at the number or count the dots?

### SKILLS TAUGHT

*Fluently recognizes and represents quantity in multiple forms*

MA.NC.Q.S.2: Numbers and Counting

*Associates quantity of objects with written numeral*

MA.NC.W.N: Numbers and Counting

## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

## Morning Meeting Routine

Sing the *ABC Song*. Clap with each letter name as it is sung.

## Phonological Awareness

### Little Miss Muffet: Rhymes and Whey



#### Advanced Prep

#### Gather the following materials:

- Interactive whiteboard or projector
- 1 quart of milk
- Heavy cooking pot
- Hot plate or heating source
- 6 Tbsp lemon juice (or vinegar)
- Wooden spoon
- Bowl
- Cottage cheese (as an alternate to cooking the above)
- Salt or sugar for flavoring
- Plastic spoons/paper cups for children to sample curds and whey

#### PROCEDURE

1. Play or read the Waterford nursery rhyme *Little Miss Muffet*, pointing out any capital M's and emphasizing the rhymes.
2. Explain that *tuffet* is a word that most people don't use any more. (Note: Originally a "tuffet" meant a low seat or clump of grass.)  
Instead of tuffet, I'd like to invent a new word to use.  
Let's see. My name is Mrs. Sorenson. I think I'd like to sit on a Torenson.
3. Do the rhyme cheer.  
Sorenson/Torenson! They rhyme!
4. Going around the circle, have each child recite the first two lines of the poem, substituting their own first name for "Muffet" (and "Master" instead or "Miss," if applicable), and a nonsense word that rhymes with their names for "tuffet." For example, *Little Miss Dorcas, sat on a torcas.* or *Young Master Mark, sat on a tark.*
5. Return to the complete poem, and recite it together:  
Little Miss MUFFET,  
Sat on a TUFFET,  
Eating her curds and WHEY.  
Along came a SPIDER,  
And sat down beside HER,  
And frightened Miss Muffet AWAY.
6. Explain that "curds and whey" is curdled milk, or milk turning into cheese (curds) and the leftover liquid (the whey). Some people call it cottage cheese. Ask:  
Would you like to make your own curds and whey?
7. Pour the milk into a pot and stir in the lemon juice (or vinegar). Cook over very low heat, stirring constantly until the milk curdles, or turns into curds (about one to two minutes).
8. Remove the pan from the heat. Continue stirring until the curdling stops. (Don't be alarmed if the whey appears green for a few moments.)
9. Pour mixture into a bowl and refrigerate until the curds and whey are cool enough to eat. Add salt or sugar to taste.

#### SKILLS TAUGHT

*Produces nonsense rhymes*

*LI.PA.R.P.1: Phonological Awareness*

*With support, asks and answers questions about unfamiliar words in read-alouds*

*LA.VC.A.Q: Vocabulary*

#### LEGEND




## Top, Beside, Bottom

### MATERIALS

- Waterford book or song, *Little Miss Muffet*
- Interactive whiteboard or projector
- Small plastic spiders, one per child, plus one hidden under your chair
- Clear plastic cups, one for each pair of children
- Toilet paper roll or piece of PVC pipe, one for each pair of children

### PREP

- Add the *Little Miss Muffet* activity to a Classroom Advantage playlist. 
- Tuck one plastic spider in your pocket, and another on the seat of your chair to surprise the class.



### PROCEDURE

1. Warm up with the Waterford song and/or book *Little Miss Muffet*. Invite the children to listen to where the spider is as they listen to the song. When it's done playing, ask:

What scared Little Miss Muffet?

A spider!

Like this one?

**Pull the spider from your pocket with a flourish.**

Don't worry. It's not real. Where was it?

Beside her.

Good. Beside her. That's another way of saying next to her.

2. Call up one or two children to demonstrate positioning the spider beside you.

3. Review position words **over**, **under**, and **through** from a previous activity. Review with them the concept of **over**. Hold the spider **over** your head.

If I hold it up here, the spider is over my head.

4. Have another spider hidden beneath you. Begin shifting around as if you feel uncomfortable. Reach under your chair and pull out the spider, acting surprised. There might be some giggles. Review the concept of **under**.

Hmm. Something feels strange. Oh dear! There was a spider under me!

5. Show a spider sliding through a toilet paper roll. Review the concept of **through**.

This spider wants to go through a tunnel!

6. Now show a clear cup. Place the spider on **top** of the cup.

Where is the spider?

(If there is some confusion between **over** and **top**, be sure to clarify that **over** doesn't necessarily touch another object, while **top** usually does.)

This spider wants to go up here. Where is the spider?

On top of the cup.

7. Put the cup on the floor, desk, or table. Put the spider **beside** the cup. Recall that the spider was **beside** Miss Muffet too.

Now where is the spider?

Beside the cup.

That's right. Just like the spider was beside Little Miss Muffet.

8. Keep the cup on the floor, desk, or table. Put the spider at the **bottom** of the cup.

Now where is the spider?

(If there is some confusion between **under** and **bottom**, be sure to clarify that **under** is usually beneath and touching, while **bottom** sometimes means the deepest part of inside. Recall that the spider was under your chair where you were sitting.)

At the **bottom** of the cup.

Can you put the spider on **top** of the cup?

Spiderific! Now you can try it with your own spiders.

- Give the children an opportunity to work in partners, sharing cups. Distribute spiders, one for each child. Encourage them to place the spider on the cup in different places including **top**, **beside**, and **bottom**.
- After a few minutes of practice, collect the cups and spiders. Instruct the children to pretend that they are spiders in the classroom. Point out that spiders can be found in many places: under the table, on top of the rug, **beside** a book, on the **bottom** of a chair, etc. Encourage them to move around the classroom like they are spiders with their tiny bodies and long legs. Spiders move very quietly.

Let's pretend that we are tiny spiders with long legs.

Are spiders noisy or quiet? We can move quietly around the classroom like we are spiders. We can go under the table, on **top** of the rug, **beside** a book, on the **bottom** of a chair, etc.

Ready? Get down on your hands and knees and spider crawl!

Caution: Keep the children safe by encouraging them to stay down low (no crawling on top of tables, etc).

- If you see the children need more practice with position words, use the spider, toilet paper roll, and clear plastic cup, asking questions about the position of the spider. Consider any of the following questions that will jump start your discussion.

What did you think about your spider going on **top**, **beside**, and **bottom**?

What did you think about pretending to be a spider? How did it feel to be a tiny, quiet spider?

### SKILLS TAUGHT

**Comprehends spatial relationships**

MA.GS.PC: Geometry and Spatial Sense

**Uses position words**

MA.GS.PV: Geometry and Spatial Sense

### VOCABULARY

top  
beside  
bottom  
under

## Centers/Outside Play/Lunch/Story/Quiet Time

### Thursday Story: *Do You Know Which Ones Will Grow?*

As a class, read and discuss *Do You Know Which Ones Will Grow?*, by Susan A. Shea and Tom Slaughter. (As a teacher, be sure that you have read this book in preparation for this afternoon's science investigation.)



### THEMES AND SKILLS

- Living things grow


#### LEGEND




## Science and Engineering

### Do You Know Which Ones Will Grow? Chart

#### MATERIALS

- *Do You Know Which Ones Will Grow?*, by Susan A. Shea and Tom Slaughter
- Living/Nonliving pictures 
- Tape or magnets
- Whiteboard or chart paper and markers
- Clear re-sealable bags or CD cases
- Paper towels, dampened
- Radish seeds
- Tape

#### PREP

- Print out the **Living/Nonliving Pictures** master and cut them apart. 
- Prepare at least one picture for every child.



#### PROCEDURE

1. Read and discuss *Do You Know Which Ones Will Grow?* as a class. Take the time to explicitly teach and discuss the concept of **becoming**.
2. Explain that people use **charts** to help them sort things.  
Today we're going to make a **chart** of things that grow and things that do not grow.  
Another way of saying the same thing is that we are going to make a **chart** of living and nonliving things.
3. Draw a line down the middle of the whiteboard or chart paper to form two columns. Label the columns in a way that makes sense to your children (grows and doesn't grow; yes and no; living and nonliving, with a picture, etc.)
4. Distribute the prepared images to the class.
5. One by one, have children bring their images up and tape/attach them to the column of living things that grow, or the column of inanimate objects that do not. Discuss their choices as a class.  
Growing takes a long time, so it can be hard to see.  
Do you think you are patient enough to plant some seeds and watch them grow?
6. Help the children dampen a paper towel and scrunch it in the bag or CD case.
7. Sprinkle three or four seeds between the paper towel and the plastic, and seal the bags.
8. Tape to window or leave in a sunny place. You will return to this weekly for the next few weeks.

