



Waterford.org

Unit 1/Week 1

I belong

RULES AND ROUTINES

CLASSROOM BEAR

SOUND AWARENESS

LETTER "A"

SCIENTISTS INVESTIGATE

PRIMARY CONCEPT

I am an important part of my school. I belong.



Learning is not a spectator sport, even for four-year-olds. When they are interested and at ease, children seem to absorb knowledge like a sponge. But if they are afraid or uncertain, it's another story. This first week of SmartStart is designed to encourage the kind of safe, predictable, and loving environment that grows capable, eager learners. The best advice we can give you is to take as long as you need to create an atmosphere of mutual understanding and trust. If that means devoting an extra week to exploring classroom centers and practicing routines before you move on to instructional activities, than that's time well spent.

SOCIAL & EXECUTIVE SKILLS

Activities like **Good Playing Rules** and the **Morning Meeting** routine show that school is a predictable and reliable place.

SE.SA.B
LM.SR.R

CENTERS: **Birthday Cupcakes**

CREATIVE EXPRESSION/DRAMATIC PLAY

This week's dramatic play center comes from Rosemary Wells' *Bunny Cakes*, a picture book that explores what it means to read and write. Help multi-ethnic children feel welcome by including familiar food packaging and cooking utensils in the play area. Art activities introduce children to the proper use of common art tools while encouraging positive self-expression.

CE.DS.C.P
CE.VA.C.X

CENTERS: **Bunny Cakes Kitchen and Grocery Store; Birthday Cupcakes; Eric Carle Paintings**

LANGUAGE & LITERACY

LANGUAGE

Activities like **Bunny Cakes Determination** teach foundational academic words and concepts from this week's expanded vocabulary list.

LA.RL.C.D
LA.VC.A.A

LITERACY

Alphabet Instruction and **Letter Tile Names** introduce children to the alphabet and the letters in their names. **Finding Out About Books** teaches print concepts. **Writing Letter A** introduces proper pencil grip.

LI.PK
LI.AK

CENTERS: **Name Letter Tiles; Letter A Activity**

LISTENING

Monday's **Llama Llama Sounds** helps children practice identifying, discriminating, and sequencing sounds. Although these activities are simple, they are extremely helpful for children who are at the beginning of their literacy journey.

LI.PA.A

LEGEND



MATH

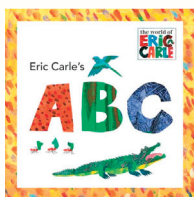
Same and Different and **Matching** activities encourage children to consider abstract qualities and relationships. Building these habits will help them begin to think of the world mathematically.

CENTERS: Same Two

MA.NC.C.
MA.NC.C.Q

SCIENCE

Children learn important scientific concepts like curiosity, investigation, and observation as they learn about scientist Jane Goodall, investigate apples, and explore work by author/illustrator Eric Carle.



SC.SI

CENTERS: Cooking Apples

HEALTH & PHYSICAL DEVELOPMENT

Learning to hold a pencil correctly is an important marker of physical and intellectual development. Although children may find using a tripod grip awkward at first, they are not too young to learn this important habit.

LM.EF.F
HP.FM.G.1

WEEKLY ASSESSMENT PLAN

Suggested Work Sample Activity

- *Name Tiles (Tuesday; Photograph of child completing activity or finished sheet)*

Vocabulary for the week (ENGLISH/SPANISH)

(book) cover	lowercase <i>la minúscula</i>
<i>cubierta (de libro)</i>	match <i>emparejar</i>
acquainted <i>familiarizado</i>	message <i>el mensaje*</i>
across <i>a través de</i>	observe <i>observar*</i>
alphabet	rhyme <i>rima*</i>
<i>el alfabeto*/abecedario</i>	rule <i>la regla</i>
attendance <i>la asistencia</i>	same <i>mismo</i>
author <i>autor, autora</i>	schedule <i>el horario</i>
capital <i>la mayúscula</i>	scientist <i>científico*</i>
curious <i>curioso*</i>	seed <i>la semilla</i>
determination	shake/shook
<i>la determinación*</i>	<i>sacudir/sacudió</i>
fancy <i>elegante</i>	slant <i>la inclinación</i>
gather <i>reunir</i>	title <i>título*</i>
illustrator <i>el ilustrador(ora)*</i>	tomorrow <i>mañana</i>
investigate <i>investigar*</i>	yesterday <i>ayer</i>
letter <i>la letra*</i>	

* Indicates similar words (cognates) between languages

Story Time

Bunny Cakes,
by Rosemary Wells

Eric Carle's ABC,
by Eric Carle

Fancy Nancy,
by Jane O'Connor and
Robin Preiss Glasser

Knuffle Bunny,
by Mo Willems

Llama Llama Misses Mama,
by Anna Dewdney

We're Going on a Bear Hunt,
by Michael Rosen and
Helen Oxenbury

Recommended Reading Center Books

Additional Eric Carle books, such as:
The Very Hungry Caterpillar
(*La oruga muy hambrienta*) and
The Grouchy Ladybug (*La Mariquita Malhumorada*)

Apples for Everyone,
by Jill Esbaum

How Do Apples Grow?,
by Betsy Maestro and Giulio Maestro

Me...Jane,
by Patrick McDonnell

Wemberley Worried,
by Kevin Henkes

Bunny Cakes Edición en español,
by Rosemary Wells

El Conejito Knuffle,
by Mo Willems

Nancy La Elegante,
by Jane O'Connor and
Robin Preiss Glasser

Vamos a Cazar un Oso,
by Michael Rosen and
Helen Oxenbury

8:00-8:15

Arrival and Toy Time

MATERIALS

- Simple name tags with children's first names written in capital letters and a means of attaching them for each child (laminated, if possible).
- School Policies handout for caregivers



PROCEDURE

Take the time to have your room and routine ready so that as the children arrive, you can give them your complete, relaxed attention. Have some interesting toys and books ready to engage the children.

As the children and their caregivers arrive, have the caregivers help you find and attach each child's name tag so that they can catch any spelling errors and help you with pronunciation, if necessary.

Give them a tour of your room and discuss in general terms the way each day will go. Show children where to store their coats and book bags, how to attach their name tags, and where and how to use the bathroom. Provide whatever assistance each child may need to get settled in with a toy or other classmates.

SKILLS TAUGHT

Follows arrival routine with increasing independence

LM.SR.R.O.1: Self-Regulation and Routines

8:15-8:40

Greeting and Morning Meeting

The Name Song 🎵

PROCEDURE

Sing the **Name Song** as you gather the children in a circle on the listening rug. Begin by modeling this among the teachers, then explicitly show them how to "go around the circle," with each child taking a turn. Provide kind support for any child who is not ready to participate yet.

Name Song (sung to the tune of *Alouette*)

Gather round, it's time to get acquainted.

Sing this song, I'll show you how it's done.

All you do to play this game,

Stand right up and say your name!

Say your name.

The child stands and says his or her name.

Turn to the class and say the child's name.

(Class says child's name.)

Oh, oh, oh, oh,

Repeat until everyone has been named.

SKILLS TAUGHT

Participates in group activities

SE.SA.B.C.1: Social Awareness

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

Attendance

PROCEDURE

1. Begin with the following dialogue:

Teacher

I'd like you to look carefully around our circle. These are the friends that are going to be in our class this year. At the beginning of every day, we will check to see which friends are here with us. That's called "taking **attendance**."

Can you say that with me?

Class

Taking **attendance**.

Teacher:

Good. Taking **attendance** is seeing which friends are here today. Say it with me one more time.

Class

Taking **attendance**.

Teacher

We hope everyone will be here everyday, but sometimes someone might be sick or have another reason that they can't be here. Why do you think it might be important to take **attendance** every day?

2. Discuss with children, accepting all answers.

3. Introduce the way you'd like children to check in when they arrive.

For Waterford's recommendations, see "Attendance" in the "Daily Rituals" section of this guide.

4. Introduce counting.

Teacher

I'm going to count the children. Count with me if you can.

5. Model the process of counting by pointing at each child as you say the number. Emphasize that the last number you say is the number of children.

Teacher

...nineteen, twenty. There are twenty children here today!
Thanks for helping.



SKILLS TAUGHT

Demonstrates sense of day's sequence of activities

LM.SR.R.O.5:
Self-Regulation

Moves, touches, and/or points to one object per number count, using one-to-one correspondence

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

VOCABULARY

attendance

8:15–8:40

Greeting and Morning Meeting, *cont.*

Learning

PROCEDURE

1. Tell the children how excited you are to finally meet them and begin learning together.
2. Tell them that the listening rug is a special place, where learning happens. Explain that learning is the most important and exciting thing anyone can do.

Teacher

Sometimes we learn with our whole bodies. Sometimes we learn on computers. Sometimes we learn by reading, writing, or counting. The listening rug is a place we go when we are going to learn by listening with our ears.

SKILLS TAUGHT

Eager to learn about and discuss a range of topics, ideas, and activities

LM.EF.F.O.2: Executive Function

MATERIALS

- “Listening Rug Rules” rebus 



Listen with your ears



Look with your eyes



Hands to yourself



Wait for your turn to talk

Listening Rug Rules

PROCEDURE

1. Show the “Listening Rug Rules” rebus.

Teacher

When we are learning by listening, we use our whole bodies to listen. We listen with our ears, we look at the person who is talking with our eyes, and we sit quietly in our place and keep our hands to ourselves.

2. Model this process a few times with staff members, showing both correct and incorrect responses and having the children correct you. Always end with doing it the correct way—whatever you do last is what they’ll remember most!

SKILLS TAUGHT

Uses agreed upon conventions during whole- and small-group discussions (raises hand, waits to be called on, stays on topic, etc.)

LA.EL.S.S.2: Expressive Language

Your Listening Rug can be anything large enough to accommodate your class. The key is to create an area for students to sit and listen.



LEGEND



Advanced Preparation



Classroom Advantage



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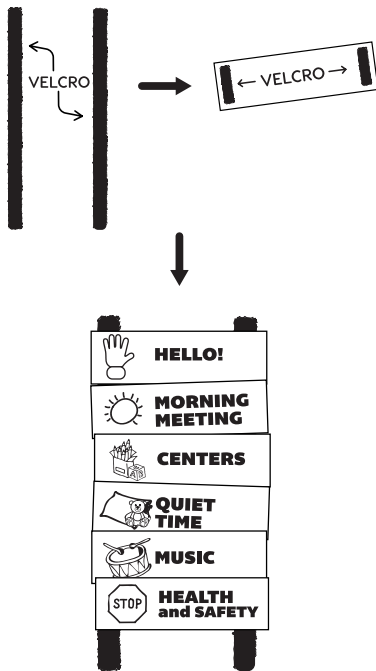
Portfolio



Satisfied Framework

MATERIALS

- Schedule Cards or commercial sentence strips 
- Pocket chart or two 4' lengths of adhesive-backed hook and loop fasteners



Schedule  



Advanced Prep

- Laminate and cut out the schedule cards.
- If you don't have a pocket chart, prepare your wall or whiteboard for the schedule cards by attaching the loop (soft) strips of hook and loop fasteners to make two vertical parallel lines slightly closer together than the width of the cards.
- Attach short lengths of the hook side of the Velcro to either end of each schedule card.
- Take down the schedule each night after the children have left, and lay out the schedule cards you will need for the next day. It's a great mental rehearsal for any special preparation or materials you may need for the next day's activities.

PROCEDURE

1. Explain that when we're at school, we do things in a certain order.

Teacher

That order is called "a **schedule**."

2. Post and briefly explain each of the day's activities:

- Hello!
- Morning Meeting
- Guest (Classroom Bear)
- Centers
- Snack
- Reading (Alphabet and Letters)
- Field Trip (Bear Hunt)
- Good Friends (Me and My Bear)
- Lunch
- Story (*Llama Llama Misses Mama*)
- Quiet Time
- Snack
- Listening (Llama Llama Sounds)
- Centers
- Goodbye!



SKILLS TAUGHT

Reads daily schedule
LI.PK.U.1: Print Knowledge

Demonstrates awareness of schedule and sequence
LM.SR.R.O.5: Self-Regulation

VOCABULARY

schedule

8:15–8:40

Greeting and Morning Meeting, *cont.*

MATERIALS

- Easel and lined chart paper and markers, or equivalent



Morning Message

PROCEDURE

1. Introduce the message board.

Teacher

This year you are going to be learning to read and write. Every morning you will wake up your reading and writing muscles by reading and writing a class message. What is a message?

Child

A message is something that is important to know.

Teacher

At the beginning of the year, I'll write the message for us, but by the end of the year you'll be able to write the message all by yourselves!

2. Begin by writing the name of the day, verbalizing your thoughts (think-aloud) as you do.

3. On a new line, write a simple message, such as, "Today is the first day of school."

4. Help children understand how wonderful it is that once they learn to read and write, they can put all their ideas into words. If there's something they wonder about, they can find and read the words that tell them about what other people think and know any time they want!

SKILLS TAUGHT		VOCABULARY
<p><i>Understands that print carries a message</i></p> <p><i>LI.PK.W.1: Print Knowledge</i></p>	<p><i>Writes daily message as class</i></p> <p><i>LI.PK.U.3: Print Knowledge</i></p>	<p>message</p>

TEACHER TIP

More learning can happen during a center time interaction with a child than at any other time of the day, and that's just as true for you as it is for the child! But, it will take some planning. Here are some tips to keep in mind:

- All teaching personnel should be fully engaged with children during all center sessions. The more teachers and children interact, the more the children learn.
- Get down to the child's level—literally. You will see things differently when you are closer to the floor.
- Don't be the boss. Children are the ones in charge during centers. Please join in their play, but as a junior partner.
- Provide additional challenges. Children can only do what they already know. When you sense they are ready for more, ask a question or make a suggestion that helps them consider new possibilities.
- Centers are an ideal time for formal and informal assessments. Structure your day so that all teaching personnel are available. What your children need most right now is to feel known and accepted. Beginning in Week 3, we'll suggest some things to watch for during centers. But for right now, just enjoy getting to know each other as you play together.

LEGEND



Classroom Bear 🗨️

PROCEDURE

1. Introduce your classroom bear, who has a question for you.

You will probably already have a sense of whether your class will respond better to a classroom bear who is shy and needs comfort, or one who is mischievous and has to be taught the rules.

Teacher

(Bear Name you have chosen) wants to know the names of all these new friends.

2. Beginning with staff, have everyone stand up and say hello to the bear and tell their name, just like they did at circle time.**3. Provide a sentence starter to help English learners.***Teacher*

My name is....

4. If a child doesn't want to participate even after patient encouragement, read their name to the bear from their name tag.

SKILLS TAUGHT

Practices introducing self

LA.EL.S.C.1 Expressive Language

Follows whole-group instruction

LA.RL.C.D.3 Receptive Language

The Art and Science of Planning Centers

- Children are more likely to explore the materials in a relaxed and wholehearted way if they are not distracted by too many options. Begin with a limited number of centers. Introduce more as children are ready.
- Be sure to introduce each center thoroughly. Children often amaze us with their creativity and resourcefulness, but they may not perceive opportunities and possibilities without explicit modeling.
- Have a fair and clearly understood mechanism for determining how many children a center can accommodate. “Four and No More” is a helpful upper limit, but some centers are more successful with fewer children.
- Children need time to explore and experiment with unfamiliar materials before they can use them as tools. If next week’s math activities depend on Unifix Cubes, offer a Unifix Cubes station during centers this week.
- Playing and interacting with children during center time will teach both you and them in uniquely powerful ways. Staying involved with the children creates an ideal learning environment.

8:40–9:25

Morning Centers, *cont.*

MATERIALS

Good Playing Rules rebus 



Keep Yourself Safe



Keep Others Safe



Keep Things Safe

Good Playing Rules

PROCEDURE

1. Have the bear and the children talk about what a **rule** is—things we all do to help keep everyone safe and make things fair. Be sure to have them repeat the word “**rule**” several times.
2. Have the children tell and show the bear the **rules** they already know:
 - What they do when they get to school
 - Where the toilet is and how to use it
 - How to behave on the listening rug, etc.
3. Ask the children and the bear if they have any ideas for other **rules** that would help people stay safe and keep everything fair.
4. Together, generate the three **rules** of good playing:
 - Keep yourself safe.
 - Keep others safe.
 - Keep things safe.

SKILLS TAUGHT

Recognizes the reason for rules at home and at school
Participates in the development of classroom rules

LM.SR.R.U: Self-Regulation 

VOCABULARY

rule

TEACHER TIP

Although you know what rules you want to end up with, allow the children find their own way there. Research shows that children are better at learning and obeying rules that they have helped develop (Dusenbury *et al.*, 2015).

Introduction to Centers

PROCEDURE

1. Take a tour around the classroom, stopping at each center to discuss how the **rules** of good playing apply at each place:
 - How many friends each can accommodate (“Four and No More”)
 - Taking turns
 - Procedures for returning things to their places when they are done
2. Explain that you will give them two warnings when it is almost time to clean up so that they can finish. Once you use the clean up signal, they are expected to freeze in place and stop talking so they can hear what’s coming next.
3. Practice warnings followed by freezes a few times, then give them time to explore their stimulating new environment.