#### SKILLS TAUGHT

*Observes living things that move and grow*

SC.LS.L.1: Life Science

*Places concrete objects on a chart*

MA.MD.D.O.1: Measurement Data

#### VOCABULARY

become  
chart

### Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

## Morning Meeting Routine

Sing the *ABC Song*, then review *Little Miss Muffet* and continue substituting students' first names with a nonsense word that rhymes like "Ashley/Mashley" or "Tanner/Zanner."

## Journals

### The Garbage Elves 🗑️

#### MATERIALS

- Journals
- Pencils

During journal time, remind children about their classroom experience and ask the them to write about Garbage Elves.

#### SKILLS TAUGHT

*Writes/draws stories and journal entries*

*LI.EW.P.2: Emergent Writing*

## Train My Brain

### Wash the Tables! ★

#### MATERIALS

- Plain shaving cream  
*(Note: Do not use cream with menthol as this may irritate skin)*
- Rags or sponges
- Spray bottles
- Disinfectant wipes  
*(Optional. Please check for allergies before distributing)*

#### PROCEDURE

1. Have children spray the shaving cream on desks, tables, chairs, and other hard surfaces, then wipe it off to clean them. Shaving cream is not only a fun texture for children to explore, but it also helps them notice where they have to wipe.
2. Provide spray bottles with water or a very mild detergent, sponges, and, if desired, disinfectant wipes to clean toys.

#### SKILLS TAUGHT

*Completes teacher-directed tasks*

*LM.EF.A.C.1 Executive Function*

*Understands that cleanliness is important*

*HP.HS.H.G.5 Health and Safety*

LEGEND



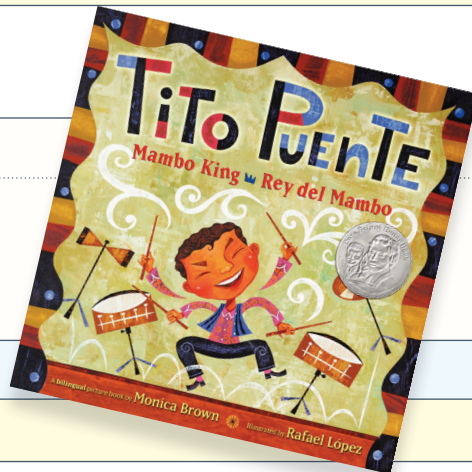
## Centers/Outside Play/Lunch/Story/Quiet Time

### Friday Story: *Tito Puente, Mambo King/Rey del Mambo* 🗣️ ⭐

As a class, read and discuss *Tito Puente, Mambo King/Rey del Mambo*, by Monica Brown & Rafael López.

#### THEMES AND SKILLS

- M book
- Dance and movement
- Bilingual book



## Music and Dance

### Mambo Moves 🗣️ ⭐



#### Advanced Prep

Gather the following materials:

- *Tito Puente, Mambo King/Rey del Mambo*, by Monica Brown and Rafael López
- Interactive whiteboard or projector
- Book trailer for “Tito Puente, Mambo King” at: [youtube.com/watch?v=aCwAMrbmb30](https://youtube.com/watch?v=aCwAMrbmb30)
- Mambo music, like Tito Puente’s *Oye Como Va* and *Ran Kan Kan*
- Paper and crayons for children who can’t participate in dancing
- Find Waterford *Positioning* song and add to a playlist 🎵

#### PROCEDURE

1. Show the online book trailer. This video sets footage of author Monica Brown and illustrator Rafael López at work on the book and dancing the mambo against a soundtrack of some of Tito Puente’s music.
2. Play mambo music, and have the children dance along. If some children aren’t able to participate in the dancing, provide paper and crayons and ask them to draw the way the music makes them feel.
3. When their wiggles are out, gather them back together and, as a class, think of words to describe mambo music and their dances.
4. Read *Tito Puente, Mambo King/Rey del Mambo*.
5. Ask students if you think the author and illustrator did a good job of showing what mambo is like.



Mambo is a musical genre and dance style that originated in Cuba. The conga drum provides the distinctive base tone of Mambo music.

#### SKILLS TAUGHT

*Participates in read-alouds about music*

CE.M.U.C.V.2: Music



*Uses movement to explore new knowledge*

CE.D.M.A.C: Dance and Movement

## Math and Numeracy

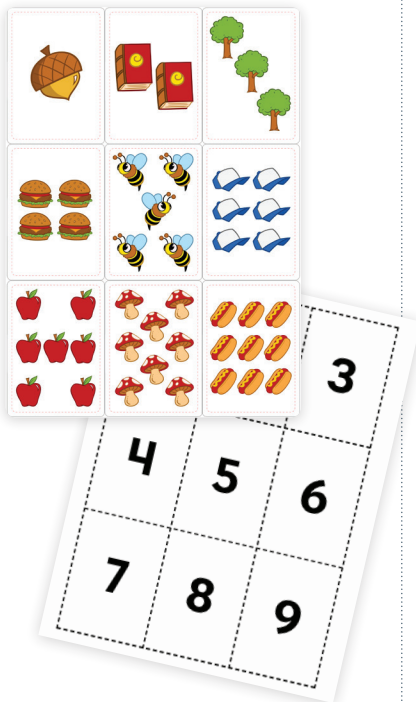
### Number Books 1-5

#### MATERIALS

- Clear plastic sandwich bags, one per child
- One set per child of **Numeral Cards 1-5**, plus one more set for Warm-up 
- Several sets of **Quantity Cards 1-5** (to be used as reference) 
- 15 small stickers per child
- Stapler
- Crayons

#### PREP

- Copy and cut out **Numeral Cards 1-5** for the entire class, and handout one set per child. (If desired, make an extra set for yourself for demonstration.)
- If desired, use a permanent marker to label each bag with each child's name.



### Warm up: Fast Flash Pop

1. Mix up a set of **Numeral Cards 1-5**.
2. Count down to prepare the children for each flash: 5, 4, 3, 2, 1...
3. Flash each card for about three seconds.
4. When the children recognize what numeral is shown, they “pop” out of their seat like popcorn and hold up the appropriate number of fingers using one or both hands.
5. Discuss all the different ways children have shown the number. If everyone has used the same strategy, discuss other ways that the same number could be shown.
6. Continue with the next card, until you have reviewed all numbers.

### Instruction: Number Book

1. Explain to the children that today they are going to make a number book. Explore how to put the pages together, using **Quantity Cards** to associate pictures with numerals. The completed book will have numeral pages 1-5. Use self talk and ask questions to assemble the book.

Let's show what we know by making a book about numbers! Hmm...I need to start with the first number....when we count, what number do we start with?

One!

2. Hold up **Quantity Cards 3 and 1**. Ask children to point to the correct answer.
3. Show **Numeral Cards 1 and 2**. Ask children to point to the correct numeral.

So we have a picture of one. Which of these shows the number one? Great. We will start our book with the number one page.

4. Hold up **Quantity Card 2** and another quantity card. Guide the children to choose **Quantity Card 2**. Then hold up **Numeral Card 2** and another numeral card. Once the **Numeral 2** card is chosen, add it to the book. Continue this pattern until you have all five pages in order.

What number comes after 1?

2.

Does this show how many 2 is?

No!

Let's try again. Does this show how many 2 is?

Let's count. 1, 2.

(Point to the number 2.)

Great! Now we can add it to our number book.

5. Continue until you have all five pages in order.
6. After demonstrating how to put together the book, staple it and bring out stickers. Show the children how to match the correct number of

#### LEGEND



stickers with the corresponding numeral card.

This number book is looking great. I'm going to staple it.

I have one more idea. Let's put stickers on our book.

Here's the first page...number 1. I'm going to put one sticker here.

Next we have the number 2, so I will put two stickers by the number 2.

Here are three stickers for the number 3, and four for the number 4, and five for the number 5.

## Practice: Make The Books

1. Send the children to the tables and distribute one set of **Numeral Cards 1-5** for each child. Monitor the children's progress as they assemble numeral cards in order, correcting as needed.

Now it's your turn to make a number book.

2. Provide encouragement and support as needed. The amount of time they take to assemble it will vary. When the pages are in order, staple, then distribute stickers. Consider passing out just a few stickers at a time to avoid them using them all at once. (You may want a few extra stickers available in case they enthusiastically put too many on a particular page.) Make sure each child has 15 stickers and remind them to match the number of stickers with the number on the page. If children finish early, they can color the book with crayons.

Great matching! Here are your stickers. Remember to match one sticker with the number 1; two stickers with the number 2, etc.

## Wrap-up

When time is up, have the children put their books in their cubbies. Encourage them to clean up their work area, throwing away trash and putting away crayons. Sing a clean up song, if desired.

### SKILLS TAUGHT


*Associates quantities 1-5 with written numerals*

*MA.NC.W.N: Numbers and Counting*

*Understands that each successive number name refers to a quantity that is one larger*

*MA.NC.N.C.1: Numbers and Counting*

## Review and Dismissal

1. **Homelink 7** goes home today. 
2. Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

## Looking Ahead

- Next week's letters are **capital N** and **capital O**. Bring in examples for the key words (real, toy, or pictures): N (Newt); O (Octopus).
- Next week's suggested Dramatic Play center is a **Pet Store**. Be on the lookout for realistic looking stuffed and toy animals, cages and animal carriers, an aquarium, leashes, empty animal food containers, etc.
- Tuesday's **I Touch My Nose Like This** compares the English and Spanish words for NOSE, EYES, MOUTH, and HEAD. If other languages are spoken in your classroom, be sure to research their words for those body parts.
- You'll be discussing the differences between plants and animals on Tuesday afternoon. If practical, schedule a visit from both a live plant and a live animal.
- Prepare to administer the **Math Benchmark 1** assessment by reading it over before the beginning of the week.





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# Unit 2/Week 4

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I am responsible

LETTERS "N" AND "O"

SUBITIZING 1 - 5

DIFFERENT LANGUAGES

PLANT OR ANIMAL

PETS

**PRIMARY CONCEPT**

## I am an important part of my class. I am responsible.



Responsible children can be counted on. They do their best and own up to their mistakes. Children are most likely to take responsibility when the adults they admire hold themselves accountable. So next time you've forgotten some crucial part of a lesson, don't blame someone else or hope no one notices. Laugh at your own mistake and have the children problem-solve with you about how you can do better next time. That may be the most powerful lesson you teach all day.

**SOCIAL & EXECUTIVE SKILLS**

**I'm Growing Up** introduces children to the idea that part of growing up is assuming more responsibility, a theme reinforced by many of this week's recommended stories.

SE.SC.I  
LM.SR.R

**CREATIVE EXPRESSION/DRAMATIC PLAY**

**A Pet Store** dramatic play center gives children reasons to practice responsibility for other living things. **Clay Portraits** introduce children to modeling clay.

SE.SA.E.M.1  
CE.VA.C.X.4

**LANGUAGE & LITERACY**

**LANGUAGE**

The bilingual nursery rhyme *I Touch My Nose Like This* offers children an opportunity to compare the way different languages say familiar words.

SE.SA.D.L

**LITERACY**

Children are introduced to **capital N** and **capital O**. Activities based on *Polly Puts the Kettle On* invite children to engage with the nursery rhyme in a variety of literary and multi-sensory ways.

LI.AK.C.N, O  
LI.RC.N.T

**CENTER:** Polly's Tea

**LEGEND**



**MATH**

**Bears Above, Below, Next To, and On** continues instruction in position words. **Central Park Board Game** is a highly motivating way of practicing subitizing, while **Find One More** and **Make One More** explore number relationships.

MA.GS.P  
MA.NC.Q.S.1  
MA.NC.N.C

**SCIENCE**

**Plant or Animal** and **Taking Care of Living Things** teaches children how to categorize living things while reinforcing this week's theme of responsibility.

SC.LS.L.L

**HEALTH & PHYSICAL DEVELOPMENT**

**Body Moves** reinforces the multilingual names of basic body parts introduced in *I Touch My Nose* and asks children to come up with creative solutions to movement tasks.

CE.DM.C.B.1

**WEEKLY ASSESSMENT PLAN**

**Individual Assessment: Math Benchmark #1**

**Teacher Observation**

- Update previous observations as needed.

**Suggested Work Sample Activities** 

- Make One More (Friday: Photograph)

**Vocabulary for the week** (ENGLISH/SPANISH) 

above <i>sobre</i>	responsible <i>responsable*</i>
below <i>debajo</i>	next to <i>al lado de</i>
check <i>comprobar</i>	off <i>de</i>
dye <i>teñir (v)</i>	on <i>en/sobre</i>
<i>tinte/tintura (n)</i>	vat <i>la tina</i>
guess <i>adivinar</i>	wring <i>esprimir</i>
repeat <i>repetir</i>	

**Story Time**

*David Gets in Trouble*,  
by David Shannon

*Just One More*,  
by Jennifer Hansen Rolli

*Not Norman: A Goldfish Story*,  
by Kelly Bennett and  
Noah Z. Jones

*Olivia*,  
by Ian Falconer


*The Pigeon Wants a Puppy*,  
by Mo Willems

**Recommended Reading Center Books**

*Old Black Fly*,  
by Jim Aylesworth and  
Stephen Gammell (ABC)

*Feet Are Not for Kicking*,  
by Elizabeth Verdick and  
Marieka Heinlen


*Monty's Magnificent Mane*,  
by Gemma O'Neill


*Planting a Rainbow/  
Como plantar un arco iris*,   
by Lois Ehlert and F. Isabel Campoy


*Stick and Stone*,  
by Beth Ferry and Tom Lichtenheld

*Tails Are Not for Pulling*,  
by Elizabeth Verdick and  
Marieka Heinlen

*What If Everybody Did That?*,  
by Ellen Javernick

*iNo Dejes Que la Paloma Conduzca  
el Autobus!*,   
by Mo Willems

*Olivia (Spanish edition)*,   
by Ian Falconer

*Words Are Not for Hurting/  
Las palabras no son para lastimar*,   
by Elizabeth Verdick and  
Marieka Heinlen

\* Pointing out the similarities between the English and Spanish versions of these words will help DLL children learn them more easily.


## Morning Meeting Routine and Rhyme Production

Sing the *ABC Song*, then say several rhyme phrases aloud, such as “A cat is wearing a hat,” or “A bug is under a rug.” Challenge the children to supply a rhyming word in these sentences: “Birds fly in the \_\_\_(sky),” “Kittens are wearing \_\_\_(mittens),” “A frog sits on a \_\_\_(log),” “The bear is sitting in a \_\_\_(chair),” and “Smell the rose with your \_\_\_(nose).”


## Train My Brain

### I’m Responsible

#### MATERIALS

- Baby outfit
- **Stop, Think and Choose** rubric 

#### PREP

- Have one of the teachers dress up as a baby.
- Prepare the **Stop, Think, and Choose** rubric 

#### PROCEDURE

##### 1. Tell the children:

I have a friend named Carrie Careless (*choose a deliberately unfamiliar name, or make one up*) who thinks she is ready for preschool. But she is younger than the other children, and I’m worried that she hasn’t learned how to be **responsible** yet.

Being **responsible** means that you take care of yourself and can do things on your own. Preschool only works if everyone is **responsible** for themselves.

Can you help me decide whether or not Carrie is **responsible**? (*Invite “Carrie” in.*)

##### 2. Have Carrie “think aloud” as she engages in a string of **irresponsible** behaviors: drop her coat and backpack on the floor, knock over a pencil cup, decide she wants a toy that someone else is playing with, etc.

##### 3. Once she has expressed her intentions, but before she puts them in action, hold up the “Stop, Think, and Choose” poster.

**Stop!** Let’s think about this. What is the **responsible** choice?

## Stop

##### 4. Discuss briefly.

Let’s see what Carrie chooses.

##### 5. When she makes the wrong choice, shake your heads sadly as a class and say:

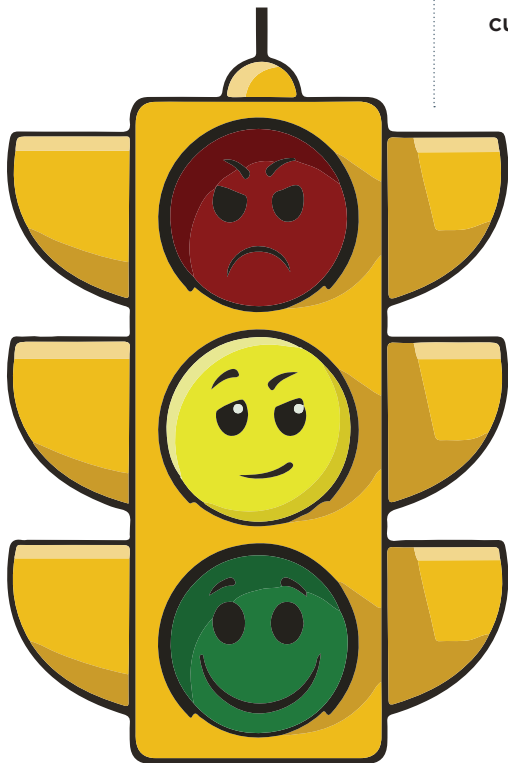
Sorry, Carrie. That’s not the **responsible** thing to do. If you drop something, pick it up!

## Think

##### 6. Continue as long as children remain interested.

##### 7. Conclude by telling Carrie that she isn’t ready for preschool yet, but when she grows up a little we’ll be glad to have her in our class.

## Choose



#### SKILLS TAUGHT

*Assumes the responsibilities of a class member*  
LM.SR.R.E: Self-Regulation

#### VOCABULARY

responsible

#### LEGEND




# Literacy and Phonological Awareness

## Capital Letter Introduction: N

### MATERIALS

- Small mirrors (one per child)
- Alphabet poster or alphabet frieze on wall
- Interactive whiteboard or projector
- A newt (real or picture)

### PREP

- Gather one mirror for each child.
- Add **Letter Picture Writing: N** to a Classroom Advantage playlist. 