SKILLS TAUGHT

Respects others’ work spaces and time with shared materials

LM.SR.R.E: Self-Regulation

LEGEND



Cleanup and Center Review

PROCEDURE

1. Give children a five- and two-minute warning that centers are coming to an end. (*Note: This will probably take a bit more time than usual on this exciting first day.*)
2. Clean up time is more fun with a song. We like *It's Time to Clean Up* from harrykindergartenmusic.com and youtu.be/7zc55KYLN28, or choose your own.
3. Remind children of the guidelines you gave them at the beginning of centers, like looking under the table to see if they've picked up everything.
4. Reassure them that they will have a longer time to play at the centers that afternoon.
5. Discuss and resolve any problems that arose.
6. Allow children to verbalize their discoveries, gently reminding them to raise their hands and to wait until you call on them.

SKILLS TAUGHT

Begins cleanup at teacher's signal

LM.SR.R.O.4: Self-Regulation




Reflects on own actions and efforts

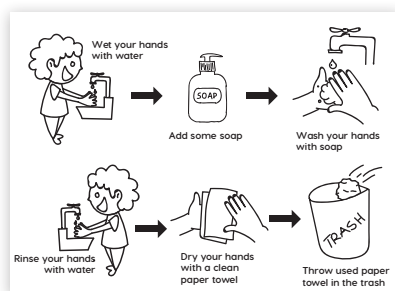
SE.SC.I.I.6: Self-Concept and Independence

9:25–9:40

Hand Washing and Snack

MATERIALS

- Hand Washing rebus   



PROCEDURE

1. Take the time to demonstrate how to wash your hands or use hand sanitizer before snack.
2. Demonstrate your expectations for proper snack time behavior, then enjoy a snack together. Be clear about clean up procedures.



SKILLS TAUGHT

Responds to teacher signals

LM.SR.R.O.4:
Self-Regulation

Cleans up after self

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

Washes hands

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

Uses good table manners

HP.HS.N.M:
Health and Safety

TEACHER TIP

Be sure to enjoy snack time with your children. Model good table manners, discuss topics of interest, and enjoy each other's company. Alarming new research suggests that fewer and fewer children know what it's like to have a conversation with an attentive adult (Turkle, 2015; Pea *et al.*, 2012). This results in depression, acting out, and the inability to understand social cues. The more time you spend getting to know your children, the more interesting and better behaved they become!

We have scheduled separate snack times during this first week to emphasize the importance of washing hands and to give teachers as many opportunities as possible to discuss and enforce mealtime manners. Once children are comfortable with those routines, it often makes more sense to have snack be one of the center options.

9:40-10:00	Literacy
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Listening Song 🎧

Gather children to the listening rug with the *Listening Song*.

Listening Song (sung to *Pop Goes the Weasel*)

- Let's sit down, it's listening time.
- Watch, be quiet, and listen.
- Use our ears for listening time.
- Shh! It's time to listen.

MATERIALS

- Classroom capital and lowercase alphabet
Choose one with a standard, easy-to-read font and a single, simple illustration to help children concentrate on the letters and their code words.



Alphabet Instruction 💬 ⭐

PROCEDURE

1. Point to your posted classroom **alphabet** and ask children what they see.
2. Someone will probably say, “**letters.**”
3. Agree that yes, they are **letters**. Tell them there is a special word that means all the **letters** together: the **alphabet**. Practice saying “**alphabet**” together several times. Then call on a few children to say it individually. As a class, say it loud, soft, or in other fun ways.
4. Point to an individual **letter**.
Teacher
So is this the **alphabet**?
No, it's part of the **alphabet**. It is a **letter**.
5. Repeat the process.
6. Tell the children there are twenty-six **letters** in the **alphabet**. Count them out, if you wish.
7. Point out that each of the twenty-six **letters** has two shapes: **capital** (we prefer using “**capital**” to “uppercase” because it is close to the word **capitalize**) and “**lowercase.**”
8. Repeat the naming process for both **capital** and **lowercase** letters.
Teacher
That's a lot of **letters**! There's a song that will help us keep track of them all.
10. Sing *The Alphabet Song* together, pointing to the letters one by one.
11. Tell children they will learn the **capital letters** first, then the **lowercase letters**. Tell them their name tags are a great way to begin!
12. Invite children up and have them introduce themselves by name. As a class, spell out each **letter** and find it on the posted classroom **alphabet**.

SKILLS TAUGHT

Demonstrates understanding of letters and the alphabet sequence
LI.AK.A: Alphabet Knowledge

Recognizes and names capital letters
LI.AK.C.2: Alphabet Knowledge



VOCABULARY

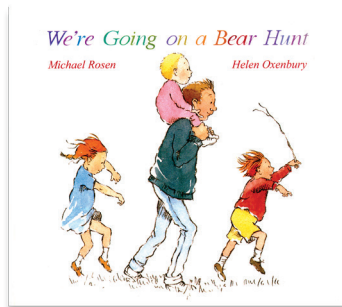
alphabet
capital
lowercase
letter

LEGEND



MATERIALS

- **Bear Hunt Clues** 
- Classroom bear for each child
If you have no budget for these, look for them in thrift stores and wash them well, or ask the school community for donations.
- Large box and wrapping supplies
- **Blank bear name tags** 
- Hole punch and ribbon, yarn, or elastic for attaching name tags
- Permanent ink marker
- *We're Going on a Bear Hunt*, by Michael Rosen and Helen Oxenbury

**Going on a Bear Hunt****Advanced Prep**

Prepare the bears:

- Print out name tags and laminate, if possible.
- Assign each one to a child by filling in the “I Belong To” line on the name tags and attaching one per bear.
- Pack the bears in the box and wrap it. Keep it out of sight, and arrange for someone to bring it out while you are on the Bear Hunt.
- Make clue cards to lead the children around the school to areas they will need to be familiar with.
- Make arrangements to meet and introduce support personnel.
- Clip the first clue to the last page of *We're Going on a Bear Hunt*. Tape the second clue in the first place you will visit, and so on.
- Keep the last clue (that sends you back to the classroom) to “find” at the playground.

PROCEDURE

1. Have the classroom bear tell you that the **alphabet** game looks fun. He thinks his bear friends would like the children to teach it to them, but he doesn't know where they have gone.
2. Introduce the concept of **investigating**. Have the children repeat the word with you several times and then define it.

Teacher

Investigating means asking questions and collecting answers until you find out what you wanted to know.

3. Ask children if they would like to help you **investigate** what happened to the classroom bear's friends. Tell them you have a book that might help, and introduce and read *We're Going on a Bear Hunt*.
4. Have children do motions with you as the family encounters each new obstacle. For example, using their arms to swim through the grass, swishy, swashy; arm motions to climb up and down the tree; squelching through mud; swimming through the river; frightened expressions in the cave; taking out flashlights and flicking them on in the cave.
5. Find the clue on the last page, and read it.

SKILLS TAUGHT**Shows comprehension**

LA.RL.C.S: Receptive Language

Uses scientific practice terms (investigate)

SC.SI.C.T.1: Scientific Inquiry

VOCABULARY

investigate

10:00-11:00

Field Trip: Going on a Bear Hunt, *cont.*

School Field Trip

PROCEDURE

1. Teach children the proper way to leave the classroom, with arms folded over tummies, mouths quiet so they don't interrupt the learning of others, and walking in a single file line.
2. Assign a line leader, a door opener, and "end friend" who makes sure to shut the door behind you.
3. Follow the clues throughout the building. Introduce each new room and any new people the children should know, e.g., custodian, principal, crossing guard, etc.
4. Your last stop should be the playground. Show them the areas they may not play in and explain why. Explain any outdoor play **rules**, and practice making your "line up" signal several times.
5. Allow children to play as time permits.
6. When it is time to go, make your line up signal and excitedly tell the children that you have found one last clue. Read it to them and return to the classroom.

SKILLS TAUGHT

Aware of school

SE.CB.B.P:
Social Awareness

Abides transitions

LM.SR.R.O.3:
Self-Regulation

Recognizes the reason for rules

LM.SR.R.U.1:
Self-Regulation

Develop muscular strength and coordination

HPGM.C:
Gross Motor Skills



LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

11:00–11:30

Field Trip: Going on a Bear Hunt, *cont.***MATERIALS**

- Camera, if desired, to take a picture of each child and his or her bear

**Good Friends: Me and My Bear****PROCEDURE**

1. Return to the classroom to find a big mysterious box. Pretend you hear quiet voices telling you that they are frightened about meeting new people. Ask the children for ideas about how to reassure whatever is in the box.
2. Bring a bear out for each child, one at a time, and have them whisper to you the name of the child they belong to. Talk about the responsibility of caring for a bear, such as:
 - Don't leave your bears alone in the car overnight. That will make them scared and lonely.
 - Don't take them swimming or leave them where the sprinklers might get them wet—these bears don't like water.
 - Don't play with him in the dirt; it's hard to keep the fur clean.
 - Your bear will need a name of his or her own.
 - Use this as an opportunity to reinforce the importance of keeping friends and things safe.
3. If you have a camera, take a picture of each child with their new bear. If they are ready to give their bear a name, write it on the name tag before you take the picture. If not, make a note to ask for the caregiver's help at pick-up.

You'll probably hear more than one, "I want *that* one!" Emphasizing that the bear is choosing *them* helps.

SKILLS TAUGHT

Demonstrates a desire to be helpful

LSE.SS.R.K.2: Social Skills

Brainstorms/proposes multiple solutions

SE.SS.P.A.3: Social Skills

TEACHER TIP

This would be a good time to take a photograph of each child's face. Print out several copies, or keep them on digital file. You will use them for your classroom helpers chart, name tags, center tags, and a variety of activities throughout the curriculum.



11:30–11:40

Prepare for Lunch

Wash Hands and Use Bathroom**SKILLS TAUGHT**

Practices good personal hygiene

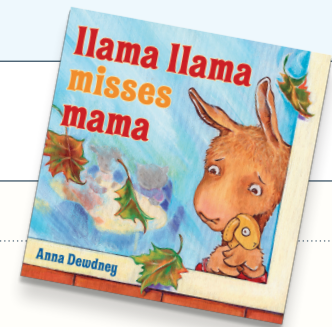
HP.HS.H.C: Healthy and Safety

Monday afternoon

UNIT 1
Week 1


1	2	3	4	5	6	7
1	2	3	4			

11:40–12:10	Lunch
12:10–12:25	Story
MATERIALS • <i>Llama Llama Misses Mama</i> , by Anna Dewdney	PROCEDURE Enjoy the story together



SKILLS TAUGHT

Maintains engagement during group read-alouds for 15–20 minutes
LI.RC.R.E.2: Reading Comprehension

12:25–1:10	Quiet Time
	<ol style="list-style-type: none">1. Have the classroom bear whisper to you that Llama Llama is not the only one missing his mama. Tell the children that he wants to know if they could cuddle their lonely bears while they rest.2. Have each child retrieve their bear and choose a book they'd like to look at from the class library.3. Tell the children that it is quiet time now, and the rule is each child must stay on his or her cot or mat while the lights are out.4. Have them lie on their backs and put their bears on their tummies. Turn off the lights, and have them take slow, deep breaths. As their tummies rise and fall, they are gently rocking their bears to sleep. Soft, soothing music will help some relax.

SKILLS TAUGHT

People need exercise and rest to stay healthy
HP.HS.H.E: Healthy Habits

1:10–1:30	Snack
Give the children a chance to wake up, use the bathroom, wash their hands, and have a snack—perhaps offer bear-shaped graham cracker cookies?	
SKILLS TAUGHT	
<i>Practices good personal hygiene</i> <i>HP.HS.W.C: Health and Safety</i>	

LEGEND



Listening Song 

Gather children to the listening rug with the *Listening Song*.

Listening Song (sung to the tune *Pop Goes the Weasel*)



Let's sit down it's listening time.
We'll watch, be quiet, and listen.
We'll use our ears for listening time.
Shh! It's time to listen.

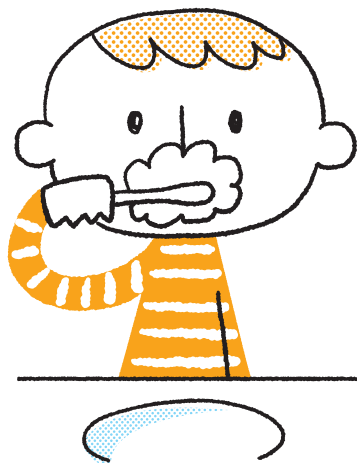
SKILLS TAUGHT

Responds to teacher signals

LM.SR.R.O.4: Self-Regulation

MATERIALS

- *Llama Llama Misses Mama*, by Anna Dewdney
- Recordings of sounds: brushing teeth, blowing nose, and eating 
- Pictures to represent brushing teeth, blowing nose, and eating 

Llama Llama Sounds  

PROCEDURE

1. Re-read *Llama Llama Misses Mama* and invite child discussion.
2. When you have finished, tell the children that an important part of learning how to read is learning how to listen.

Teacher

We're going to listen to some things that happened in the Llama book. See if you can guess what they are.

Do you remember how we answer questions in school?

Raise your hand if you think you know, but no talking unless I say your name.

Are you ready to listen to the first sound?

Okay, listen carefully.

3. Play the first sound (brushing teeth).

Teacher

Do you think you know?

Let's listen one more time.

4. Give hints as needed. When children guess the sound correctly, show the picture that represents the sound. Follow the same procedure for additional sounds as long as children are interested.
5. Display the pictures where children can see them. Mix up their order. As you play each sound, have the children point to the corresponding picture and help you put them in order, going from left to right.

SKILLS TAUGHT

Identifies, discriminates between, and sequences sounds

LI.PA.A.I, D, S: Phonological Awareness

1:50–2:50

Afternoon Centers

1. Remind children of center rules and procedures (“Four and No More,” warning, and cleanup, etc.) and rehearse them once or twice.
2. Introduce a special choice: “Birthday Cupcakes.” Demonstrate the procedure described on the next page.

SKILLS TAUGHT

Chooses and plans activities according to personal interests and preferences

SE.SC.I.1.2: Self-Concept and Independence

Follows center instructions

LM.SR.R.O.2: Self-Regulation

TEACHER TIP

Children usually select their own activities during center time. There are some activities, like today’s “Birthday Cupcakes,” that you want every child to complete. You may also wish to assign certain children to a center to reinforce a skill with which they are struggling. Take the time to come up with a simple routine that lets you keep track of who has done what. It can be as simple as a class roll with the names of that week’s target centers across the top. Keep it on a clipboard with an attached pen and carry it with you as you observe.



Multi-colored paper dots (for the cupcake sprinkles) can be made by stacking several thin sheets of colored paper together and using a binder punch to get lots of dots in a short amount of time.

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation




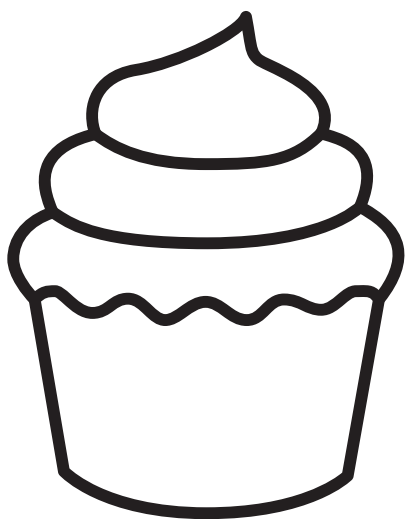
Portfolio



Satisfied Framework

MATERIALS

- Birthday Cupcake masters, one per child 
- Permanent marker
- Scissors
- Card stock
- Colored paper for the cupcake liners
- Glue sticks
- White glue
- Plain white shaving cream (not menthol)
- 2 to 3 aluminum pie plates
- Tempera paint or food coloring
- Confetti “sprinkles” in a shallow bowl or cup (*Optional*)
- Art smocks (cut off the arms of men’s button-down shirts and button them on backward)

**Birthday Cupcakes****Advanced Prep**

- Make copies of the **Birthday Cupcake** master for each child, preferably on card stock. Make a few extra, just in case.
- Write the child’s first name and birthday across the bottom.
- Using the colored paper, cut out a cupcake liner for each child. Make a few extra, just in case.
- Stir together equal parts plain white shaving cream and white glue in each pie tin until it’s stiff enough not to slide off an upside down spoon.
- Stir a little tempera paint or food coloring into each batch, using different colors.

PROCEDURE

1. Demonstrate how to use a glue stick. Point out that the glue stick should just barely peek above the plastic tube. Practice taking off and putting on the cap several times.
2. Have the children glue the cupcake liner onto the cupcake poster. Some may need help with placement.
3. Have the children frost their cupcakes with puff paint using their fingers and decorate with “sprinkles.” (*Note: Some teachers find “sprinkles” in the waste bin of their school’s binding machine.*)
4. Allow to dry for 24 hours, then hang them on a classroom wall in chronological order as a permanent reference for children’s ages and birthdays. You may want to arrange them in twelve monthly columns to make a chart.

CLEANUP

1. Give the children a five and two-minute warning before cleanup.
2. Use a clean up song like *It’s Time to Clean Up* from harrykindergartenmusic.com and [youtube.com/watch?v=7zc55KYLN28](https://www.youtube.com/watch?v=7zc55KYLN28) to signal cleanup. Be cheerful and upbeat. Eventually the children will come to enjoy the process of setting things in order.
3. If necessary, remind children of the guidelines you gave them at the beginning of centers.