### Capital N

#### KEY WORD

#### Newt

#### Full Letter Form Instructions

Start at the top.  
Straight down to the ground.  
Lift.  
Slant down to the ground.  
Straight up to the top.  
Capital N.

#### Abbreviated instructions

Down, lift, slant down, up.  
Capital N.

### PROCEDURE

1. Introduce Capital N by using the alphabet poster or frieze to count out where the letter is in alphabet.

Today we will talk about the letter N. Let's find out where N is in the alphabet One, two... (continue counting to N). N is the fourteenth letter in the alphabet.

2. Introduce the key word "newt." Repeat the key word as a class. Show a newt (real or picture). Establish a link between the letter, key word, and letter sound.

Newt begins with the letter N. Can you hear the sound at the beginning of the word newt? N-N-Newt. The sound is /n/. N makes the sound /n/.

3. Have the children practice the sound with mirrors.

N makes the sound /n/. Watch my mouth as I make the sound /n/.

Now you make the sound /n/. Watch your mouth in the mirror as you make the sound /n/.

4. Briefly give two or three more examples of words that start with N. Use items in the classroom or the names of familiar people.
5. Play **Letter Picture Writing: N** on Classroom Advantage, or draw or project the letter on the board. Repeat the full instructions two to three times as you guide your finger along the projected letter form, while children join in by sky-writing the letter form in the air using their entire arm.
6. Begin using the abbreviated letter form instructions as children continue to practice.
7. Choose a few children to help form the letter with their bodies on the ground. Give all children a chance to form the letter in small groups.
8. Briefly review the letter name, key word, sound, and form.

### SKILLS TAUGHT

#### Recognizes and forms capital letters

LI.AK.C: Alphabet Knowledge

#### Masters letter sounds

LA.EL.C.1.1: Expressive Language

## Dramatic Play

### Pet Store



#### Advanced Prep

#### Gather the following materials:

- Stuffed and toy animals, preferably in natural colors
- Boxes or laundry baskets for kennels and cages
- Plastic bins, jars, or old aquariums for fish; slotted spoon or net for scooping them out
- Animal food (dyed pasta?); empty spice bottles for fish food
- Empty animal food packaging, stuffed with newspaper and sealed shut
- Pet carriers, leashes, water bowls
- Pet collars and dog tags (grosgrain ribbon and dried pasta wheels?)
- Egg cartons for bird feeders; cardboard tubes for bird perches
- Brushes, combs, spray bottles, plastic bin for grooming
- Paper, cardboard, markers, and stickers to make animal labels, price tags, feeding instructions, etc.
- Newspaper for lining cages; wood shavings, sand, or sawdust to line reptile cages
- Cash register and play money
- Tootsie rolls and poop bags, if you have the stomach for it.

#### SKILLS TAUGHT

*Role plays community businesses*

*SE.SA.E.M.1: Social Awareness*

*Composes signs or lists as part of play activities*

*LI.EW.P.1: Emergent Writing*

## Centers/Outside Play/Lunch/Story/Quiet Time

### Monday Story: *Not Norman: A Goldfish Story*

As a class, read and discuss *Not Norman: A Goldfish Story*, by Kelly Bennett and Noah Z. Jones.

#### THEMES AND SKILLS

- N book
- Pets

#### LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation





Portfolio



Satisfied Framework

### Central Park Board Game

#### MATERIALS

- **Central Park Game Board** 
- Manila folders, one per group
- **Dice Cards 1-5** (five sets for each group) 
- Baggies or bowls
- Counters in a variety of styles and/or colors
- Interactive whiteboard or projector

#### PREP

- Duplicate a game board for each group of children.
- Attach the board to the inside of a file folder.
- If possible, laminate the entire folder.
- Prepare dice cards, if necessary.
- Shuffle each group's sets of dice cards together, secure them with a rubber band, and insert them into a plastic sandwich bag.
- Add enough counters for the group (and maybe one or two extra so each child feels as though they have a choice) to the bag.

### Warm-up: Build Five

#### 1. Teach the children *The Five Chant*:

Today we're going to learn a fun chant called "The Five Chant." It goes like this:

One, two three

#### 2. With your right hand (which will look like your left hand to the children), count fingers in the air, beginning with the right pinky.

Come follow me.

#### 3. Wave the "come on" gesture with your left hand.

Four, five.

#### 4. Raise the fourth and fifth fingers.

Look alive!

#### 5. Hands wave above heads.

#### 6. Practice until the children are ready to move to the next step.

Ok, now it's your turn.

I will say the first part:

"One, two, three, come follow me."

Then you all say the second part.

Four, Five, look alive!

#### 7. Repeat as long as this holds the children's interest. This chant is a great way to ask for children's attention at any time.

### Instruction: Central Park Board Game

#### 1. Demonstrate a practice game between you and a colleague. The children will play on their own in step 8.

#### 2. Set up the **Central Park Game** by spreading out the board and having everyone choose a counter. Take the cards out of the baggie. Remove the rubber band and put it back in the bag with the extra counters. Put the cards face down on the game board. If desired, show the **Central Park Game** on the projector.

#### 3. To choose which player goes first, have everyone choose a card from the game board. The person with the smallest number goes first. If there is a tie, those children should keep choosing cards until one has a smaller number.

#### 4. Demonstrate how to play: Choose a card, count the dots, and move the counter the same number of spaces. Put the card face up in the discard pile.

If I can just tell the number of dots by looking, do I have to count them out?

No. If you can tell how many dots there are just by looking, just go ahead and move your counter that number of spaces.

What happens if you think someone made a mistake?

You should kindly say, "Let's check." (*The whole group should count the number of dots, then count the number of spaces.*)

The person next to your counting finger (left pinky) goes next.

- The object of the game is to get all the friends to the clubhouse. More than one counter can be on a square at the same time. When the group runs out of cards, turn the discard pile over and draw from it.
- Play a couple of rounds. Make a mistake, and have the class practice correcting you. Model receiving their feedback with grace and courtesy.
- Have the groups play the game. Circulate and monitor, providing tactful correction and assistance as required. This is also a great opportunity to informally evaluate children's numeracy fluency.
- When everyone on a team has made it to the clubhouse, they should start a new game.

## Practice

- When all teams have finished the game, ask for the children's attention with ***The Five Chant***:

One, two, three

- With your right hand (which will look like your left hand to the children), count fingers in the air, beginning with the right pinky.

Come follow me.

- Wave the "come on" gesture with your left hand, as the children respond:

Four, five

- Raise the fourth and fifth fingers.

Look alive!

- Prompt and repeat as necessary.

- Tell the children that you need their help to get the cards in order so that they will be ready for next time. Have the group decide whose turn was next. That person should turn all the dice cards face up, and choose one with the smallest number of dots.

- Ask the following:

So how many dots should the first person look for?

One dot!

Like this? (*Pick up a card with the wrong number of dots.*)

No!

Like this? (*Do it again.*)

No!

Like this? (*This time pick up a one-dot card.*)

Yes!

GREAT! Put it face down to start our collection pile.

- Ask children to show you the number of dots that come next. The next person in the group should find a card with 2 dots and put it upside down on the pile. Continue finding a card with 3, 4, and 5 dots. Ask the following:

What happens after this card? (*Hold up the Five Dot card. Explain that students should start over again with a number 1.*)

## Wrap-up

When they are all finished sorting cards, they should put the rubber band around the cards, put them and the counters in the plastic sandwich bag, and then bring everything to the front.

### SKILLS TAUGHT

*Counts items arranged symmetrically*

*MA.NC.C.C.3: Numbers and Counting*

*Orders quantities*

*MA.NC.N.O: Numbers and Counting*

## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.



## Morning Meeting Routine and Sound Sequence

Sing the *ABC Song*, then say “nose,” “eyes,” “mouth,” and “head.” Have the children repeat the words in sequence, as a group or individually if time permits.

## Reading Comprehension


### *I Touch My Nose Like This: Follow Me*

#### MATERIALS

Interactive whiteboard or projector

*I Touch My Nose Like This* 

#### PREP

Add *I Touch My Nose Like This* to a Classroom Advantage playlist. 

#### PROCEDURE

1. Before reading the story, use the **Connect To Me** comprehension strategy.

Let's play a follow the leader game. Do exactly as I say:

Put your finger on your nose.

Touch your eyes with two fingers.

Touch your mouth with one finger.

Now put both hands on top of your head.

These are all parts of our bodies.