SKILLS TAUGHT

Begins cleanup at teacher’s signal

LM.SR.R.O.4: Self-Regulation

Demonstrates safe and appropriate use and care of art materials

CE.VA.C.X.5: Visual Arts

Cleans up and puts materials in proper places

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

2:50–3:00

Reflection and Dismissal

1. Review the day, including new classroom words like **attendance**, **schedule**, **message**, and **investigate**.
2. Tell the children that they have taken such good care of their bears that they may take them home for an overnight. Remind them of the rules of bear care you discussed earlier. Explain that their homework will be to give their bear a name if they haven't found one already.
3. Explain your dismissal procedures, and help them pack their bears in their book bags.
4. Read stories as they wait for their caregivers to pick them up.
5. Remember to ask caregivers to help their children choose a name for their bear if they have not done so already.

SKILLS TAUGHT

Follows arrival and dismissal routines with increasing independence

LM.SR.R.O.1: Self-Regulation

Greets teacher in the morning and says goodbye when leaving

SE.SS.R.T.1: Social Skills

Reflects on own actions and efforts

SE.SC.I.I.6: Self-Concept and Independence

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



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Family Engagement



Observation



Portfolio



Satisfied Framework

If your day is longer, add an afternoon exercise activity, like dance, play in the gym, or outdoor recess. If your day is shorter, combine the morning and afternoon center times, choosing the activities that work best for your class.



8:00-8:15

Arrival and Toy Time

1. Greet children and caregivers and check in the bears, ensuring that each bear has a name.
2. Help children put their belongings away, put on their name tags, and complete whatever arrival rituals you use in your classroom.



SKILLS TAUGHT

Follows arrival and dismissal routines with increasing independence

LM.SR.R.O.1: Self-Regulation

8:15-8:40

Greeting and Morning Meeting

Name Song

PROCEDURE

1. Sing the **Name Song** as you gather the children and their bears in a circle on the listening rug. Provide kind support for any child who is not ready to participate yet.

Name Song (sung to the tune *Alouette*)

Gather round, it's time to get acquainted.
Sing this song, I'll show you how it's done.
All you do to play this game,
Stand right up and say your name!
Say your name (____).
Say your Bear's name (____).
Oh, oh, oh, oh,
Gather round, it's time to get acquainted.
Sing this song, I'll show you how it's done.

Point to a child and have them stand up and tell everyone their name.

2. Review listening rug procedures.

Teacher

Let's tell our bear friends what the rules for the listening rug are.

- When we are learning by listening, we use our whole bodies to listen.
- We listen with our ears.
- We look at the person who is talking with our eyes.
- We sit quietly in our place with our hands to ourselves.
- If we have something to say, we raise our hand and wait to be called on to speak.

Can we show the bears how quickly and quietly we can put them away? When your bear is safely on the shelf, come back to the circle and stand up high.

SKILLS TAUGHT

Responds to teacher signals (begins clean up at signal; when told not to run, stops running)

LM.SR.R.O.4: Self-Regulation

Waits for turn or permission before communicating (doesn't interrupt)

LM.EF.I.1.1: Executive Function

Puts materials away in appropriate places

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

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

Counting and Attendance

PROCEDURE

1. Review the **attendance** procedure.

Teacher

Who remembers what we do every morning to see if everyone is here?

Good! That's right. We take **attendance**. I'm going to count right around the circle.

When I touch your head, sit down.

2. Count the children aloud.

Teacher

Twenty. There are twenty children today.

Hmmm. I have a question. I wonder if it matters who I count first.

Let's **investigate**. Everyone stand back up.

3. Starting with another child, and perhaps going in a different direction, count everyone again. You will still get twenty. If the children are still engaged, do it again, then think aloud:

Teacher

Okay. So with counting, it doesn't matter where I start or who I count next. What matters is that everyone gets counted one time.

Good to know.



SKILLS TAUGHT

Moves, touches, and/or points to one object per number count, using one-to-one correspondence

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

Counts items arranged symmetrically
MA.NC.C.C.3: Numbers and Counting

VOCABULARY

attendance
investigate

Morning Message

PROCEDURE

1. Write the day of the week at the top of the **message** board.
2. Discuss with children what your short **message** will be, perhaps: "We named our bears."
3. Repeat each word as you write it, then read the whole thing smoothly, indicating the reading process of beginning at the left and continuing to the right.

SKILLS TAUGHT

Writes daily message as class
LI.PK.U.3: Print Knowledge

Follow words from left-to-right, top-to-bottom, page-by-page (Print Directionality)
LI.PK.P.1: Print Knowledge

Understands that letters are grouped to form words, separated by spaces. Points to word in story being read.
LI.PK.P.2: Print Knowledge

VOCABULARY

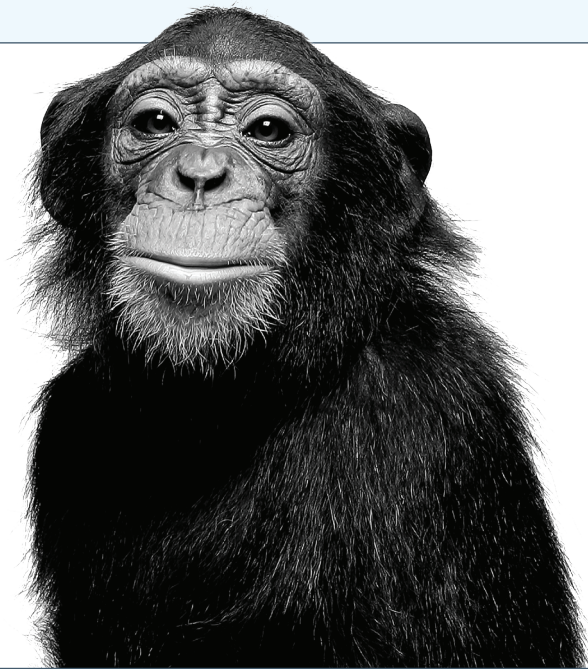
message

8:15–8:40

Schedule

Post and discuss the day's schedule:

- Hello!
- Morning Meeting
- Science (Jane Goodall)
- Snack
- Outside Play
- Reading (*Alphabet Song*)
- Centers
- Lunch
- Story (*Bunny Cakes*)
- Quiet Time
- Snack
- Train My Brain (Bunny Cakes Determination)
- Centers
- Goodbye!



SKILLS TAUGHT


Demonstrates awareness of the day's sequence of activities

LM.SR.R.O.5: Self-Regulation


8:40–9:00

Science

MATERIALS

- Interactive whiteboard or projector 

PREP

- Add the Waterford book *I Want to be a Scientist Like Jane Goodall* to a Classroom Advantage playlist. 

What Do Scientists Do

PROCEDURE

1. Tell children that sometimes you feel **curious**. **Curious** means that they are so interested in something that you have questions about it and want to know more. Tell children something you are **curious** about.
2. Have children repeat the word **curious** several times. Then ask them to think of things that they are **curious** about. If they have a hard time thinking of something, remind them that yesterday they were **curious** about where the classroom bear's friends had gone. (*Note: Be sure to gently, but firmly, enforce listening rules.*)
3. Ask:
Teacher
Is it good or bad to be **curious** and want to know more about something?
4. Emphasize that it is good to be **curious**. **Curiosity** is what makes us want to learn new things, and learning is the most exciting thing in the world.
5. Tell them you are going to read them a true story about a girl who was **curious** about animals. She decided to **investigate** them when she was just about the same age that they are!

LEGEND



6. Read or show *I Want to be a Scientist Like Jane Goodall*.
7. Point out that when Jane investigated animals, she watched them very carefully. Tell children that the science word for watching something carefully is **observing**. Have the children repeat the word several times.

Teacher

Observing means to watch something very carefully. The title of that book is *I Want to Be a Scientist Like Jane Goodall*. Is that title right? Do any of you want to be **scientists** and **investigate** animals?

How do you think we could do that?

Do we have to wait until we are grown-ups to be **scientists**?

8. Tell children that anyone can be a **scientist**. Tell them that this year you will practice being **curious** and **investigating** in case any of them want to become **scientists** themselves.




SKILLS TAUGHT		VOCABULARY
<p><i>Understands that scientists ask and answer questions</i></p> <p>SC.SI.C.C: Scientific Inquiry</p>	<p><i>Uses scientific practice terms like observe</i></p> <p>SC.SI.C.T.1: Scientific Inquiry</p>	<p>curious</p> <p>observe</p> <p>scientist</p>

9:00–10:00	Snack and Outside Play
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10:00–10:10	Literacy
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MATERIALS

- Classroom alphabet
- *Alternate ABC Song* 

PREP

- Add *Squirrel Rock ABC* to a Classroom Advantage playlist 

Singing the Alphabet

PROCEDURE

1. Gather children on the listening rug with the *Listening Song*.

2. Ask:

Teacher

Do any of you know the *ABC Song*?

2. Play *Squirrel Rock ABC*, if desired, and sing along with gusto.

3. Make a big noisy fuss about how well the children know the song.

Teacher

Now we are going to learn how to sing the song in a special way that only good readers know. Are you ready?

5. Sing the song again using the phrasing below, pointing to each letter.

Alternate ABC Song (sung to the tune of *Twinkle, Twinkle, Little Star*)

A-B-C-D E-F-G

H-I-J-K L-M-N

O-P-Q R-S-T

U-V-W X-Y-Z

Now I know my ABCs!

Next time won't you sing with me?

SKILLS TAUGHT

Sings the alphabet song

LI.AK.A.1: Alphabet Knowledge

Recognizes capital letters

LI.AK.C.1: Alphabet Knowledge

TEACHER TIP

People tend to remember the beginnings and ends of lists best. The middle is usually hazier. This may be especially true for the alphabet, because the alphabet song squashes the middle letters LMNOP together. Reading expert Marilyn Jager Adams, among others, suggests phrasing the alphabet song a little differently to help children differentiate between those tricky middle letters. Listen to the Waterford *ABC Song* file for an example.

LEGEND



MATERIALS

- Printed name sheets
- Letter tiles
- Envelopes

Letter Tile Names   **Advanced Prep****Name Sheets:**

In a simple font, type out each student's name in capital letters five times on one page, leaving space between each letter. This provides room for the letter tiles to be placed on top of each letter.

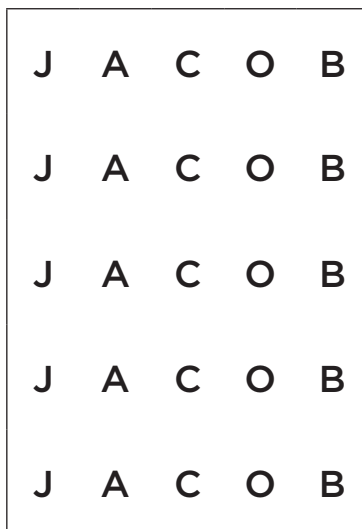
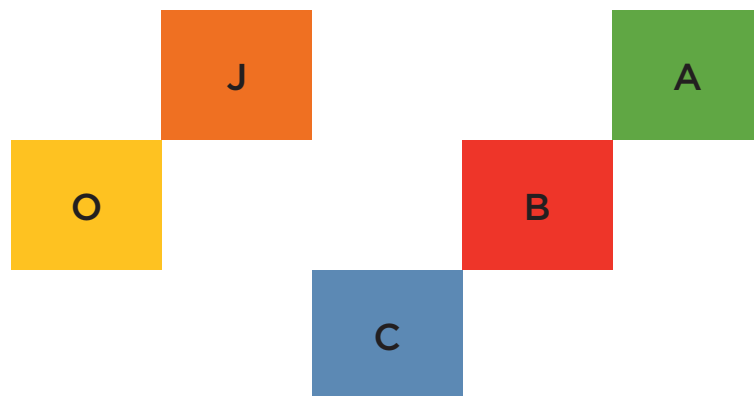
Letter Tiles:

Make a set of letter tiles for each child's name by cutting colored paper into one-inch squares and writing one letter on each square. Be sure to write the letters on the letter tiles similarly to how they will appear on the printed name sheet. You should have five sets of letter tiles for each student. Place them all into an envelope and write the student's name on the front of the envelope.

PROCEDURE

Have children place the letter tiles over the corresponding printed letters.

As the children are working, observe to see that the letters are facing the right direction and that the letters are being matched correctly.

PRINTED NAME SHEET**LETTER TILES****SKILLS TAUGHT**

Recognizes own name

LI.AK.N: Alphabet Knowledge

10:30–11:40

Morning Centers

Introduction to SmartStart and the Computer Center

PROCEDURE

1. Review your class procedures for centers and the choices that are available this week.
2. Explain that every day each child will have a turn to use SmartStart on the computer during morning or afternoon centers. Explain that this is not the kind of center where you can choose for yourself what you want to do.

Teacher

When it's your turn for the computer, you need to stop what you're doing and go to the computer.

3. Explain how children will know when it is their turn to use the computer.
4. Model the procedure by calling the first group to the computer center.
5. Dismiss them and call in the second group.
6. Continue until everyone has had a chance to be called to the computer center and then dismissed.
7. Dismiss everyone to centers and bring the first group back to the computer center for SmartStart orientation.


SKILLS TAUGHT

Familiar with classroom routines

LM.SR.R.O.2

SmartStart Orientation

MATERIALS

- Center iPads or computers, charged, powered up, and set to the class SmartStart student portal page
- **Squirrel, Marmot, and Turtle** masters 
- Card stock, cardboard, or other stiff backing material
- Paint stirrers, tongue depressors or equivalent
- Glue or tape



Advanced Prep

- Review “Getting Started with SmartStart,” available on the Waterford help site: waterford.org/help
- Preview “Introductory Video for SmartStart Children” from the help site. This video, available in English and Spanish, demonstrates SmartStart being used on a computer. However, this lesson describes using SmartStart on an iPad. Please adapt the instruction to match the platform your children will be using.
- Print out the SmartStart character masters and mount them on the backing. Laminate them, if desired. Attach the paint stirrers (or equivalent) and use them to prop the characters in plain sight.
- Have the computers or iPads charged and open to the SmartStart student portal page



LEGEND



SmartStart Orientation: iPad

PROCEDURE

1. Introduce the children to the computer center, explaining the rules and procedures for their behavior around the computers. When they are comfortably settled, seat yourself with an iPad easily visible.

This lesson is written as if your children will be accessing SmartStart on an iPad. If they will be using a computer, simply substitute “computer” for “iPad,” and “click” for “tap.”

2. Begin by telling the children,

Teacher

Today, let’s play “I Spy.”

I’ll tell you the name of something I can see.

Stay right where you are, and put your finger on your nose if you can see it, too. Are you ready?

Hmm. Let’s see. I spy...a squirrel.

Children put fingers on noses.

3. Instruct a child to go get Squirrel. Display Squirrel in front of the classroom, and introduce the character.

Teacher

This is our new friend Squirrel. You will get to meet and play with him during computer time this year.

4. Repeat with Marmot and Turtle.

Teacher

You are so good at finding things! I bet I can trick you this time. Listen carefully.

When you spy this thing, tap all of your fingers on the table (or floor, depending on seating arrangements), like this.

5. Demonstrate and have children practice. When they are confident, continue.

Teacher

Here’s my tricky clue.

I spy...a computer (or iPad)!

Children tap all of their fingers on the table/floor.

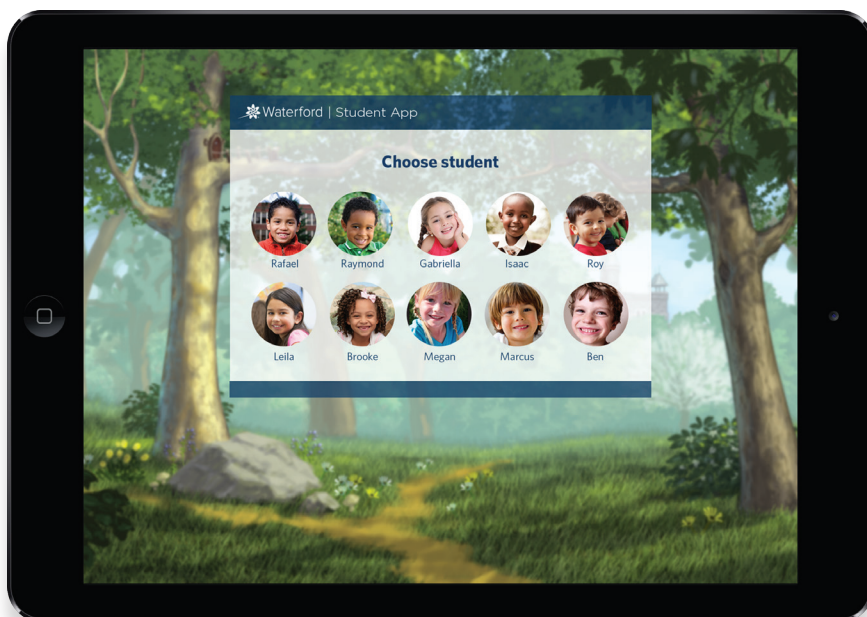
Fantastic! What is this?

Class

An iPad!

Teacher

Raise your hand if you’ve used an iPad before. Let’s see if we can figure out how to start SmartStart.



10:30–11:40

Morning Centers, *cont.*

SmartStart Orientation: The Portal Screen

PROCEDURE

1. Display the student portal screen.

Teacher

How do you think you could tell the computer that you are here and ready to start?

Class

By tapping on your picture.

Teacher

Good! The way you choose something on the iPad is by tapping it.

How many fingers do we use to tap? Five?

Class

No!

Teacher

Three?

Class

No.

Teacher

Right. Just one finger taps the screen, and...that's it!

Let's practice tapping. That's it. Just one finger.

Can you make your finger tap hard?

Can you make it soft?

What kind of tap should we use on the screen, hard or soft?