2. Before you read, use the **Build Knowledge** comprehension strategy.

Ask children if they know these words in Spanish. Point to the body parts as you say the words in English. Allow children to respond, then teach them the Spanish words:

nose     *nariz*

eyes     *ojos*

mouth     *boca*

head     *cabeza*

3. Using Classroom Advantage, read the story together.

4. Help deepen understanding with the comprehension reading strategy **Sum Up**.

What did the little boy touch first? (*His nose.*)

What did he touch next? (*His eyes.*)

What did he touch after his eyes? (*His mouth.*)

What did he touch last? (*His head.*)

5. Reread the story. Have children look for the words nose, eyes, mouth, and head.

#### SKILLS TAUGHT

*Engages with a variety of languages*

SE.SA.D.L: Social Awareness

*Demonstrates knowledge of basic body parts*

SC.LS.H.B: Life Science

*Plays follow-the-leader games*

LA.RL.C.D.6: Receptive Language

#### LEGEND



## Visual Arts

### Clay Portraits 🗣️ ⭐

The only thing children love more than the physical pleasure of poking, rolling, and manipulating clay is chatting together while they do it. They'll have a great time even if you give them nothing but lumps of clay, which is fine. Research suggests, however, that giving children a specific but open-ended problem to solve increases their artistic growth and enjoyment (Mashburn et al., 2008; Weisberg, et al., 2013).

#### MATERIALS 🕒

- Tennis-ball sized lump of clay for each child
- Mirrors
- Rolling pins, toothpicks, garlic press, and other tools
- Dry pasta in a variety of shapes, or other embellishment, if desired
- Plastic trash bags and tape, to protect work surfaces
- Spray bottles with water, if needed, to moisten clay as it dries out

#### PREP 🕒

Stretch the plastic bags over the work surface and tape them into place.

#### PROCEDURE

1. Review the meaning of **sculpture**—art that has shapes you can feel.
2. Explain that today you are going to make **sculptures** from clay. Remind them that **sculptures** can be about anything.
3. Tell children that if they want to, they can use the mirrors to help them make **sculptures** of their own faces, including their eyes, nose, and mouth.
4. Most children will probably make pancake-shaped faces. A few may be ready to roll the clay into a ball.



#### SKILLS TAUGHT

*Manipulates modeling clay*

CE.VA.C.X.4: Visual Arts 🗣️

*Develops vocabulary to discuss art forms*

CE.VA.P.M.5: Visual Arts 🗣️

#### VOCABULARY

sculpture

## Centers/Outside Play/Lunch/Story/Quiet Time

### Tuesday Story: *David Gets in Trouble*

As a class, read and discuss *David Gets in Trouble*, by David Shannon.



#### THEMES AND SKILLS

- Responsibility


## Science and Engineering

### Plant or Animal

#### MATERIALS

- Interactive whiteboard or projector
- **Plant or Animal Sorting Mat** 
- **Plant or Animal Cards** 
- Live plant and live animal, if possible

#### PREP

- Make arrangements to borrow a live plant and a live animal, if possible.
- Prepare **Plant or Animal? Sorting Mats** (one per pair or group).
- Prepare Science Cards (one per pair or group).
- Add the *Plant or Animal* song to a Classroom Advantage playlist. 

#### PROCEDURE

1. If a plant and an animal are available, discuss the differences between them.  
*How can a person know if something is a plant or an animal?*
2. When the discussion has run its course, sing *Plant or Animal* together several times.

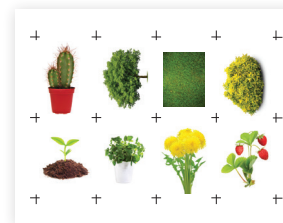
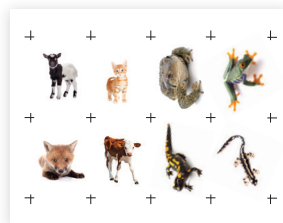
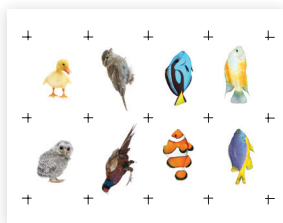
Use your demonstration plant and animal to review and discuss the differences between them.

*Animals move using energy and find food to eat.*

*Plants stay home and make food on their own, using soil, water, air, and light.*

3. Divide children into pairs or small groups, as desired. Distribute a **Plant or Animal Mat** and a set of Science Cards to each group.  
Sort one or two cards as a class. As children become more confident, gradually release responsibility to them.

Circulate and monitor to assess and uncover any misunderstandings.



#### SKILLS TAUGHT

*Distinguishes between plants and animals*

Satisfies SC.LS.L.3: Life Science 

*Sorts plants and animals*

Satisfies SC.SI.I.4: Scientific Inquiry 

## Centers or Outside Play/Review/Dismissal

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

#### LEGEND





## Morning Meeting Routine and Sentence Segmentation

Sing the *ABC Song*, then have the children clap with each word in the following sentences: “I touch my nose,” “I touch my eyes,” “I touch my mouth,” and “I touch my head.”


## Literacy

### Capital Letter Introduction: O

#### MATERIALS

- Small mirrors (one per child)
- Alphabet poster or alphabet frieze on wall
- Interactive whiteboard or projector
- Octopus (real or picture)

#### PREP

- Gather one mirror for each child.
- Add **Letter Picture Writing: O** to a Classroom Advantage playlist. 

### Capital O

#### KEY WORD

### Octopus

#### Full Letter Form Instructions

Start here.

Curve back around and close.

Capital O.

#### Abbreviated instructions

Curve around and close.

Capital O.

#### PROCEDURE

1. Introduce Capital O by using the alphabet poster or frieze to count out where the letter is in the alphabet.

Today we will talk about the letter O. Let's find out where O is in the alphabet. One, two... (continue counting to O). O is the fifteenth letter in the alphabet.

2. Introduce the key word “octopus.” Repeat the key word as a class. Show an octopus (real or picture). Establish a link between the letter, key word, and letter sound.

Octopus begins with the letter O. Can you hear the sound at the beginning of the word octopus? O-O-octopus. The sound is /ō/. O makes the sound /ō/.

3. Have the children practice the sound with mirrors.

O makes the sound /ō/. Watch my mouth as I make the sound /ō/.

Now you make the sound /ō/. Watch your mouth in the mirror as you make the sound /ō/.

4. Briefly give two or three more examples of words that start with O. Use items in the classroom or the names of familiar people.
5. Play **Letter Picture Writing: O** on Classroom Advantage, or draw or project the letter on the board. Repeat the full instructions two to three times as you guide your finger along the projected letter form, while children join in by sky-writing the letter form in the air using their entire arm.
6. Begin using the abbreviated letter form instructions as children continue to practice.
7. Choose a few children to help form the letter with their bodies on the ground. Give all children a chance to form the letter in small groups.
8. Briefly review the letter name, key word, sound, and form.

#### SKILLS TAUGHT

**Recognizes and forms capital letters**

*LI.AK.C: Alphabet Knowledge*

**Masters letter sounds**

*LA.EL.C.1: Expressive Language*

#### TEACHER TIP

To avoid confusion, choose example words that begin with the short sound of /ō/ like “otter” and “October.” Children will not learn the long /ō / sound used in words like “ocean” until kindergarten.


#### LEGEND



## Dance and Movement

### Body Moves

#### PREP

- Add *I Touch My Nose Like This* to a Classroom Advantage playlist. 

#### PROCEDURE

1. Review *I Touch My Nose Like This*.

I touch my nose like this.  
I touch my eyes like this.  
I touch my mouth like this.  
I touch my head like this.

*Toco mi nariz asi.*  
*Toco mis ojos asi.*  
*Toco mi boca asi.*  
*Toco mi cabeza asi.*


2. Suggest changing the words to “I MOVE my nose like this.”  
When you name each body part, children should move it any way they can. They can wiggle, shake, twitch, bend, stretch, open, close, etc.
3. Discuss and celebrate their ingenious movements.
4. Continue with new verses naming other body parts as long as children are interested.

I move my hand like this.  
I move my leg like this, etc.



#### SKILLS TAUGHT

*Identifies a given body part and moves it on request*

CE.DM.C.B.1: Dance and Movement 

*Comprehends previously learned words in a new language*

SE.SA.D.L.3: Social Awareness 

## Centers/Outside Play/Lunch/Story/Quiet Time

### Wednesday Story: *Olivia*

As a class, read and discuss *Olivia*, by Ian Falconer.

#### THEMES AND SKILLS



- O book



## Math and Numeracy

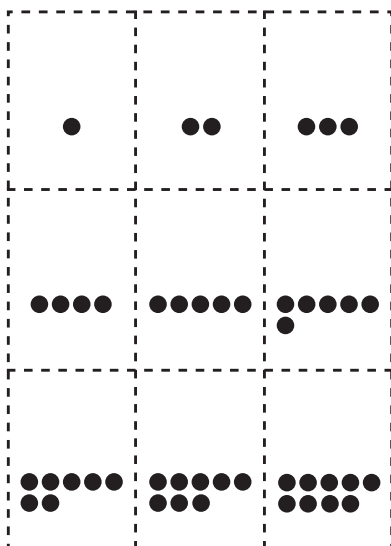
### Find One More

#### MATERIALS

- Dot Cards 
- Number Path 
- Bowls, at least one per table
- Counters

#### PREP

- Prepare one set of **Dot Cards**, if necessary.
- Prepare one Number Path for each child, if necessary.
- Fill bowls with counters.