Class

Soft.

Teacher

That's right. Why?

Class

So we don't hurt the computer.

Teacher

Good! And when we use the iPad, should our hands be clean or dirty?

Class

Clean!

Teacher

That's right. If the screen gets dirty, your taps won't work as well.

2. Show the videos from the help site.

Teacher

When Brian wanted to choose something on the screen, what did he do?

Class

He clicked.

Teacher

That's right!

Note: If necessary, explain that you click with a mouse on the computer, but you tap with a finger on an iPad.

Teacher

Most of the time, the computer will tell you exactly what to do. But sometimes, you might have questions.

Walk the children through the process you want them to use when they have questions. Practice this several times with them.

Teacher

Now, who's ready to get started?

3. Direct children to their computers/iPads. Show them how to "wake them up" by clicking or tapping, as necessary.

4. Wait for the student portal screen to appear.

Teacher

Can you SPY a picture of you?

Click/tap on it to get started!

5. Have children log in and complete a full session.

6. When they are done, help them to collect the next child, according to your classroom procedure.

Note: You should have time to orient two groups of children during morning center time and two groups in the afternoon. If necessary, continue the orientation sessions on the following day.

SKILLS TAUGHT

Accesses and uses SmartStart independently

SE.SC.II.5: Self-Concept and Independence

Accesses and navigates applications

LI.DL.D.A: Digital Literacy

LEGEND



Cleanup and Center Review

PROCEDURE

1. Give children a five- and two-minute warning that centers are coming to an end.
2. Sing or play a clean up song like *It's Time to Clean Up* from harrykindergartenmusic.com and youtu.be/7zc55KYLN28
3. Remind children of your center clean-up guidelines.
4. Discuss and resolve any problems that arose.
5. When cleanup is done, gather the children and review Center Time. Allow children to verbalize their discoveries, gently reminding them to raise their hands and to wait until you call on them.

SKILLS TAUGHT

Begins cleanup at teacher signal

LM.SR.R.O.4: Self-Regulation

Cleans up and puts materials in proper places

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

11:40–12:10

Lunch

12:10–12:25

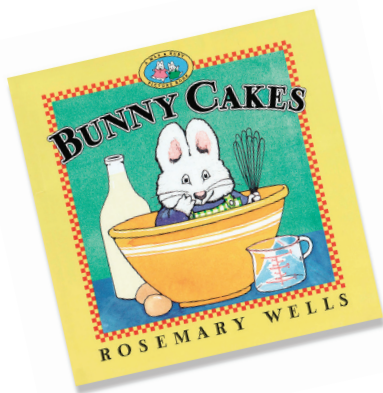
Story

12:25–1:10

Quiet Time

MATERIALS

- *Bunny Cakes*, by Rosemary Wells
- Cots or mats
- Classroom bears

*Bunny Cakes*

PROCEDURE

1. Help the children spread out their mats or cots and retrieve their bears.
2. Read *Bunny Cakes* with the children. Don't worry about analyzing the parts of the book, just let the children enjoy the story.
3. Remind the children that during quiet time, each child must stay on his or her own cot or mat while the lights are out and not talk to his or her neighbor.
4. Repeat yesterday's routine. Have them lie on their backs and put their bears on their tummies. Turn off the lights, and have them take slow deep breaths. As their tummies rise and fall, they are gently rocking their bears to sleep. Soft, soothing music will help some relax.

SKILLS TAUGHT

Maintains engagement during group read-alouds for 15–20 minutes

LI.RC.R.E.2: Reading Comprehension

1:10–1:30

Snack

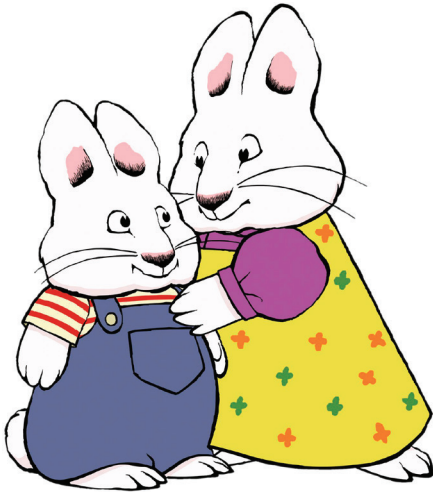
Give the children a chance to wake up, use the bathroom, wash their hands, and have a snack.

1:30–1:50

Train My Brain: Determination 🗣️

MATERIALS

Bunny Cakes,
by Rosemary Wells



PROCEDURE

1. Explain the meaning of **determined**. A determined person is someone who keeps trying even when it isn't easy.
2. Point out that Max was **determined**.
3. Read *Bunny Cakes* again, asking the children to stop you whenever Max is **determined**.
4. Point out that Max was trying to learn how to write.

Teacher

Did Max finish learning how to write with letters?

Child

No.

Teacher

Max figured out a way to tell the grocer what he wanted in other ways, with pictures he drew.

5. Emphasize that both Max and Jane Goodall got what they wanted in the end because they were **determined** and kept trying.

SKILLS TAUGHT

Persists at tasks that are difficult or disliked

LM.EF.P.P: Persistence

Uses evidence to identify/analyze/predict a character's feelings, intentions, or behavior

LI.RC.C.E.3: Reading Comprehension

Listens and participates in interactive read-alouds

LI.RC.R.E.4: Reading Comprehension

VOCABULARY

determination

1:50–2:50

Dramatic Play

Introduction

PROCEDURE

1. Review classroom center procedures.
2. If necessary, encourage any children who have not made Birthday Cupcakes to do so.
3. Introduce the “Bunny Cakes” Dramatic Play center.
4. Remind children that some of them will be called to the computer center to begin SmartStart.

Best Practices for Introducing Dramatic Play Centers

- Especially at the beginning of the year, some children will hesitate to play in a center whose rules they don't understand.
- Review the procedures for admittance to the center, and what to do if all the places are full.
- Explain any rules: kitchen things may (or may not) be taken outside, etc.
- It's important to let the children know that center play is up to them. There is no right or wrong way to play “Kitchen” or “Grocery Store.” At the same time, some children play more intently and productively with the help of some suggested play scenarios to get them started.

LEGEND



Dramatic Play: Bunny Cakes



Advanced Prep

For grocery store:

- Shelves with clean, empty food containers and real or pretend food
- Cash register (can be as simple as a shoe box)
- Play money
- Baskets or wagons for shopping
- Bags for groceries
- Bunny Cakes props, including pictures of or unbreakable stand-ins for:
 - Milk
 - Eggs
 - Flour
 - Red Hot Marshmallow Squirters
 - Birthday candles
 - Silver stars
 - Sugar hearts
 - Buttercream roses

For kitchen:

- Pots, pans, bowls, measuring cups, and measuring spoons
- Table and chairs
- A sink for washing (could be a plastic bin)
- Aprons
- Chef hats, if available
- Towels and washcloths
- Bunny Cakes props, including:
 - Yellow tape for the floor
 - A great hat for Grandma
 - A container for Max’s mud pie
 - Play earthworms
 - Pencil and paper for lists and “No Max” signs

SKILLS TAUGHT

Acts out a familiar story

CE.DS.C.P.1: Dramatic Play

1:50–2:50

Cleanup

1. Give children a five- and two-minute warning that centers are coming to an end.
2. Sing or play a clean-up song, such as *It’s Time to Clean Up*, from harrykindergartenmusic.com
3. Remind children of your center clean up guidelines.

SKILLS TAUGHT

Begins cleanup at teacher signal

LM.SR.R.O.4: Self-Regulation

Cleans up and puts materials in proper places

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

2:50–3:00

Reflection and Dismissal

1. Review the day, emphasize the new vocabulary word **determination**.
2. Review your dismissal procedures.
3. Read stories while the children wait for their caregivers to pick them up.

SKILLS TAUGHT

Follows arrival and dismissal routines with increasing independence

LM.SR.R.O.1: Self-Regulation

Greets teacher in the morning and says goodbye when leaving

SE.SS.R.T.1: Social Skills

Reflects on own actions and efforts

SE.SC.I.I.6: Self-Concept and Independence

8:00-8:15

Arrival and Toy Time

Greet children and caregivers. Help children put their belongings away, put on their name tags, complete any classroom arrival rituals, and get settled with a toy or friends.

SKILLS TAUGHT

Follows arrival and dismissal routines with increasing independence

LM.SR.R.O.1: Self-Regulation

8:15-8:40

Morning Meeting

Name Song 🎧 ⭐

PROCEDURE

Sing the **Name Song** as you gather the children and their bears in a circle on the listening rug. Provide kind support for any child who is not ready to participate yet.

Name Song (sung to the tune *Alouette*)

Gather round, it's time to get acquainted.
Sing this song, I'll show you how it's done.
All you do to play this game,
Stand right up and say your name!
Say your name (_____).
Say your Bear's name (_____).
Oh, oh, oh, oh,
Gather round, it's time to get acquainted.
Sing this song, I'll show you how it's done.

Point to a child and have them stand up and tell everyone their name.



Counting and Attendance

PROCEDURE

1. Count the children to take attendance.

Teacher

Let's count and see how many children are here today. When I touch your head, sit down.

One, two, three, four...

2. When you are done, be sure to emphasize the total number of children.

...twenty. There are twenty children here today!

3. Check your work by starting with a different child or counting backward, to help children understand that number is independent of counting order.

SKILLS TAUGHT

Comprehends that objects may be counted in any order

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

Participates in group activities, tasks, and play

SE.SS.R.F.1: Social Skills

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

Calendar 🗓️

MATERIALS

- Media player, projector, or interactive whiteboard
- Prepared calendar wall (see Daily Rituals: Calendar)
- Add *Days of the Week* to Classroom Advantage playlist 🎵

1. Point to the calendar wall.

Teacher

Does anyone know what this is?

2. If a correct answer is not forthcoming, explain.

Teacher

It's a "calendar." Has anyone ever heard that word before?

3. Explain that a calendar is a picture that helps us know what day it is.
4. Explain the concept of month. (*Note: Many children will be familiar with this because of their birthdays.*)
5. Then discuss days of the week. Listen to *Days of the Week* song or project it on the whiteboard, following along word by word. Then sing along.
6. Show children how to read a day by identifying the day of the week, the month, and the day.
7. Show that you read calendars exactly the same way you read a book. You start at the top, go to the right, and wrap around to a new line when you run out of room.
8. Have everyone recite the date together.

Teacher and Class

Today is Wednesday, August 24.

SKILLS TAUGHT*Reads daily schedule and calendar*

KI.PK.U.1: Print Knowledge

Comprehends simple time intervals

LA.RL.C.T.2: Receptive Language (Hearing)

Morning Message

PROCEDURE

1. Continue with the morning message.

Teacher

Let's write that on our message board.

2. Write on the message board, "Today is Wednesday, August 24."

**SKILLS TAUGHT***Understands that print carries a message*

LI.PK.W: Print Knowledge

Writes daily message as class

LI.PK.U.3: Print Knowledge

8:15–8:40

Morning Meeting, *cont.*

Schedule

1. Post and discuss the day's schedule:

- Hello!
- Morning Message
- Reading (Finding out about books)
- Centers
- Snack
- Outside Play
- Lunch
- Story (*ABC*, by Eric Carle)
- Quiet Time
- Snack
- Math (Same Two)
- Afternoon Centers
- Goodbye!



SKILLS TAUGHT

Reads daily schedule

LI.PK.U.1: Print Knowledge

Demonstrates awareness of schedule and sequence

LM.SR.R.O.1: Self-Regulation

Jump Up and Down Transition

PROCEDURE

Sing *Jump Up and Down* (to the tune of *Buffalo Gals*):

Children, children, jump up and down.

Jump up and down, jump up and down.

Children, children, jump up and down.

Until I say STOP!

Children freeze.

Add additional verses as needed: spin all around; stretch high and low; stomp your feet; clap your hands, etc.

SKILLS TAUGHT

Starts and stops on cue

CE.DM: Dance and Movement

Manages transitions

LM.EF.F.F.2: Executive Function

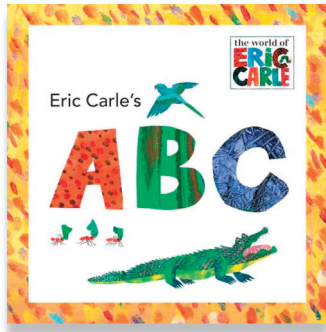
LEGEND



MATERIALS

- Eric Carle's *ABC*

Note: If this book is not available, try another Eric Carle book, such as: *The Grouchy Ladybug* or *The Very Hungry Caterpillar*. Do not select *Brown Bear, Brown Bear, What Do You See?* as this book will be used next week.

**Print Knowledge: Books****PROCEDURE**

1. Discuss the proper way to read and handle a book.

2. Examine the **cover**. Point out that it protects the book.

Teacher

The pictures on the **cover** give you clues to what the book is about.

The words on the **cover** are also important. They are the **title**—or the name of the book.

The **title** and the pictures on the front cover are clues you can use to find out what the book is about.

The other thing that **covers** do is tell you the name of the **author**, the person who wrote the words of the story; and the **illustrator**, the person who made the **illustrations** (or drew the pictures).

3. Have the following discussion with the class.

Teacher

Why might it be a good thing to know the name of the person that wrote the story? (*Accept all answers.*)

Teacher

What's the special word for the person who writes the words of the story?

Class

The **author**.

Teacher

Sometimes the person who wrote the words...what's that called again..?

Class

The **author**.

Teacher

Sometimes the person who wrote the story, the **author**, is also the same person that drew the...hmm, what's the fancy word for the pictures in a book?

Class

The **illustrations**.

Teacher

That's right! Sometimes the **author**, who wrote the words—and the **illustrator**, the person who made the pictures—is the same person.

The name of the man who wrote the words and made the pictures for this story is Eric Carle.

4. Read and enjoy the book together.

SKILLS TAUGHT

Explains purpose and use of book covers
Understands functions of authors and illustrators

LI.PK.B: Print Knowledge

VOCABULARY

author
cover
illustrator
illustrations
title

8:40–9:10

Literacy: Finding Out About Books, *cont.*

Illustration Investigation

MATERIALS

- Computer with an internet connection to the interactive whiteboard or projector

PROCEDURE

1. Tell the children:

Teacher

I'm curious about something. I notice that Eric Carle has a special way of making his **illustrations**. I would like to know more about how he does it.

2. Show the **illustrations** again and ask the children to make observations about them.
3. Explain that the computer is a good place to go to find out answers when you are curious.
4. Model turning on a computer, navigating to your favorite browser, and entering a search (reminding the children that it's important to have a private password), and telling the computer you are done by pressing enter or return. Explain any navigational choices or gestures you make along the way.
5. As a class, view eric-carle.com/slideshow_paint.html
6. Tell the children that they will have a chance to make illustrations like Eric Carle in the art center.

SKILLS TAUGHT

Uses the computer to find information

L.I.D.L.D.I.: Digital Literacy 

9:10–10:10

Morning Centers

Introduction: The Art Center

PROCEDURE

1. Explain your art center rules in detail (smocks; paper; easels; how to use and clean paint brushes; how to use paint so that the colors don't get muddied and nothing spills, etc.).
2. Dismiss children to the centers of their choice.

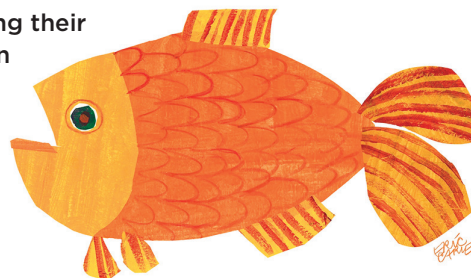
Eric Carle Paintings

MATERIALS

- Construction paper, glossy finger paint paper, or thick tissue paper
- Two or three colors of tempera paint
- Assortment of paint brushes and other interesting textured paint applicators: sponge, string, burlap scraps, Duplo blocks, etc.

PROCEDURE

1. Allow children to experiment with applying the paint to several sheets of paper with the various applicators.
2. Show children how to hang their paintings to dry and clean up when they are done.



9:10–10:10 Morning Centers, *cont.*

SKILLS TAUGHT

Explores paint and painting tools
 CE.VA.C.X: Visual Arts

Cleanup and Center Review

PROCEDURE

1. Give the children a five- and two-minute warning that centers are coming to an end.
2. Sing or play a clean up song.
3. Remind the children of your center clean up guidelines.
4. Discuss and resolve any problems that arose.
5. Allow the children to verbalize their discoveries, gently reminding them to raise their hands and to wait until you call on them.

SKILLS TAUGHT

Begins cleanup at teacher signal
 LM.SR.R.O.4: Self-Regulation

Cleans up and puts materials in proper places
 LM.SR.R.E.4: Self-Regulation

10:10–10:30	Snack
10:30–11:30	Outside Play
11:30–11:40	Prepare for Lunch
11:40–12:10	Lunch
12:10–12:25	Story

MATERIALS
 Eric Carle's *ABC*

PROCEDURE
 Read and enjoy the book together.

12:25–1:10 Quiet Time

- MATERIALS**
- Mats or cots for children
 - Classroom bears

- PROCEDURE**
1. Review the rules for quiet time.
 2. Have the children lie on their backs and put their bears on their tummies.
 3. Turn off the lights, and have them take slow deep breaths. As their tummies rise and fall, they are gently rocking their bears to sleep. You may be getting tired of this routine, but the children will find its familiarity soothing.