### Warm-up: Fast, Flash, Pop

1. Play **Fast, Flash, Pop** as a warm-up activity. Mix up the deck of **Dot Cards**. Count down to prepare the children for each flash: 4, 3, 2, 1....
2. Flash each card for about three seconds. When the children realize what number of dots they see, they “pop” out of their seat like popcorn and hold up the appropriate number of fingers.
3. Ask one of the children who has “popped” to come up and check the answer by touching and counting each dot.
4. Adjust the difficulty of the activity by increasing or decreasing the amount of time you show the card. You’re aiming for a speed that’s a bit faster than is comfortable for the majority of the class, without being frustrating. This will prod them toward automaticity. Keep the game going as long as children are having fun.

### Instruction: One More Joins

1. Teach the children **One More Joins**. Count the math way as you say the words, with one finger for each rabbit, starting with your right pinky (which will look like your left pinky to the children):

One lonely rabbit  
Wondering what to do,  
In came a friend,  
Then there were two.

Two little rabbits  
Playing near a tree,  
One more joined them.  
Then there were three.

Three frisky rabbits  
Wishing there were more,  
Along came a rabbit  
And then there were four.

Four happy rabbits  
Jumping and alive,  
One more joined them  
And then there were five.

Five little rabbits  
Hopping in the sun,  
They played together  
And had a lot of fun.

LEGEND



- 
2. Tell the children that you can use a number path and counters to show what's happening in the story. Ask them to watch carefully as they help you chant the rhyme:

One lonely rabbit wondering what to do.

*Put a counter over the 1 on the number path:*

In came a friend...

*Put a second counter over the number 2:*

...and then there were...

*Pause, so the children can supply the answer:*

Two!

3. Continue, gradually turning more and more of the decision making over to the children, to the end of the poem.

---

## Practice: One More Number

---

1. Distribute number paths and set a bowl of counters on each table.

Slowly repeat each line of the song, asking the children to add “one more” counter to the number path as needed.

Pause after adding each counter to have the children check themselves. Have them begin by holding up the number of fingers that represent that starting number, then add “one more” finger the math way.

2. Walk among the children to correct and assess their progress. Repeat until children begin to lose focus.
3. Ask one group to put away their materials, talking through the desired process (“Please stack the number paths so they are each on top of each other. Then put them in this folder. Empty the counters into the counter bin, and stack the bowl on bowl shelf.”)
4. Ask for “one more” group to do the same. Continue until things are ship-shape.

---

## Wrap-up

---

Have the children line up for the next activity by adding “one more” at a time to the line.

---

### SKILLS TAUGHT

---

*Understands that each number refers to a quantity that is one larger*

*MA.NC.N.C.1: Numbers and Counting*

*Identifies numbers plus one*

*MA.NC.N.N.2: Numbers and Counting*

---

## Centers or Outside Play/Review/Dismissal

---

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

## Morning Meeting Routine and Sentence Segmentation

Sing the *ABC Song*, then have the children hold up one finger at a time for each word in the following sentences: “Polly put the kettle on” (five fingers), “Suki take it off again” (five fingers), and “We’ll all have tea” (4 fingers).


## Reading Comprehension

### Polly Put the Kettle On

#### MATERIALS

- Interactive whiteboard or projector
- Electric teakettle
- Water
- Tea cup
- Tea bag
- Pitchers
- Cups

#### PREP

- Be prepared to demonstrate how to use a teakettle to make tea
- Add *Polly Put the Kettle On* to a Classroom Advantage playlist. 

#### PROCEDURE

##### 1. Ask:

Boys and girls, do any of you know what a tea party is?

Explain that a tea party is like an afternoon play-date for grown-ups. They all go to someone’s house, drink tea, have snacks, and talk together.

For those who may not know, explain that tea is a hot drink like coffee.

- ##### 2. With the help of a teakettle, demonstrate the process of making tea: boiling water in a kettle, then pouring it over the tea leaves. After a while, the tea leaves change the color and taste of the water, and it has turned into tea. Then you throw the tea leaves (or tea bag) away, and it’s ready to drink.

- ##### 3. Explain that the nursery rhyme for the letter O is a rhyme about a tea party. Using Classroom Advantage, read the story together.

Polly, put the kettle on,	Suki, take it off again,
Polly, put the kettle on,	Suki, take it off again,
Polly, put the kettle on,	Suki, take it off again,
We’ll all have tea.	They’re all gone away.

- ##### 4. Find all the O words (on and off), emphasizing the /o/ sound. Discuss that these words are opposites, which is another O word. Have children embody on and off by hopping on and off the “stove”—a rug or taped portion of the floor.
- ##### 5. When they have the wiggles out, muse:
- I noticed something about this rhyme. Maybe some of you noticed the same thing. You say some parts of the poem over and over again. That’s called repeating.
- If you repeat something, you do it again.
- Let’s count with our fingers to see how many times this rhyme repeats “Polly, put the kettle on.”
- What finger should we start with?
- ##### 6. Count the math way, with you starting with your right pinky, which the children will see as matching their left pinky. Count that “Polly, put the kettle on” is repeated three times.
- ##### 7. Do the same for the second verse, and discover that “Suki, take it off again” is repeated three times.



#### LEGEND



8. Discuss why rhymes might **repeat** themselves. (*Maybe because it's fun to say?*)
9. Point out that the rhyme doesn't tell us what Polly is putting the kettle **on**.  
 Sometimes rhymes and stories are like that. They leave some parts out. They make their readers **responsible** for filling in the things they left out.  
 Let's see if we can figure out what Polly put the kettle **on**.  
 After she puts the kettle **on**, she says, "We'll all have tea."  
 How do you make tea?  
 You boil water and pour it over a tea bag and after a while it turns into tea.  
 So if Polly wants to make some tea, what do you think she might be putting the kettle **on**?  
 Fire (or the stove)—to make the water hot.
10. Point out how much fun it is to be **responsible** for figuring out the parts a story leaves out. That's one of the best parts of being a good reader—guessing what it might be, then checking to see if you are right.  
 Guessing is the way that a brain plays.  
 When you **guess**, you are trying to figure out something that you don't know for sure.  
 There are some other places in the rhyme we have to **guess**.
11. **Repeat** the rhyme from the beginning. Stop when you get to "Suki takes it **off** again."  
 What do you think "it" is?  
 The kettle.  
 What is Suki taking the kettle **off** of?  
 The stove.  
 Why do you think she's taking it **off** of the stove?
12. Discuss possible reasons. Then introduce the idea of **checking** your **guess**.  
 This is something we do in math, right? We **guess** what the answer is, and then we **check** to make sure we are right.  
 You do the same thing when you read. You **guess**, and then you **check**.  
 How do readers check to see if their **guesses** are right? They keep reading to see if their **guesses** match what happens in the story.  
 Let's read and check to see if what the rhyme says matches our **guess**.
13. Finish the rhyme together, discuss who "they" might be (*the friends who came for tea*), and conclude that Suki takes the kettle off of the stove because after their friends have left, and the party is over, they are done making tea.
14. Sing the rhyme together one last time, hopping **on** and **off** the stove when instructed.
15. Have "teakettles" (pitchers) available to practice pouring "tea" (water or juice) during today's snack.

SKILLS TAUGHT			VOCABULARY
<b>Constructs meaning based on evidence</b> <i>LI.RC.C.E.3: Reading Comprehension</i>	<b>Uses prepositions like "on" and "off"</b> <i>LA.EL.C.C.7: Expressive Language (Speaking)</i>	<b>Pours liquids accurately</b> <i>HP.FM.C.1: Fine Motor Skills</i>	check guess off on repeat responsible

## Visual Arts

### Polly's Tea



#### Advanced Prep

- Wash and dry the fabric.
- Cut the fabric into squares, if necessary.
- Use a permanent marker to label each handkerchief with the first name of each class member (*keep a few blank extras as backup*).
- Tape down several layers of newspaper to protect surfaces in the dyeing area
- An hour or two before your activity, set aside two of the tea bags
- Knot the remaining tea bags together with the length of string (*for easy removal*). Add them to the boiling water and allow to simmer for an hour or more.
- While the teabags steep, soak the fabric squares in a solution of salt, vinegar, and cold water for an hour or so. This prepares the cotton to accept the dye more easily.
- Shortly before the activity, use a slotted spoon to transfer the bouquet of tea bags from the pot to the trash. Carefully divide the dye among your “dye vats” (*medium sized bowls*) and the teacup and allow it to cool to the temperature of warm bath water.
- Add one of the reserved tea bags to the tea in the teacup.
- While the dye cools, drain the salt and vinegar solution from the cotton squares, and rinse well with fresh water. Drain, but do not dry.