SKILLS TAUGHT

Listens to repeated readings of favorite books
 LI.RC.R.E.3: Reading Comprehension

Spontaneously adapts behavior to context
 LM.SR.R.M.1: Self-Regulation

1:10–1:30

Snack

Give the children a chance to wake up, use the bathroom and wash their hands, and have a snack.

SKILLS TAUGHT

Begins cleanup at teacher signal

LM.SR.R.O.4: Self-Regulation

Cleans up and puts materials in proper places

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

1:30–1:50


Math: Same Two

MATERIALS

For teacher:

- Three pairs of identical objects, large enough for children to see comfortably

For each pair of children:

- **Matching Mat** 
- Baggies with two sets of identical objects, plus one more (e.g. two counters, two cubes, and one button)



Listening Song

Gather children to the listening rug and sing the *Listening Song* (sung to the tune of *Pop Goes the Weasel*)

Let's sit down, it's listening time.

We'll watch, be quiet, and listen.

We'll use our ears for listening time.

Shh! It's time to listen.

Numeracy Warm Up

Introduce numbers “1” and “2” with the *Show Me Two* chant:

Teacher

One, two, show me two.

One, two, show me two.

Children join and show one finger on one hand and one finger on the other hand.

One, two, show me two.

One, two, show me two.

Show me two right now.

This time the children hold up two fingers on one hand.

Instruction: Matching

PROCEDURE

1. Show your identical objects, such as a pair of identical balls.
2. Describe them, using self-talk:

Teacher

I see two balls. They are both small. They are both red.

They are exactly the same. They match!

3. Ask children to repeat the last two sentences with you:

Class

They are exactly the same. They match!

4. Ask children for other ways in which they are the same, modeling the sentence stem, “They are both...”



Instruction: Matching

5. If children need help, prompt them to look at their shapes.

6. Conclude by saying together:

Teacher and Class

They are exactly the **same**.

They **match**!

7. Repeat the process with your second pair of objects.

Teacher

What can you tell me about these?

8. Prompt them to use the stem, “They are both...” and to consider attributes like size, shape, and color.

9. Conclude by repeating together:

Teacher and Class

They are exactly the **same**. They **match**!

“Self-talk,” or explaining what you are thinking and doing, models math language and procedures for children.

Practice

PROCEDURE

1. Show children how to use the **matching** mat. Put a mat on the floor. Hold up your third pair of identical objects, then put them on the **matching** mat. Ask children how they are the **same**, encouraging them to use the “they are both...” sentence stem.
2. Tell the children that now they are going to practice with a **matching** game. Divide them into partners, have them sit at the tables, and distribute a **matching** mat and baggie to each pair.
3. Have the partners **match** two things from their baggies and put them on their **matching** mat. Then find as many ways the objects are the **same** as they can, using the sentence stem, “They are both...”
4. Circulate while they work, commenting on what you observe, such as: “Huda **matched** the two cubes. She says they are both blue. Viktor says they are both squares.”
5. When children have finished, call them back to the listening rug for the wrap-up.

MAKE IT SIMPLE

If children are having difficulty **matching** two sets of objects, reduce the number of objects in the baggie to three, including one pair of identical objects. Once they have grasped the concept, introduce the second pair.

GO DEEPER

For children who are ready for more, tell them to fill their baggies with two identical pairs of classroom objects, plus one more to share during wrap-up.

SKILLS TAUGHT		VOCABULARY
<p><i>Subitizes: Effortlessly recognizes small quantities</i></p> <p>MA.NC.C.S.2: Numbers and Counting</p>	<p><i>Matches</i></p> <p>MA.OA.P.M.1: Operations and Algebraic Thinking</p>	<p>match</p> <p>same</p>

1:30-1:50 Math: Same Two, *cont.*

Wrap Up

PROCEDURE

1. Have a group show two things that they thought **matched** and explain why they think they **match**.
2. Say that you want to take a turn. **“Match”** two things that are not the same and have children correct you. Have them explain ways in which they are NOT the **same**.
3. Then repeat the procedure, with objects that ARE the **same**, and have the children explain how they know that they do **match**.
4. Explain that one of the things they can choose to do during math centers is to continue the **matching** game.

SKILLS TAUGHT	VOCABULARY
<p>Matching MA.OA.P.M.1: Operations and Algebraic Thinking</p>	<p>match same</p>

1:50-2:50 Afternoon Centers

Introduction

Review center procedures, including the addition of the **“Same Two” matching** game.

Cleanup

PROCEDURE

1. Give children a five- and two-minute warning that centers are coming to an end.
2. Sing or play a clean up song like ***It’s Time to Clean Up*** from harrykindergartenmusic.com
3. Remind children of your center clean up guidelines.

SKILLS TAUGHT	SKILLS TAUGHT
<p>Begins cleanup at teacher signal LM.SR.R.O.4: Self-Regulation</p>	<p>Cleans up and puts materials in proper places LM.SR.R.E.4: Self-Regulation</p>

TEACHER TIP

When children reflect on what they have learned they are more likely to use and remember the skill.

1. Review afternoon centers, brainstorming for answers to any problems that might have arisen.
2. Review the day, emphasizing new vocabulary words like **illustrator**, **same**, and **match**.
3. Review any dismissal procedures.
4. Read stories to the children until their caregivers arrive.

SKILLS TAUGHT

Follows arrival and dismissal routines

LM.SR.R.O.1: Self-Regulation

Greets teacher in the morning and says goodbye when leaving

SE.SS.R.T.1: Social Skills

Reflects on own actions and efforts

SE.SC.I.I.6: Self-Concept and Independence

If your day is longer, add an afternoon exercise activity, like dance, play in the gym, or outdoor recess. If your day is shorter, combine the morning and afternoon center times, choosing the activities that work best for your class.



8:00–8:15	Arrival and Toy Time
8:15–8:40	Morning Meeting

Getting Acquainted

PROCEDURE

1. Sing the **Name Song** as you gather the children and their bears in a circle on the listening rug. Provide kind support for any child who is not ready to participate yet.

Name Song (sung to the tune **Alouette**) 

Gather round, it's time to get acquainted.
Sing this song, I'll show you how it's done.
All you do to play this game,
Stand right up and say your name!
Say your name (_____).
Say your Bear's name (_____).
Oh, oh, oh, oh,
Gather round, it's time to get acquainted.
Sing this song, I'll show you how it's done.

Point to a child and have them stand up and tell everyone their name.

2. Make sure everyone is accounted for.

Teacher

Our morning song has two fancy words in it.

Fancy words are special words—the kind of words you probably didn't know about when you were only three.

Let's sing it together and see if we can find the two fancy words hiding inside.

Remember, we're at the listening rug, so if you think you know what they are, raise your hand very quietly.

3. Sing the **Name Song** again.

Teacher

I like the way (Ari) is raising his hand so quietly. (Ari), did you hear any fancy words when we sang?

4. Define "gather."

Teacher

Gather means to collect things to bring them together in one place.

We gather together when we all come to sit on the listening rug.

Can you say that word with me?

Class

Gather.

Teacher

We gather together at the listening rug.

5. Have the children repeat the word several times with you, and try to think together about something you might gather—if you went berry picking, you would gather all the berries, etc.

6. Define "acquainted."

Teacher

To get acquainted means to get to know each other. When we went on our bear hunt, we got acquainted with (name someone you met on the hunt).

7. Have children repeat the word several times, then ask two or three children to tell you someone that they have gotten acquainted with since school began, modeling, "I've gotten acquainted with..."
8. Sing the **Name Song** again.

SKILLS TAUGHT		VOCABULARY
<p><i>Asks and answers questions about unknown words</i></p> <p><i>L.A.V.C.A.Q: Vocabulary</i></p>	<p><i>Uses a new word to describe or rephrase</i></p> <p><i>L.A.V.C.A.K.2: Vocabulary</i></p>	<p>acquainted</p> <p>fancy</p> <p>gather</p>

LEGEND



Counting and Attendance

PROCEDURE

1. Continue by taking attendance.

Teacher

Let's count and see how many children are here today. When I touch your head, sit down.

One, two, three, four...

2. When you are done, be sure to say the total number.

Teacher

...twenty. There are twenty children here today!

3. Do an experiment. See if the number changes if the children squish together or spread out. Verbalize your conclusion.

Teacher

It doesn't matter if everyone is scrunched together or far apart—the number of children stays the same.

SKILLS TAUGHT

Comprehends that arrangement of items does not affect quantity

MA.NC.Q.Q.4: Number and Counting

Calendar: Yesterday and Today

MATERIALS

- 3 large paper cutouts and 7 small paper cutouts (for example, 3 baseball mitts and 7 baseballs)
- Crayons or markers
- Scissors
- Push pins or straight pins
- Hole punch

PREP

- Write one day of the week on each of the smaller cutouts. Punch a hole where it will be pinned. Write one of the following on each of the three large cutouts: “Yesterday,” “Today,” and “Tomorrow.”
- Post the cutout in your calendar corner.

PROCEDURE

1. Review the way to read calendars.
2. Review days of the week, perhaps by singing Waterford's *Days of the Week* song.

Teacher

What do you think today is?

How can we find out?

3. Place the “Today” cutout on today's day.

Teacher and Class

Today is Thursday, August 27.

4. Introduce the concept of **yesterday**. While you put the “Yesterday” cutout on **yesterday's** day, have everyone recite the date together.

Class

Yesterday was Wednesday.



SKILLS TAUGHT

Reads daily schedule and calendar

LI.PK.U.1: Print Knowledge

Comprehends simple time intervals

LA.RL.C.T.2: Receptive Language (Hearing)

8:15–8:40

Morning Meeting, *cont.*

Message Board

PROCEDURE

1. Write the date at the top of your message.
2. Write the message: “Today we will learn the letter A.”

Schedule

Post and discuss the day’s schedule:


- Hello!
- Morning Meeting
- Reading (Letter A)
- Centers
- Snack
- Outside Play
- Science (Follow the Apples Investigation)
- Lunch
- Story (*Fancy Nancy*)
- Quiet Time
- Snack
- Listening (Fancy Rhyming)
- Centers
- Goodbye!



8:40–9:00

Literacy: Capital Letter A

MATERIALS

- Interactive whiteboard or projector
- Add *The Apple Tree* song and **Letter Trace: A** to a Classroom Advantage playlist 

The Apple Tree: *Discuss the Story*

PROCEDURE

1. Ask these questions and discuss children’s responses.

Teacher

How many of you have ever tasted an apple?

Touch your nose if you would like to learn a nursery rhyme about apples.

2. Project and read *The Apple Tree* book on the whiteboard, modeling reading left to right, etc.

SKILLS TAUGHT

Comprehends print directionality

LI.PK.P1: Print Knowledge



MATERIALS

- Posted classroom alphabet
- Add **Letter Picture Writing: A** and **Letter Trace: A** to a Classroom Advantage playlist 📺
- Interactive whiteboard or projector
- Camera (*Optional*)

Capital Letter A Instruction 🗣️ ⭐

PROCEDURE

1. Begin a class discussion.

Teacher

Apple begins with the letter A. Let's see what number letter A is in the alphabet.

2. Ask children where to start counting, left or right.
3. Establish that it is the first letter in the alphabet.
4. Have the children repeat "apple" and see if they can figure out the sound that letter A makes.
5. Have children turn to their neighbors and find any letter A's in their names by examining their name tags.
6. Discuss the shape of capital A and the way it is made with the help of the **Letter Pictures Writing: A** activity.
7. Explain **slant**, and have the children demonstrate it using their arm to sky-write the letter in the air. Have the children put their arm out straight in front of them as they make the slanting motion.
8. Explain **across**, and have the children demonstrate it using their arm to sky-write the letter. Have the children put their arm out straight in front of them as they make the across motion.
9. Model "writing" the letter A in the air while saying the Waterford directions.
10. Be sure to do it backward, so it looks correct from the children's perspective. Make it about 18" high.

Teacher

Start at the top.

Slant back down to the ground.

Lift.

Slant down to the ground.

Across at the middle.

Letter A.

11. Repeat several times with the children. Then make a huge A, then a tiny A.



For the moment, please stick to making the short /ă/ sound, as in "apple" or "and." Introducing the long /ā/ sound, as in "acorn," will only confuse beginning learners.

SKILLS TAUGHT

Recognizes and forms the capital letter A

LI.AK.C.1-3: Alphabet Knowledge

Matches short vowel sound to letter

LI.AK.S.2: Alphabet Knowledge


VOCABULARY

across
slant

9:00–10:00

Centers

MATERIALS

- Letter Trace A master 
- Several sheets of fine grain sandpaper (to protect sensitive young fingers)
- An equal number of sheets of cardstock or old manila envelopes
- Scissors
- Marker
- Glue
- Paper for rubbing
- Tape
- Variety of unwrapped crayons, charcoal sticks, and soft pencils

Letter A



Advanced Prep

- Cut out the block letter from the template.
- Trace around it on the smooth side of the sandpaper sheets.
- Cut out your sandpaper letters.
- Glue them onto card stock, sandpaper side up.
- Tape the sandpaper posters to a low table, spacing them so that children can explore them without getting in each other's way.

PROCEDURE

1. Allow the children to gently rub their fingers over the sandpaper letters.
2. If a teacher is available to supervise, encourage them to trace the shape as if they were writing it:

Teacher

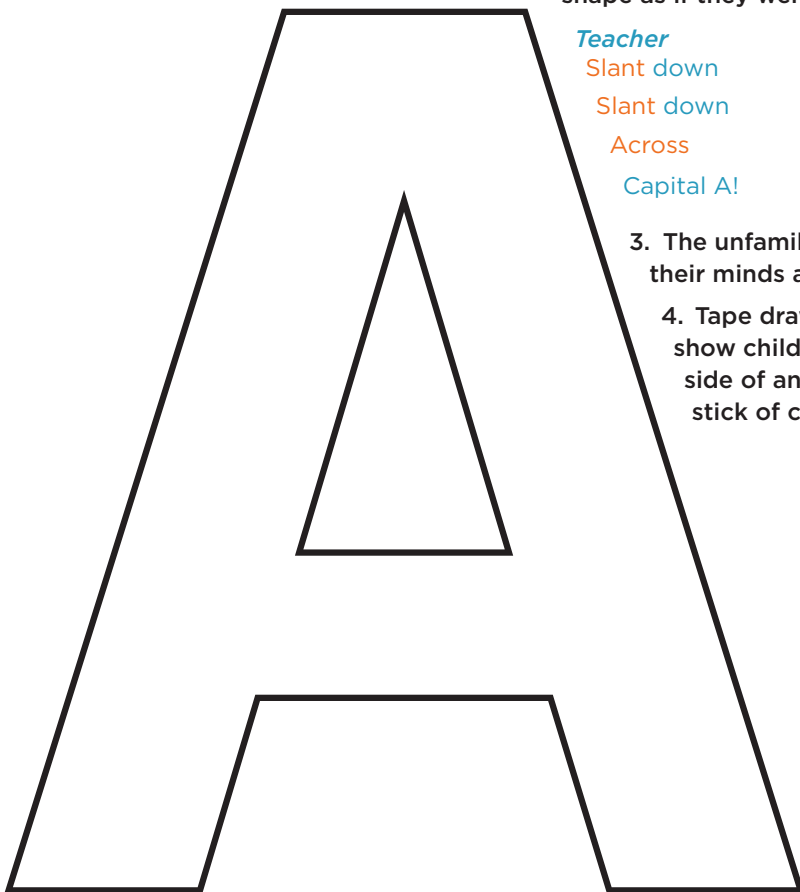
Slant down

Slant down

Across

Capital A!

3. The unfamiliar texture will help imprint the shape on their minds and in their bodies.
4. Tape drawing paper over the sandpaper letters and show children how they can make rubbings with the side of an unwrapped crayon, school-safe chalk, a stick of charcoal, or a soft pencil.



SKILLS TAUGHT

Recognizes and forms capital letters

LI.AK.C.3: Alphabet Knowledge

LEGEND



9:00-10:00

Centers, *cont.***Cleanup and Review****PROCEDURE**

1. Give children a five- and two-minute warning that centers are coming to an end.
2. Sing or play a cleanup song.
3. Remind children of your center clean up guidelines.
4. Discuss and resolve any problems that arose.
5. Allow the children to verbalize their discoveries, gently reminding them to raise their hands and to wait to speak until you call on them.

SKILLS TAUGHT*Begins cleanup at teacher signal**LM.SR.R.O.4: Self-Regulation**Cleans up and puts materials in proper places**LM.SR.R.E.4: Self-Regulation*

10:00-10:15

Snack

10:15-11:15


Outside Play



11:15–11:40

Science

MATERIALS

- Interactive whiteboard or projector
- Two different color apples
- Knife
- Cutting board
- *Follow the Apples* 

PREP

- Add *Follow the Apples* to a Classroom Advantage Playlist.



Follow the Apples Investigation

PROCEDURE

1. Begin the discussion by showing the children one of the apples:

Teacher

How could we investigate apples? Let's see: investigating starts with a question. What questions do you have about apples?

2. Make sure to end with the following question.

Teacher

Where do they come from?

3. Tell children that some questions can be answered by reading a book.

4. Project and read *Follow the Apples*.

Follow the Apples

I see round, red apples at the market.

How did the apples get here?

The farmer says he brought them in his truck.

Where did he get the apples to bring in his truck?

We drive out of town to find out.

Look at all the trees. They are covered with apples! Mom says this is an apple orchard.

Apples grow on apple trees until they are ready to eat. Then people pick them.