#### MATERIALS

- White cotton handkerchiefs (or cut muslin into squares). One per child, plus a few extra
- Permanent marker
- Newspaper or other protective covering
- Masking tape
- Large pot half-full of boiling water
- 1 package black tea bags
- String
- Large glass or plastic container
- Cold water
- 1/4 C. salt
- 1 C. vinegar (white or apple cider)
- Slotted spoon
- Medium sized bowls to serve as dye vats
- Teacup, if available
- Napkins, paper towels, or scraps of cloth
- Wooden spoons or tongs
- Clothesline and clothespins from last week's Laundromat dramatic play

#### PROCEDURE

1. Explain that people get some of their food from plants. Have children think of some examples of plants that people eat.
2. Explain that plants are useful in other ways.
  - People build houses and furniture from the wood of trees.
  - They make soap from the ashes of burned up plants.
  - They make medicine like aspirin and cough syrup from the leaves of some plants, although scientists would be careful to check first to make sure the leaf was safe for people.
  - People like Polly pour boiling water over the dried leaves of tea plants. After a few minutes, the leaves change the taste of the water, and it becomes tea.
3. Show the children the teacup with the tea and teabag. Explain to the children that you have made tea like Polly, by pouring boiling water over tea leaves and letting them sit until the water turns to tea.
4. Cut open the unused tea bag and pour the chopped up tea leaves into a small dish. Pass it around for children to examine. Ask them if they can see the chopped up leaves.
  - We're not going to drink this tea. We're going to use it to dye fabric.
5. Explain that the dye you are talking about is not something that makes people die.
  - Dye is like a special kind of bath that changes the color of things. For a long time, the only way people could make their clothes colorful was by dipping them in dyes made from plants like Polly's tea leaves.
  - Today in Centers, you can use Polly's tea to dye a handkerchief.

LEGEND



6. Explain that in the olden days, people didn't have dryers. If they wanted to help their wet clothes get dry, they had to **wring** them out. Using one of the blank fabric squares, demonstrate how to **wring** it by twisting the top and the bottom in different directions, and have the children notice the way the water runs out.
7. Pass out dry napkins, paper towels, or scraps of fabric. Have children practice **wringing** them out by twisting the top and the bottom in different directions.
8. Demonstrate how to dye fabric, having the children copy each step.

Put on an apron and roll up your sleeves as high as they will go.

Walk around and help children roll their sleeves as high as they can go.

Find the fabric with your name on it and **wring** it out to make it as dry as you can. Show me how you **wring** your fabric.

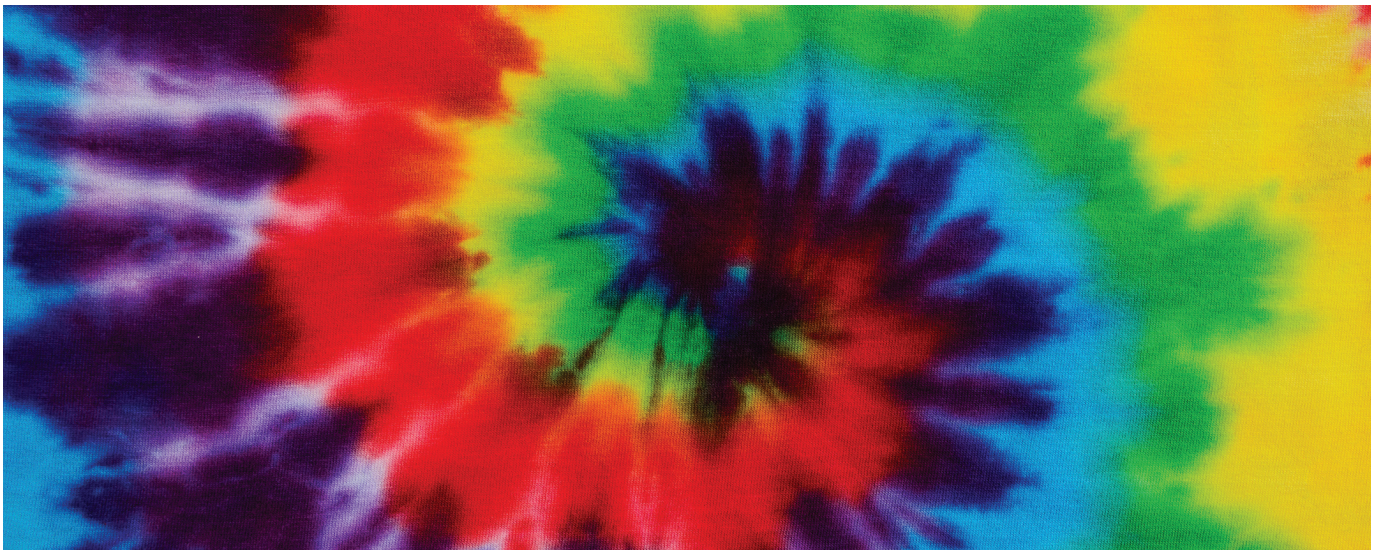
Gently push your fabric into the **vat** of **dye**. A **vat** is a big bathtub that is used for things instead of people. You can use a wooden spoon to swish your fabric around if you want to, but be **responsible**. Do it gently so that the **dye** doesn't splash all over and change the color of your clothes or the table.

The longer you leave it in the **dye**, the darker it will get.

When you are done, call one of the teachers to come help you.

We'll take out the fabric together and **wring** all the **dye** out so it falls right back in the **vat**.

Then we'll rinse it with water and **wring** it out again, and hang it up on the clothesline. When you come back tomorrow, it will be all dried and ready to go.



**SKILLS TAUGHT**

*Identifies plant uses*  
SC.LS.PU: Life Science

*Develops art vocabulary*  
CE.VA.P.M.5: Visual Arts

**VOCABULARY**

dye  
responsible  
vat  
wring

## Centers/Outside Play/Lunch/Story/Quiet Time

### Thursday Story: *The Pigeon Wants a Puppy*

As a class, read and discuss *The Pigeon Wants a Puppy*, by Mo Willems.

#### THEMES AND SKILLS

- Responsibility
- Caring for living things

## Science and Engineering

### Taking Care of Living Things

#### MATERIALS

- *The Pigeon Wants a Puppy*, by Mo Willems
- Radish seedlings from last week
- Hand lenses
- Deep flower pot
- Potting soil
- Watering can
- *Tails are Not for Pulling*, by Elizabeth Verdick and Marieka Heinlen (optional)
- Stuffed animals (optional)

#### PROCEDURE

1. As a class, review what living things need to grow (light, water, air, and nutrients).
2. Retrieve the radish seed you planted last week. Ask the following:  
*Remind me, where do plants find their nutrients?*  
*In the soil.*
3. Point out that these seeds don't have any soil. Explain that seeds have enough nutrients inside them to help them begin to grow. Once they have leaves and can make food of their own, however, they need to be planted in the soil.
4. Distribute hand lenses, and ask students if their radishes have made leaves yet. (*Note: If they have, it's time to plant them in soil. If they haven't, repeat step seven during each science experience until the leaves appear, then proceed.*)
5. Pour the soil in the pot and help the children carefully plant the seedlings 1/4 to 1/2 inch deep (about as deep as the tip of a pencil), an inch or so apart (about the size of a quarter). Ask the following:  
*Is that all the plants need?*  
*No, they need water.*
6. Help the children water the plants. Explain that too much water will make the seeds sick, and too little water will kill them. They should be watered again whenever the top little bit of the dirt gets dry. Ask the following:  
*Is that all they need?*  
*No, they need air and light. Find a sunny place for your pot to live.*
7. Review the differences between plants and animals.  
(*Plants stay put and make their own food with the help of the sun, water, air, and nutrients in the soil. Animals move to find the food that gives them nutrients.*)
8. With that information in mind, tell the children you are going to read them *The Pigeon Wants a Puppy* again. Ask them to listen hard to see if they think the pigeon understands the difference between plants and animals.

#### LEGEND



9. Stop to point out the places that show he doesn't know. (He'd water the puppy once a month and give it lots of light, which is something you might do for a plant, but not an animal.)

Do you think that a pigeon is responsible? (Conclude that the pigeon is very irresponsible.)

10. Discuss the responsible way to care for pets.

(Give them food and water every day, and a clean, comfortable place to live and move.)

**EXTENSION**

- Read *Tails are Not for Pulling*, one of this week's recommended Reading Center books.
- Pass out stuffed animals and practice being gentle with them.