How did the trees get here?

Dad says apple trees grow from small apple seeds.

I already know where to get apple seeds.

Right in the middle of a tasty apple.

5. Begin a class discussion.

Teacher

Sometimes what you find out makes you ask more questions. Like—do apples really have seeds?

6. Ask children to think of ways they can figure out if apples have seeds.

7. Cut an apple in half. Let children look at the seeds.

8. Bring out the second, contrasting apple.


9. Ask children to predict if the seeds in the two different apples will be the same or different.

10. Cut open the other apple and let the children look at the seeds.

11. Discuss with the class what they observed. Point out that even though the apples looked different on the outside, the seeds were in the same part of the apple and looked the same.

SKILLS TAUGHT

With support, helps plan an investigation

SC.SI.C.H: Scientific Inquiry 

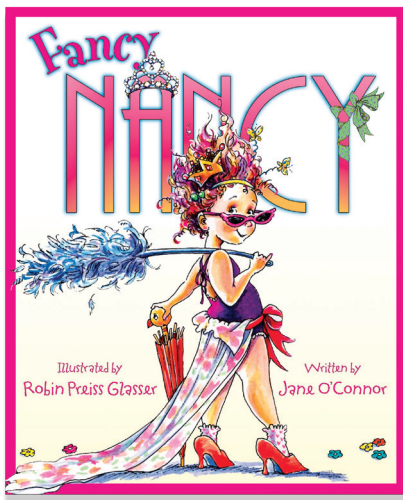
Follows food from farm to table

SE.SA.E.P1: Self-Awareness

LEGEND



11:30-11:40	Prepare for Lunch
11:40-12:10	Lunch
12:10-12:25	Story



PROCEDURE

Read *Fancy Nancy*, by Jane O'Connor and Robin Preiss Glasser, to reinforce the concept of **fancy**.

SKILLS TAUGHT

Uses descriptive language

LA.EL.N.S.2: Expressive Language (Speaking)

12:25-1:10	Quiet Time
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Tell the children that it is quiet time now, and the rule is each child must stay on his or her on cot or mat while the lights are out. Have them lie on their backs and put their bears on their tummies. Turn off the lights, and have them take slow deep breaths. As their tummies rise and fall, they are gently rocking their bears to sleep.

1:10-1:30	Snack
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Give the children a chance to wake up, use the bathroom, wash their hands, and have a snack.

1:30-1:50	Phonological Awareness
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Fancy Rhyming

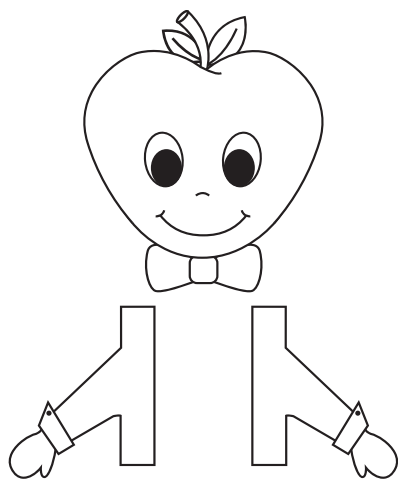


Advanced Prep

Prepare two apple puppets. Use either a brown gardening glove or a paper bag for their bodies.

MATERIALS

- Apple Puppet Pattern 
- Tree branch
- Pair brown gardening gloves or sandwich-size paper bags



Fancy Rhyming, *cont.*

PROCEDURE

1. Begin the activity with the following discussion:

Teacher

Today we are going to learn about sounds. When words sound like each other, they are rhyming words. **FANCY** and **NANCY** sound the same: they are **rhyming** words.

2. Make sure to end with the following question:

Teacher

Where do they come from?

3. Sing the first two lines of *The Apple Tree*, standing tall and stretching your apple puppets way up high.

Teacher

Way up high in the apple **TREE**
Two little apples smiled down at **ME**.
TREE—ME. Those are **rhyming** words.

4. Have the children say them with you.

5. Sing the next two lines:

Teacher

I **shook** the tree as hard as I **COULD**.
Down came the apples. Mmm, mmm, they were **GOOD**.
COULD—GOOD. Those are **rhyming** words.

6. Have the children say them with you.

Teacher

Let's sing the song one more time. See if you can hear a **fancy** word.

7. Help the children discover the **fancy** word "**shook**." Explain that **shook** is the way you say **shake** after it happens. Demonstrate with the tree branch. Sing again, demonstrating.
8. Let each child **shake** the branch, with the class chanting their name, such as, "Megumi **shakes** the branch," as she **shakes** it.
9. Have the class chant, "Megumi **shook** the branch" when she is done.



SKILLS TAUGHT

Demonstrates rhyme awareness

LI.PA.R.A: Phonological Awareness

Uses past tense

LA.EL.C.C.3: Expressive Language (Speaking)

VOCABULARY

fancy
rhyming
shake/shook

Listening Song

Gather children to the listening rug and sing the *Listening Song* (sung to the tune of *Pop Goes the Weasel*):

Let's sit down, it's listening time.
We'll watch, be quiet, and listen.
We'll use our ears for listening time.
Shh! It's time to listen.

LEGEND



1:50–2:50	Centers or Outside Play
2:50–3:00	Reflection and Dismissal

1. Review afternoon centers, discussing and resolving any problems.
2. Review the day, emphasizing vocabulary words such as **fancy, investigation, and rhyming.**

SKILLS TAUGHT

<p><i>Follows arrival and dismissal routines</i></p> <p><i>LM.SR.R.O.1: Self-Regulation</i></p>	<p><i>Greets teacher in the morning and says goodbye when leaving</i></p> <p><i>SE.SS.R.T.1: Social Skills</i></p>	<p><i>Reflects on own actions and efforts</i></p> <p><i>SE.SC.I.I.6: Self-Concept and Independence</i></p>
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8:00–8:15	Arrival and Toy Time
8:15–8:40	Morning Meeting

PROCEDURE

1. Sing the **Name Song** as you gather the children and their bears in a circle on the listening rug. Provide kind support for any child who is not ready to participate yet.

Name Song (sung to the tune *Alouette*) 

Gather round, it's time to get acquainted.
Sing this song, I'll show you how it's done.
All you do to play this game,
Stand right up and say your name!
Say your name (_____).
Say your Bear's name (_____).
Oh, oh, oh, oh,
Gather round, it's time to get acquainted.
Sing this song, I'll show you how it's done.



Point to a child and have them stand up and tell everyone their name.

2. Review the fancy words **gather** and **acquainted**.

SKILLS TAUGHT	VOCABULARY
<p><i>Makes real world connections with vocabulary words</i> LA.VC.A.K.1: Vocabulary</p>	<p>acquainted fancy gather</p>

Counting and Attendance

PROCEDURE

1. Take attendance by counting each child.
Teacher
Let's count and see how many children are here today. When I touch your head, stand up.
One, two, three, four...
2. When you are done, be sure to say the total number.
Teacher
...twenty. There are twenty children here today!
3. Check your counting by starting with a different child or reversing the direction of your count around the circle.
4. Be amazed that you still came up with the same number. Allow the children to explain why they weren't surprised.

SKILLS TAUGHT	
<p><i>Knows last count tells how many</i> MA.NC.Q.Q.1: Number and Counting</p>	<p><i>Knows items may be counted in any order</i> MA.NC.Q.Q.2: Number and Counting</p>

LEGEND



Calendar 🗓️ ⭐

PROCEDURE

1. Review the way to read calendars.
2. Review days of the week.

Teacher and Class

Yesterday was Thursday, August 27. Use yesterday's date.

Today is Friday, August 28. Use today's date.

3. Write the date on the message board.
4. Introduce the concept of **tomorrow**, the day after today.
5. Place the yesterday, today, and **tomorrow** overlays and have children chant the days with you. Make this a regular part of your calendar routine.

Teacher and Class

Yesterday was Thursday. Today is Friday.

Tomorrow will be Saturday.

MONTH

31	1	2	3	4	5	6
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

6. Explain that no one comes to school on Saturday. The next day is Sunday. No one comes to school on that day either. But the day after that is Monday, when everyone will gather again for another week of school.

SKILLS TAUGHT

Reads daily schedule and calendar

LI.PK.U.1: Print Knowledge

Comprehends simple time intervals

LA.RL.C.T.2: Receptive Language (Hearing)

Morning Message

Write the day's message on your Message Board. Suggested message: "We don't have school **tomorrow**."

SKILLS TAUGHT

Print Concepts

LI.PK.P: Print Knowledge

Writes daily message as a class

LI.PK.U.3: Print Knowledge

VOCABULARY

tomorrow

Schedule

Post the day's schedule, discussing each activity.

- Hello!
- Morning Meeting
- Writing (Letter A)
- Morning Centers
- Snack
- Outside Play
- Lunch
- Story (*Knuffle Bunny*)
- Rest
- Snack (All Kinds of Apples)
- Math (Turn and Talk Matching)
- Centers or Outside Play
- Goodbye!

SKILLS TAUGHT


Demonstrates awareness of day's schedule

LM.SR.R.O.1: Self-Regulation

8:40–9:00

Literacy

MATERIALS

- Manuscript paper or copies of “Capital A” master  for each child
- Sharpened pencil for each child



Writing Letter A

PROCEDURE

1. Make sure each child has a pencil and paper.

Teacher

We’ve been talking about the letter A.

Who remembers what the letter A looks like?

The sound it makes?

Who would like to learn how to write capital A?

2. Demonstrate the tripod pencil grip:

Teacher

This is how you hold your pencil.

Start with the pencil on your desk with the writing tip pointing straight towards you.

Put your thumb and first finger at the place the paint meets the wood.

Pick it up and use your other hand to flip the eraser side to the pocket between your thumb and your hand. The middle finger will automatically come forward to support the pencil.

Rest your hand comfortably on your paper.

3. Walk around and monitor this grip repeatedly, both now and in coming weeks. Children may find this awkward at first, but don’t give up! Learning to hold a pencil properly builds and reinforces important regulatory brain circuits.

SKILLS TAUGHT

Demonstrates proper pencil grip
LI.EW.M.1: Emergent Writing

Forms letters properly
LI.EW.M.2: Emergent Writing

VOCABULARY

across
slant

LEGEND



MATERIALS

- Apple
- Vegetable peeler
- Bowl or large cookie sheet with sides lined with newspaper (for peels)
- One or more apple corers
- Cutting board
- Slow cooker



Center Introduction: Cooking Apples Investigation

PROCEDURE**1. Hold up an apple and show it to the children***Teacher*

I'm feeling very curious about something. I wonder what happens to an apple when it is cooked? Who wants to help me investigate?

What do you think we can do to find the answer to my question?

Have any of you ever cooked apples before? Maybe you made an apple pie, or apple cake, or applesauce!

What do we need to cook apples?

2. Decide that you need something to get the apples hot. Ask for suggestions from the children as to what you could use to get the apples hot. Make the conclusion that a slow cooker will probably be safer than a fire or a pot on a stove, but it takes a long time to cook.

Teacher

We're going to use a slow cooker to get our apples hot. The slow cooker can take a long time to cook, but we will be able to finish our investigation this afternoon.

Are there ways we could make this experiment even better?

I bet the apples will taste better if we remove the peel. Do you have any ideas about how we can do that?

3. When someone suggests a vegetable peeler, demonstrate the safe way to use the peeler, by stroking away from the body.

Teacher

The apples will cook more quickly if we cut them into smaller pieces. How do you think we could do that?

I'm also curious about how we could remove the seeds. I don't think those would taste very good.

4. Accept the children's answers, making sure to explain that even though a knife would work, it isn't very safe for children. Luckily, you have a great tool they can use—a corer!

5. Show the children the apple corer and demonstrate how it works.

6. Make it clear that all the children will be able to see and taste what happens to the apples you are investigating, whether they come to that center or not. Dismiss children to the centers of their choice.

SKILLS TAUGHT

With support, plans the steps of an investigation

SC.SI.C.H.1: Scientific Inquiry 

9:00-10:10

Morning Centers, cont.

MATERIALS

- All materials listed in the center introduction
- Additional vegetable peelers
- Apple corers
- 8-10 golden delicious apples
- 1/2 cup water
- 1/2 cup brown sugar
- 1/4 teaspoon cinnamon
- Hot pads or oven mitts
- Newspaper or vinyl tablecloth (to catch flying apple peels)

Cooking Apples Center

PROCEDURE

1. Demonstrate how to use the vegetable peelers.
2. Help children peel the apples over the bowl, the garbage, or the newspaper-lined cookie sheet. Assign some helpers to pick up the peels that miss.
3. Help children use the apple corer.
4. Pile the sliced apples in the slow cooker.
5. Measure 1/2 cup of water and allow a child to pour it in.
6. Open the cinnamon and give everyone a nice sniff.
7. Measure out 1/4 tsp and allow a child to sprinkle it on the apples.
8. Measure 1/2 cup of brown sugar, packing it down fully. Allow a child to dump it on the apples.
9. Cover the apples, turn the slow cooker to high, and put in an out-of-the-way place where children are unlikely to bump into it.
10. Apples should cook for about 3 hours.

SKILLS TAUGHT

Begins clean up at teacher signal

LM.SR.R.O.4: Self-Regulation

Cleans up and puts materials in proper places

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

TEACHER TIP

It's best practice to try all recipes prior to doing them together in class. Not only does that prevent any nasty surprises, but it also helps you judge the right quantity for your class.



LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

Cleanup and Review

PROCEDURE

1. Give children a five- and two-minute warning that centers are coming to an end.
2. Sing or play a clean up song.
3. Remind children of your center clean up guidelines.
4. Discuss and resolve any problems that arose.
5. Allow the children to verbalize their discoveries, gently reminding them to raise their hands and to wait to speak until you call on them.

SKILLS TAUGHT

Begins cleanup at teacher signal

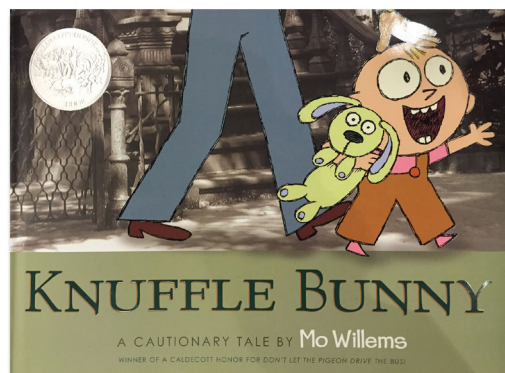
LM.SR.R.O.4: Self-Regulation

Cleans up and puts materials in proper places

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

10:10-10:30	Snack
10:30-11:30	Outside Play
11:30-11:40	Prepare for Lunch
11:40-12:10	Lunch
12:10-12:25	Story

Read *Knuffle Bunny: A Cautionary Tale*, by Mo Willems.



Note: The author pronounces the "K." You can judge for yourself whether the fun of that pronunciation outweighs potential confusion when the k-n pattern is introduced.

SKILLS TAUGHT

Sustains attention during 20 minute read-alouds

LI.RC.R.E.2: Reading Comprehension

12:25–1:10	Rest
1:10–1:30	Snack

MATERIALS

- Cooked apples
- Wooden spoon or potato masher
- Small paper cups
- Apple slices
- Dried apples or apple chips, if desired
- Apple juice, if desired

PREP

- A few minutes before the end of rest time, mash up the apples, divide them into small dishes or paper cups, and allow the applesauce to cool.
- Set out other remaining snack items.

All Kinds of Apples

PROCEDURE

As you enjoy snack together, discuss the ways in which all the kinds of apples are the same and different. Encourage children to talk about the different textures, using words like crunchy, mushy, crisp, etc.




1:30–1:50	Math
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MATERIALS

- **Turn and Talk** rebus, if desired
- **Same** practice pages, one for each child
- Sharpened pencil for each child


Turn and Talk




Elbow to Elbow



Knee to Knee



Talk and Listen



Switch

Turn and Talk Matching

PROCEDURE

1. Remind children that they have learned the rules for learning with their ears.
2. Divide the children into pairs. It will save you time if you name your partners something fun and memorable. Invent your own combinations, such as ketchup and mustard, salt and pepper, peanut butter and jelly, etc. For this activity, we will use peanut butter and jelly.
3. Once you have assigned the partners you can simply say, “Peanut butters go first” or visa versa. Explain that you will divide the class into pairs of friends. Each pair should decide who is going to be “Peanut Butter” and who is going to be “Jelly.”
4. Demonstrate the way that “Peanut Butter” and “Jelly” sit knee-to-knee and elbow-to-elbow.

Teacher

You should talk loud enough for your partner to hear, but no one else. I will tell you whether “Peanut Butter” or “Jelly” should turn and talk. Then, at my signal, you will switch.

5. When the children are comfortable with the process, distribute the **Same** practice pages. Have the partners “turn and talk” to decide what matches with the carrots at the top left. When they have decided, have them trace a line with their fingers between the two carrots.
6. When everyone is ready, ask a “Jelly” to show what their group decided.
7. Then ask a “Peanut Butter” from another pair to do the same.
8. Discuss their choices.

LEGEND



Turn and Talk Matching, *cont.*

- When everyone agrees about what goes with what, have the children pick up their pencils (using the pencil grip they learned in the morning), and carefully draw a line between the matching pair.
- Repeat for each of the other items, alternating between “Peanut Butter” and “Jelly” children.
- Discuss their choices.

SKILLS TAUGHT

Turns and talks

LA.RL.C.D.4: Receptive Language (Listening)

Matches similar objects

MA.OA.P.M.1: Operations and Algebraic Thinking

Uses proper pencil grip

LI.EW.M.1: Emergent Writing

1:50–2:50

Afternoon Centers or Outside Play

2:50–3:00

Reflection and Dismissal

- Homelink 1 goes home today. 📁 💬
- Review the day, resolving any issues that have cropped up. Also review the vocabulary words like **slant**, **across**, and **same**.
- Remind children that you will not see them for two days, but that you will be thinking about them until Monday when you gather together again.
- Review your dismissal policies, which may be more complicated on Fridays as parent notes go home.

SKILLS TAUGHT

Follows arrival and dismissal routines with increasing independence

LM.SR.R.O.1: Self-Regulation

Greets teacher in the morning and says goodbye when leaving

SE.SS.R.T.1: Social Skills

Reflects on own actions and efforts

SE.SC.I.I.6: Self-Concept and Independence

Looking Ahead.



- Next week’s suggested Dramatic Play center is a **Garage**. Be on the lookout for cars, trains, planes, tools, parking meters, etc.
- Next week’s letters are **capital B** and **capital C**. Bring in examples for the key words (real, toy, or pictures): B (Bubbles) and C (Cookie).
- Next week’s activities call for a microwave and popcorn on Tuesday and play dough on Thursday. There’s also a painting with cotton balls activity on Tuesday.
- Formal math instruction begins next week. Read through the math lessons ahead of time, as most require a modest amount of preparation.



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Unit 1/Week 2

Routines tell me what to expect

CLASSROOM HELPERS

LETTERS “B” AND “C”

NUMBERS “1” AND “2”

SAME AND DIFFERENT

SENSE OF SIGHT

PRIMARY CONCEPT

I am an important part of my school. Routines tell me what to expect.



Children with predictable, loving caregivers and routines flourish. However, those from chaotic homes don't have as much energy for learning. Scientists are just beginning to understand how difficult it is for children to cope with change and transition. That's why it's important to include a preview of the daily schedule in your morning routine. The predictability of a clearly understood schedule, along with clearly understood rules, expectations, and routines, will go a long way toward helping the children in your class to relax into learning.

SOCIAL & EXECUTIVE SKILLS

This week is devoted to making classroom routines a habit. Becoming classroom helpers encourages children to feel an increased sense of belonging and responsibility for their classroom. **Let's Play** is the first of several SmartStart activities that help children learn how to initiate play.

LM.SR.R.O
LM.SR.R.E
SE.SS.S.P.1

CREATIVE EXPRESSION/DRAMATIC PLAY

Driving, directing traffic, and fixing cars in the **Dramatic Play: Garage** helps children feel powerful and effective.

SE.SC.S.1.4

LANGUAGE & LITERACY

LANGUAGE

Baa Baa Black Sheep and **Pat-a-Cake** activities reinforce children's awareness of key vocabulary words. Friday's story, **Brown Bear, Brown Bear, What Do You See?**, models common question and sentence types and encourages children's participation in story time.

LA.RL.C.S.1
LA.RL.C.Q

LITERACY

Children explore **capital letters "B" and "C."** They learn that "letters make words" after exploring the most important word of all, their names, in activities like **Baa Baa Black Sheep: Woolly Names, Name Magnets**, and a read-aloud of Kevin Henkes' fabulous **Chrysanthemum**.

LI.AK.N
LI.AK.C

CENTER: Name Magnets

LISTENING

Children discover that listening gives us information in **Five Senses: How Do We Know?**

LEGEND



MATH

Children sort and group items by a single attribute. They are also introduced to **numbers 1 and 2** and learn how to count on their fingers the math way.

CENTER: Same Two

MA.OA.P.M.2
MA.NC.C.C.5
MA.NC.C.N.1
MA.NC.C.N.2

SCIENCE

Five Senses: How Do We Know? and Bruce McMillan's wonderful *Sense Suspense: A Guessing Game for the Five Senses* introduces a five-week unit on the senses. **Excellent Eyes** and **What Do You See?** focuses children's attention on the sense of sight.

CENTER: What Do You See?

SC.SI.O.S
SC.SI.O.S.3

WEEKLY ASSESSMENT PLAN**Suggested Work Sample Activity**

- *Chrysanthemum Discussion*
(Friday; Children's self-portraits and names)

Vocabulary for the week (ENGLISH/SPANISH) 

absolutely <i>absolutamente*</i>	pat <i>la palmadita</i>
around <i>alrededor</i>	perfect <i>perfecto*</i>
baker <i>el panadero (m)</i>	pull <i>tirar</i>
<i>la panadera (f)</i>	see <i>ver</i>
clear <i>claro*</i>	senses <i>el sentido*</i>
curved <i>curvo (a), curvado (a)*</i>	smell <i>oler</i>
dreadful <i>espantoso</i>	straight <i>recto/derecho</i>
feel <i>tocar/santir</i>	taste <i>el gusto</i>
fleece <i>el vellón</i>	wonderful <i>maravilloso</i>
hear <i>oír</i>	wool <i>lana</i>

Story Time

Ball,
by Mary Sullivan

Brown Bear, Brown Bear, What Do You See?,
by Bill Martin, Jr. and Eric Carle

Can I Play Too?
by Mo Willems

Cars: Rushing! Honking! Zooming!,
by Patricia Hubbell and Megan Halsey

Chrysanthemum,
by Kevin Henkes

Sense Suspense: A Guessing Game for the Five Senses,
by Bruce McMillan

Recommended Reading Center Books

Matthew A.B.C.,
by Peter Catalanotto

Bark, George,
by Jules Feiffer


Blueberries for Sal,
by Robert McCloskey


Caps for Sale,
by Esphyr Slobodkina


He Came with the Couch,
by David Slonim


Look Book,
by Tana Hoban

Truck Stop,
by Anne Rockwell and Melissa Iwai

Besos for Baby: A Little Book of Kisses, 
by Jen Arena and Blanca Gomez

The Cazuela That the Farm Maiden Stirred, 
by Samantha R. Vamos and Rafael López

Crisantemo, 
by Kevin Henkes

*Oso pardo, oso pardo
¿qué ves ahí?,* 
by Bill Martin, Jr. and Eric Carle


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

Morning Meeting

Continue your morning routine of Attendance, Calendar, Morning Message, and Schedule.

All the Way Done: Classroom Helpers

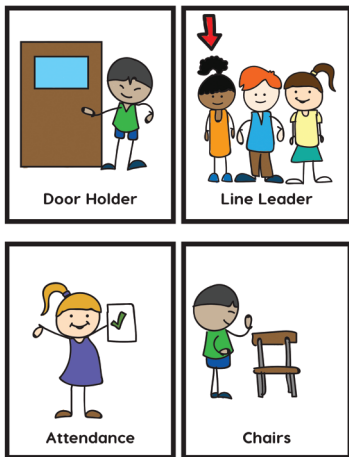
MATERIALS

- Classroom Helper Masters
- *All The Way Done* script 
- Library pockets
- Popsicle sticks
- Photographs of children's faces (*Optional*)
- Glue gun and glue
- Props for skit (use the suggested script and props or make up your own) playlist



Advanced Prep

1. Print all required materials.
2. Laminate and cut out the Classroom Helper masters and, if available, children's photos.
3. Securely glue each master to the front of a library pocket and post, as desired.
4. Print each child's name on a popsicle stick. If using photos, securely glue each to the top of the appropriate stick.
5. With a colleague, work out a meaningful skit for your children. Use the provided script as a model. Don't be afraid to ham it up and use props and costumes to act like a small child. Your children will love it.



PROCEDURE

1. Invite the children to the circle and perform the skit.
2. When you are finished, emphasize that everything in your classroom—in fact, everything in the whole school—is there to help every single one of them learn! By becoming a member of the class, each child gets to use all of the wonderful things in your classroom.
3. Another part of becoming a member of the class is becoming a *classroom helper*. Classroom helpers make sure that when things are done, they are done all the way, so that everyone has what they need.
4. Present the first job: Line Leader. Demonstrate each step of the job, including where any needed materials might be.
5. Call up the children in small groups until everyone has had a chance to practice.

Trelawnie and Ashish, can you stack the chairs on the table the way Chair Helpers do? Oops, make sure to push them close to the center so they don't fall. That's it! That's all the way done! Good work!

Now, how about Jack and Elizabeth?
6. When everyone has had a turn, assign one or two children the job of putting their sticks in the appropriate pocket.
7. Plan on presenting a few helper jobs during each morning meeting this week.

SKILLS TAUGHT

Assumes responsibilities of a class member

LM.SR.R.E: Self-Regulation

TEACHER TIP

If your class has more children than jobs, you may wish to assign a head helper and an assistant helper for one or more of the jobs. Everyone starts their turn as an assistant. When they have spent a week practicing the skill, they become the head helper while the old head helpers rotate to new assistant helper assignments.

LEGEND



Advanced Preparation



Classroom Advantage



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Family Engagement



Observation



Portfolio




Satisfied Framework

Capital Letter Introduction: B

MATERIALS

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

PREP

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

Capital B

KEY WORD

Bubbles

Full Letter Form Instructions

Start at the top.

Straight down to the ground.

Up to the top.

Curve around to the middle.

Curve around to the ground.

Capital B.

Abbreviated instructions

Down, up, curve around, curve around. Capital B.

PROCEDURE

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

Today we will talk about the letter B. Let's find out where B is in the alphabet. One, two. B is the second letter in the alphabet.

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

Bubbles begins with the letter B. Can you hear the sound at the beginning of the word Bubbles? B-B-Bubbles. The sound is /b/. B makes the sound /b/.

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

B makes the sound /b/. Watch my mouth as I make the sound /b/.

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

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

5. **Play Letter Picture Writing: B 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.

Up to the top.

Curve around to the middle.

Curve around to the ground.

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

Down, up, curve around, curve around. Capital B.

7. **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: Speaking

VOCABULARY

around
curve
straight

Dramatic Play

Garage



Advanced Prep

Gather together the following elements:

- Orange cones
- Set of keys
- Various mechanic tools
- Toy cars and trucks
- Tricycles
- Homemade cars (created from cardboard or boxes)
- Costumes representing driving-related professions (police badge or hat, firefighter's helmet or coat, race car driver's helmet, construction hard hat and vest, chauffeur's cap, etc.)



TEACHER NOTE

Have children pretend to be driving lots of different cars, making all sorts of car noises (honking, zooming, sirens blaring, and beeping as they back up). Let children drive, direct traffic, or pretend to fix broken cars.

SKILLS TAUGHT

Plays familiar real-life roles and situations

CE.DS.C.P.2: Dramatic Play

Problem solves to sustain dramatic play

CE.DS.P.P: Dramatic Play

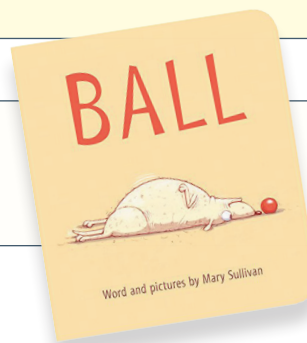
Centers/Outside Play/Lunch/Story/Quiet Time

Monday Story: *Ball*

As a class, read and discuss *Ball*, by Mary Sullivan

THEMES AND SKILLS

- B book
- Spoken words can be written and read



LEGEND



Advanced Preparation



Classroom Advantage



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Portfolio

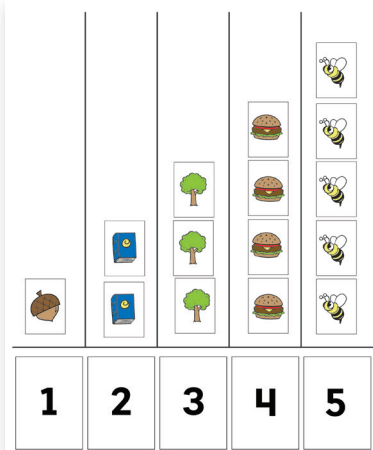


Satisfied Framework


Introduce and Count Number 1 ★

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 1 Chart** image 
- Hole punch
- Cubes (for paper chart) or magnetic counters (for projected chart)
- Pencil toppers, stickers, or a marker to identify children's left pinkies
- **Number Path 1-10** for each child 
- Straight pin
- **Poor Wandering One**



Advanced Prep

1. Enlarge and laminate both the number chart and number path (you will use these throughout all units).
2. Print out the Number 1 chart image (acorn). Cut out, laminate, and punch a hole in the top center.
3. Copy, laminate, and cut out a number path for each child.
4. Create a wall chart version of the Number Chart with bulletin board paper.* You will use this all year, so choose a place in your classroom where it will be accessible during math instruction.
5. Add **Poor Wandering One** song to a Classroom Advantage playlist. 

Warm Up

Warm up with the **Poor Wandering One** song.

Instruction

1. Show the number chart.
2. Point out that it is a list of the numbers 1-10.
The FIRST number is 1.
It is important that you use both the ordinal term "first" and the cardinal term "one."
3. Hold up one cube or counter
This is one cube. How many cubes do I have?
4. When the children have answered, put the cube in its place on the Number Chart.
5. Using a straight pin, attach the chart image (acorn) to your wall chart.
6. Distribute the Number Path 1-10.
7. Tell the children:
Did you notice something tricky? If you try you can match your fingers to the numbers—one at a time—starting with your left pinky. Count 1... .
8. Do you know what? We just learned how to count the first number.
Do you think we can do it again? Let's try.
9. Try again, but this time get your hands mixed up. Have the children help you out.
The only hard part is knowing where to start.
I know I'm supposed to begin with my number 1 finger, but how can I remember which one that is?
10. Consider the children's suggestions, then share an idea:
What if we put something on our number 1 fingers to help us remember?
11. Place a pencil topper (or other marker) on each child's left pinky. This is their starting finger, or number 1 finger.

TEACHER TIP

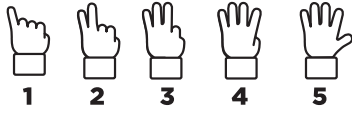
Size the squares so they can comfortably accommodate the acorn chart image.

Practice

RESEARCH

Having a firm understanding of numbers is important not only for future growth in math and science, but in reading too (Duncan et al., 2007; Watts et al., 2014). Teach concepts directly and explicitly at first. This is especially necessary for low SES children (Morgan, Farkas & Maczuga, 2015). Introduce learning by doing an investigation only after children have accumulated the necessary foundational skills.

Count the Math Way



1 2 3 4 5

Number Path 1-10

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

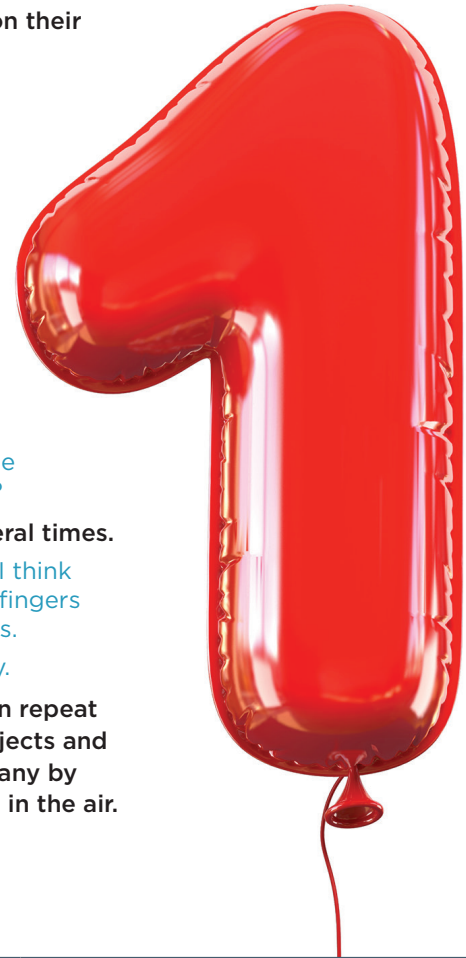
PROCEDURE

- Once everyone has a marker on their finger, say:**

Show me your hands.
Wiggle your number 1 finger in the air!
Now match your number 1 finger to the number 1 on the number path.
- Look around the room and spot a single object.**

I see one clock (or other object). Who can show me the number of clocks I see?
Put your number 1 finger on the number 1 on the number path?
- Practice this exciting skill several times.**

Wow. You are so good at this. I think you're ready to count on your fingers even without the number paths.
Do you think you can? Let's try.
- Collect the number paths, then repeat the exercise, finding single objects and having them show you how many by holding their number 1 fingers in the air.**



SKILLS TAUGHT

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

Counts on fingers
MA.NC.C.C.5: Numbers and Counting

TEACHER TIP

Counting the Math Way: We encourage you to teach your children to count on their fingers the “math way.” They begin with their hands in front of them, thumbs together. Hold up the left pinky for number one and move one digit at a time to the left thumb, which corresponds to number five. The right thumb is number six, continuing to number ten at the right pinky.

Being able to represent each additional number by moving to the next finger makes intuitive sense to children. Even though it may feel awkward to count this way at first, this small change can make big difference to struggling children.

LEGEND



Centers or Outside Play/Review/Dismissal

Review the day, and discuss or resolve any problems.

Preview tomorrow's activities, and help the children pack up.