**SKILLS TAUGHT**

*Understands the needs of living things*

SC.LS.L.L.2: Life Science

*Knows the differences between plants and animals*

SC.LS.L.L.3: Life Science

**VOCABULARY**

responsible

**Centers or Outside Play/Review/Dismissal**

Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

## Morning Meeting Routine

Sing the *ABC Song*. Clap with each letter name as it is sung.

## Emergent Writing

### Pets 🗨️

#### MATERIALS

- Journals
- Pencils

#### PROCEDURE

During Journal time, review what the class has done in Dramatic Play and the stories you've read about animals. Ask the children to write a story or draw a picture about a pet.

#### SKILLS TAUGHT

*Writes/draws stories and journal entries*

*LI.EW.P.2: Emergent Writing*

## Language

### Bears Above, Below, Next To, On 🗨️ ⭐

#### MATERIALS

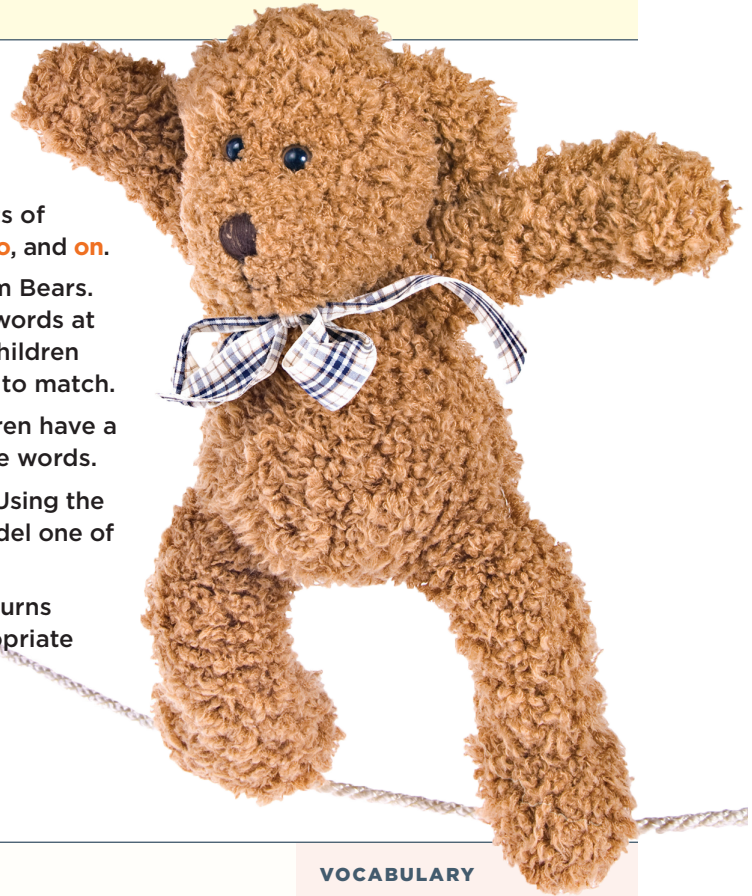
- Interactive whiteboard or projector
- Classroom bears
- *Positioning* song

#### PREP

- Add Waterford *Positioning* song to a playlist. 📻

#### PROCEDURE

1. Play the Waterford *Positioning* song.
2. Discuss the concepts of **above**, **below**, **next to**, and **on**.
3. Distribute Classroom Bears. Call out one of the words at random, and have children position their bears to match. Continue until children have a good grasp of all the words.
4. Now switch places. Using the Classroom Bear, model one of the words.
5. Have children take turns supplying the appropriate word.



#### SKILLS TAUGHT

*Understands spatial relationships*

*MA.GS.PC: Geometry and Spatial Sense*

*Uses position words correctly*

*MA.GS.PV: Geometry and Spatial Sense*

#### VOCABULARY

above  
below  
next to  
on

#### LEGEND



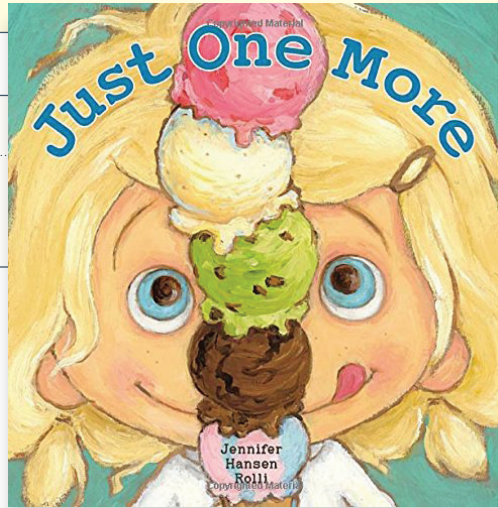
## Centers/Outside Play/Lunch/Story/Quiet Time

### Friday Story: *Just One More*

As a class, read and discuss *Just One More*, by Jennifer Hansen Rolli.

#### THEMES AND SKILLS

- Count on one



## Math and Numeracy

### Make One More

#### MATERIALS

- Interactive whiteboard or projector
- Masking tape
- **Quantity Cards 1-4**, one set for each pair of children
- Construction paper, one piece for every two children
- *One Elephant Went Out to Play*

#### PREP

- Add *One Elephant Went Out to Play* to a Classroom Advantage playlist.
- Use a long line of masking tape to make a “spider web” on the floor.
- Prepare **Quantity Cards** as necessary.

### Warm-up: One More Elephant Multisensory Activity

#### PROCEDURE

1. Read or show *One Elephant Went Out to Play* to the children.
2. Now read/recite it together, having the children fill in the missing rhyming word.

One elephant went out to PLAY,  
On a spider’s web one...

DAY!

He had such enormous FUN,  
He called for another elephant to...

COME!

3. Ask for a volunteer elephant.
4. Play or recite the nursery rhyme again. The elephant child steps on to the tape “spider web” at the appropriate time, then pantomimes calling another elephant.

As the second child comes up, observe:

We started with one elephant. But then (he or she) called for ONE MORE. How many elephants is ONE MORE than one elephant?

Two elephants!

5. Repeat, adjusting the words as necessary.

Two elephants went out to PLAY,  
On a spider’s web one DAY.

They had such enormous FUN,

They called for another elephant to COME.

**6. Pause and observe.**

We started with two elephants. But then they called for ONE MORE. How many elephants is ONE MORE than two elephants?

Three elephants!

**7. Continue as above until you have five elephants playing on the spider web. Stagger a little.**

Uh, oh! I feel the spider web trembling!

Everyone stand up, quick!

Look at the spider web! Oh, no, it's starting to tear!

Now we're all going to fall!

**8. Everyone falls down.**

## Practice: Make One More

1. Demonstrate **Make One More** with the help of a colleague.
2. Decide who will be "Paper" and who will be "Card." ("Paper" gets a piece of construction paper. "Card" gets a set of Quantity Cards 1-4.)
3. Card turns all the Quantity cards face down, mixes them up, and turns one over at random.
4. Paper counts out a set of Unifix Cubes onto the piece of construction paper that has "one more" than the Quantity Card shows.
5. Discuss the solution until both partners agree.
6. Then switch tasks. Paper turns all Quantity Cards face down, mixes them up, and flips one over at random. Card counts out a set of Unifix Cubes on the construction paper that has "one more" than the Quantity card shows.
7. Divide the class into pairs, and have each pair decide who is Paper and who is Card. The Papers retrieve a piece of construction paper for their group. The Cards get a set of Quantity Cards 1-4.
8. Proceed as above. Circulate among the children, assessing and correcting as necessary.

## Wrap-up

1. Discuss the activity as a class, bringing up any issues that you noticed as you circulated. Talk about other times and places people count "one more:" setting the table, building tower blocks, etc.
2. Challenge the children to notice the next time someone counts "one more," and report back to the class.
3. Practice putting the Quantity Cards back in order, starting with the acorn card and then finding the one that has "one more." Have children return all objects to the place they belong.

### SKILLS TAUGHT

*Uses one-to-one correspondence to match and compare sets*

*MA.NC.Q.C: Numbers and Counting*


*Compares quantities*

*MA.NC.N.C: Numbers and Counting*


LEGEND



## Centers or Outside Play/Review/Dismissal

1. **Homelink 8** goes home today. 
2. Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

## Looking Ahead

- Next week marks the beginning of a unit on families, and will go better with their help. 
- Next week's letters are **capital P** and **capital Q**. Bring in examples for the key words (real, toy, or pictures): P (Pipes); Q (Quilt).
- The Dramatic Play center is **Grandma's House**. Ask families for any games, furnishings, books, music, or other items that might help their child feel at home. Grandmas who are willing to volunteer some time to read stories, play games, and welcome children to their home are welcome, too!
- You will need family pictures and information for next week's Morning Meetings. You'll also need children's baby pictures and birth length information, if available, for the following week. It's probably best to ask for all of it now.
- You will need pictures of grandmothers or honorary grandmothers for the Friday activity **Grandmas: Same and Different**.
- Read over **Assessment E** before next week.