Morning Meeting

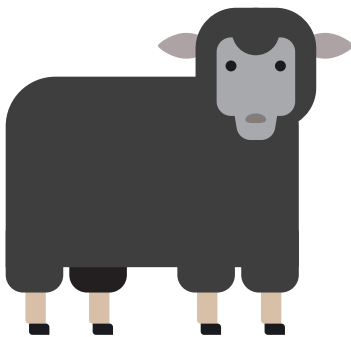
Continue your morning routine of Attendance, Calendar, Morning Message, and Schedule.

Literacy

Baa Baa Black Sheep: Woolly Names 🗣️⭐

MATERIALS

- Drawing or construction paper, at least one sheet per child, plus one for demonstration
- Permanent marker
- Clothespins (1 per child)
- 1" to 1.5" pom poms (1 per child, plus extra to pass around)
- Black paint
- Small containers for the paint
- Smocks
- Interactive whiteboard or projector
- A variety of woolen objects gathered from home and/or school, like sweaters, socks, pants, blankets
- *Baa Baa Black Sheep*



Advanced Prep

- Add *Baa Baa Black Sheep* and *Sheep* to a Classroom Advantage playlist. 🎵
- Use the permanent marker to write your name in large letters on a piece of drawing paper.
- Repeat for each child, writing each first name in large letters on a separate piece of drawing paper.
- Attach one clothespin to a pom pom to make disposable paintbrushes.
- Put black paint in small containers.

PROCEDURE

1. Read *Baa Baa Black Sheep* together.
Have you ever touched a sheep? I wonder what it feels like.
2. Watch *Sheep*, talking and reading along with the children.
3. Pass around pom poms or cotton balls.
A sheep's fleece is very soft, just like these pom poms. When the fleece is cut off of the sheep, it is called wool. Don't worry, cutting the fleece off of the sheep doesn't hurt at all. It's just like getting a haircut!
4. Read *Baa Baa Black Sheep* again, and discuss where the sheep gets the wool for the three bags (he gets them from having his fleece cut off).
5. Show and discuss some things that are made out of wool: sweaters, socks, pants, blankets, etc.
Wool can be used for so many different things. Today, we are going to use wool as paintbrushes!
6. Using your name, demonstrate how to dip the pom poms into the paint using the attached handle, then daub little black dots along the shape of your name.
7. Give each child the paper with their name sketched, and let them make their own black sheep names.

SKILLS TAUGHT

Demonstrates name recognition

LI.AK.N: Alphabet Knowledge

LEGEND



Advanced Preparation



Classroom Advantage



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Family Engagement



Observation



Portfolio



Satisfied Framework

Read and Write Number 1 🗣️ ⭐

MATERIALS

- Interactive whiteboard or projector
- **Number Write** pages 1-15 🗨️
- Blank paper
- Construction paper or card stock, two sheets per child
- Heavy-duty stapler
- Bean bag, soft ball, or similar object that you safely toss with the children



Advanced Prep

- Print and copy a set of **Number Write** pages 1-15 for each child.
- Make front and back covers by labeling one of the colored sheets with the child's name and/or picture (front cover) and laminate both it and the second colored sheet (back cover), if possible.
- Assemble a math journal for each child beginning as follows: 1) front cover; 2) set of **Number Write** pages; 3) four blank pages; 4) back cover.
- Bind the sheets together by stapling along the long right edge. You will use these journals during Units 1-3.

Warm Up: I Spy 1

1. Call the children to the listening rug and teach them "I Spy."

Have you ever played "I Spy One?"

Whoever is "it" looks around the room and chooses one thing that everyone can see. Then the person says, "I spy with my little eye, one..." and then tells what he or she chose. Everyone else looks around to find that thing. As soon as you see it, put your finger on your nose.

2. Rotate through all the children, giving them a chance to spy ONE thing in the classroom. (Note: If a child cannot spy something, or does not want to participate, it's fine to let them observe.)

Instruction: Read and Write Number 1

1. As a class, read *One Day on the Farm*.
2. Show the numeral one on the front cover.
This is the way we make a number 1.
3. Draw a number "1" on the board, using the number directions to describe your actions:
Down—1.
4. Shift position to the other side and repeat, so that all children can see:
Now it's your turn. Arms straight!
5. Model "writing" the target number in the air while saying the number directions. Be sure to do it backward, so it looks correct from the children's perspective. Make it about 18" high.
Down—1.
6. Repeat several times with the children. Then make a huge "1", then a tiny "1".
7. Reread the book. Whenever it appears, stop to sky-write the number and count the objects on each page.

Great job! I think you know all about the number 1!



Practice: Write Number 1

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

Wrap Up

Return to the listening rug, and have a bean bag, soft ball, or other object you can toss to the children.

You've all been sitting so quietly. Let's play a fun game. I'm going to toss the bean bag to someone. When it comes to you, pop up and name one thing you have or one thing you can see in our classroom.

Be sure to give examples: "I have one dog," "I have one mouth," "I see one block," or "I have one sibling," etc.

SKILLS TAUGHT

Associates quantity with written numeral

MA.NC.W.N: Numbers and Counting

Recognizes and writes numerals

MA.NC.W.W: Numbers and Counting

VOCABULARY

around
curve
straight

Centers/Outside Play/Lunch/Story/Quiet Time

Tuesday Story: *Sense Suspense: A Guessing Game for All Five Senses*

As a class, read and discuss *Sense Suspense: A Guessing Game for All Five Senses*, by Bruce McMillan

THEMES AND SKILLS

- Five Senses

Centers

Name Magnets

MATERIALS

- Drawing or construction paper
- Magnetic letters
- Magnetic whiteboards or cookie sheets
- Name tags or name cards

PREP

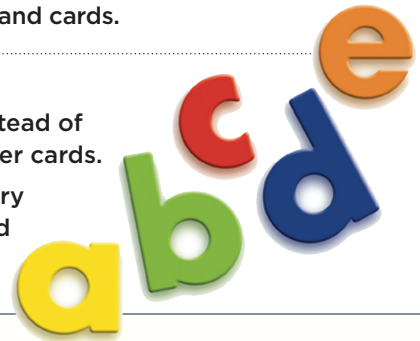
Set up a table with the magnetic letters and boards or cookie sheets.

PROCEDURE

In this center, children will practice making their names with the magnetic letters. When you first implement this center, provide name tags or name cards that children can reference for help. As children progress through the year, start removing the name tags and cards.

VARIATIONS

- Mix it up by using other materials instead of magnets, such as letter blocks or letter cards.
- Make 2-3 cards with simple vocabulary words that children can reference and produce with the magnetic letters.



SKILLS TAUGHT

Order letters to spell name

LI.AK.N.2: Alphabet Knowledge

LEGEND



Science and Engineering

Five Senses: How Do We Know? 🗣️ ⭐

MATERIALS

- Unpopped microwave popcorn, in a paper bag
- Microwave
- Large bowl

PREP

If possible, ask for a parent to come and help.



PROCEDURE

1. Tell the children that you have something in the bag and you want them to guess what it is.

2. Eventually, someone will say something like, “Let me **see!**”

3. Explain the **sense of sight**.

When we look at something, we are using our **sense of sight**.

Our **senses** are ways our bodies have of showing us things. Most people have **five senses**.

You’ve already found out what one of them is: the **sense of sight**, or **seeing**.

4. Explain that now they are going to do an investigation that will show them what their other four **senses** are, and how they work.

5. Warn the children that you are going to darken the room (some may find this upsetting). Have children close their eyes and put their heads down on their desks so they can’t **see**.

Even though you may not be able to use your eyes, your other **senses** will help you figure out what is happening.

6. Go through the steps of popping the popcorn: unwrap the plastic covering on the popcorn, open and close the microwave, set the timer, listen as the popcorn pops, open the microwave, pour the popcorn into a bowl, etc.

7. As you go through each step, ask the children what their **senses** are telling them about what you are doing:

What do you **hear**?

What do you **smell**?

8. When the popcorn has cooled, have each child hold out a hand—eyes still closed. Put a kernel of popped popcorn in each child’s hand.

What do you **feel**?

9. Invite them to put the popcorn in their mouths.

What do you **taste**?

10. Let them open their eyes to look at the popcorn.

What do you **see**?

11. Review the five **senses** and what they tell us about the world.

SKILLS TAUGHT

Use senses to observe and gather information

SC.SI.O.S.6: Scientific Inquiry 📐

VOCABULARY

feel
hear
see

senses
smell
taste

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

Continue your morning routine of Attendance, Calendar, Morning Message, and Schedule.

Taking Turns Game

MATERIALS

- Items of varying interest, one per child, such as: toy car, doll, pencil, coin, ball, simple puzzle, book, clay, paper plate, cup, stick, rock, etc.



PROCEDURE

1. Pass an object to each child. Briefly introduce the activity and explain how it will work.
2. Set a timer for 30 seconds, and allow children to explore their items.
3. When the timer rings, have the children pass their item to their neighbor.
4. Repeat several times for as long as the children are able to maintain focus.
5. After several rotations, talk with the children about challenges and strategies when taking turns. Ask the following questions:
 - What was your favorite object?
 - Was it hard to pass your favorite object on when your time was up?
 - Did you ever think that your neighbor's object was more fun than yours?
 - Was it hard to wait for your turn to play with a fun object?
 - What things should we not do when we are taking turns?
 - What good things should we do instead?
6. Describe and demonstrate positive turn-taking behaviors. Some behaviors to focus on are:
 - Say thank you when someone passes you something.
 - Ask politely and say please when you want your turn.
 - Stop when your turn is over.
 - Let other people have their turn without interrupting.
7. Have children take a few more turns rotating objects so they can practice positive turn-taking behaviors.
8. Coach individual children (or the entire group) with simple reminders: "Remember to say thank you," or "Be sure to stop when your turn is over."

TIP

During class discussion, have children set their objects somewhere out of sight or reach (such as under their chair or on ground behind their backs) so they are not distracted.

VARIATION

Instead of having an object for each child, take a few items out of the rotation so that children will not always have an object to play with during their turn.

SKILLS TAUGHT

Delays gratification

LM.EF.I.D.2: Executive Function

Takes turns

SE.SS.S.S.3: Social Skills

LEGEND



Advanced Preparation



Classroom Advantage



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Portfolio



Satisfied Framework

Capital Letter Introduction: C 🗨️ ⭐

MATERIALS

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

PREP

- Prepare the small mirrors.
- Add **Letter Picture Writing: C** to a Classroom Advantage playlist. 🎵

Capital C

KEY WORD

Cookie

Full Letter Form Instructions

Start at FireFly.

Curve back to the top and around past the ground.

Capital C.

Abbreviated instructions

Curve around. Capital C.

PROCEDURE

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

Today we will talk about the letter C. Let's find out where C is in the alphabet. One, two, three. C is the third letter in the alphabet.

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

Cookie begins with the letter C. Can you hear the sound at the beginning of the word cookie? C-C-Cookie. The sound is /ck/. C makes the sound /ck/.



3. Have the children practice the sound with mirrors.

C makes the sound /ck/. Watch my mouth as I make the sound /ck/.

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

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

5. Play **Letter Picture Writing: C** 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 Firefly. Curve back to the top and around past the ground.

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

Curve around. Capital C.

7. 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

around
curve





TEACHER NOTE

Why Does It Say To Start At "FireFly?": That's Waterford's way of saying "begin at 2:00," a common handwriting reference that doesn't make sense to four-year-olds. Firefly is a character who sparkles to show the beginning point of letters like C and O.



Math and Numeracy

Introduce and Count Number 2

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 2 Chart** image (book) 
- Hole punch
- Cubes (for paper chart) or magnetic counters for projected chart
- Pencil toppers, stickers, or markers to identify children's left pinkies
- **Number Path 1-10** for each child 
- Pairs of objects large enough for children to easily see. (This can include teachers, if there are two of you!)
- Bins of three classroom math materials, like counting bears, Unifix Cubes, or sorting buttons
- Two straight pins
- **Snowy Twos Day**

PREP

- Add **Snowy Twos Day** song to a Classroom Advantage playlist. 
- Duplicate, cut out, and laminate the **Number 2 Chart** image of a book. 
- Punch a hole in the top center of each image.

Warm Up: Making Pairs

1. **Begin with the children seated at the listening rug, forming a circle. Place your math materials in the center. Introduce these materials as ones you will use for math in your classroom this year.**
How many mouths do you have?
One!
That's right. You have one mouth!
How many hands do you have?
Have them hold them up one at a time
One, Two!
That's right. You have two hands.
2. **Explain that when you have two things, that's called having a pair. Show children that the way they can decide if they have a pair is if there's one for each hand.**
3. **Pass around each container of materials and ask the children to take a pair of each of the manipulatives, one in each hand, and place them on the rug in front of them.**

Instruction: Introduce Number 2

1. **Warm up with the *Snowy Twos Day* song.**
2. **Show the number chart. Point out that it is a list of the numbers 1-10. Remind children about the number one.**
The FIRST number is...
One!
3. **Pick up one cube.**
How many cubes am I holding?
One!
4. **Wait for them to respond, then confirm. Put it on the number chart above the number one.**
The next number is two.
Two is the SECOND number.
5. **Pick up a cube.**
If I have one cube...
6. **Pick up a second cube with the other hand, show it to the children, and click it on top of the first.**
...and add one more, I get two cubes. How many cubes do I have?
Two!



7. Put the cubes or counters in place on the number chart.
8. Pin the two books (the number 2 quantity image) onto the wall chart.
Let's see how to count to two the math way.
9. Pass out the **Number Paths**. Ask each child to hold up her or his "number 1" finger (left pinky) and correct if necessary. Accessorize with a pencil topper, colored tape, sticker, or a mark.
Show me your hands. Wiggle your "number 1" finger in the air!
Now match your number 1 finger to the number 1 on the number path.
Good job at finding number 1.
But wait! We're looking for number 2! Who has an idea of how we can find number 2?

Practice

1. Practice counting "one, two" as left pinkies and left ring fingers tap numbers 1 and 2 on the number path.
2. Acknowledge that the children don't have a special marker for their number 2 finger, but explain that they don't need it. All they have to know is where to begin, because the next number is always the next finger.
Who's ready to count?
3. Ask the children to place the **pair** of math materials that they counted out onto their number path.
Who has a **pair** of bears on their number path? Unifix Cubes? Buttons?
4. Continue until the children have mastered this.
You're looking good. So good that I don't think you need your number paths any more.
5. Collect the number paths, then repeat the exercise. Have the children show you how many are in each **pair** by counting "1, 2" with their left pinkies and ring fingers.

Wrap Up

1. Talk to the children about things that come in **pairs**: socks, shoes, ears, eyes, and salt and pepper shakers. See what they can come up with.
What things do you know that only have two, meaning they are a pair?
2. Wait for their responses, and then give examples as needed.
Do you think you can go home today and see what things are in **pairs** at your house?

SKILLS TAUGHT

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

Understands concept of a pair
MA.NC.Q.Q.5: Numbers and Counting

VOCABULARY

pair

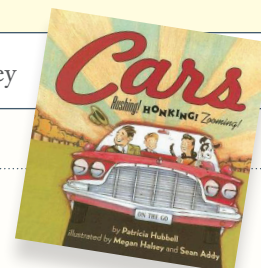
Centers/Outside Play/Lunch/Story/Quiet Time

Wednesday Story: *Cars: Rushing! Honking! Zooming!*

As a class, read and discuss *Cars: Rushing! Honking! Zooming!*, by Patricia Hubbell and Megan Halsey

THEMES AND SKILLS

- C book
- Dramatic Play: Garage



Centers

Pairs

MATERIALS

Feely Box materials:

- Sturdy box with a lid, the size of a large shoe/boot box
- Attractive colored poster board
- Scissors or paper cutter
- Glue
- Colored duct tape in a complementary color
- Marker
- Drinking glass
- Craft or utility knife fit with a razor blade
- Two socks with the foot portion cut off (or remove the arms from an old fleece or sweater)
- Heavy-duty stapler
- Paired objects, like: sponges, balls, dice, math counters, toothbrushes, etc.
- Four or five pairs of shoes (*Optional*)
- Ask children to volunteer their shoes



Advanced Prep

1. **Make a Feely Box. See illustration for an example.**
Note: You will use the Feely Box repeatedly. It's worth investing a little time and expense to make one that is attractive, sturdy, and fun to use.
2. **Trace around the lid (the two long sides and the two short sides) of the box on the posterboard.**
3. **Cut out the panels, making them slightly smaller by cutting within the lines you have traced.**
4. **Glue the poster board panels to the top of the box lid and sides.**
5. **Reinforce and protect the edges of the box and the upright surfaces of the lid with the colored duct tape.**
6. **Lightly mark the centers of the box's two short ends.**
7. **Use the cup to trace a circle around each of the marks.**
8. **Use the craft knife or razor to cut out the two marked circles at opposite ends of the box.**
9. **Insert the cut edge of the socks or sleeves into the holes. Staple them into place (from the inside). Cover the staples with additional tape on both the inside and outside surfaces to reinforce the attachment and to reduce snags.**
10. **Put a small collection of the objects you've assembled, including one or more sets of pairs, inside the Feely Box and replace the lid.**

PROCEDURE

1. Introduce the notion of a **pair**: two objects that are the same and belong together.
2. Have children identify **pairs** in the box by feel.

EASY VARIATION

Some children may find it too frightening to put their hands in something they can't see. A good alternative is to ask them to sort mixed-up shoes into **pairs**.

SKILLS TAUGHT

Understands concept of pairs
MA.NC.Q.Q.5: Numbers and Counting

Engages in challenging activities
LM.EF.F.O.3: Executive Function

VOCABULARY

around
curve
pair

Centers or Outside Play/Review/Dismissal

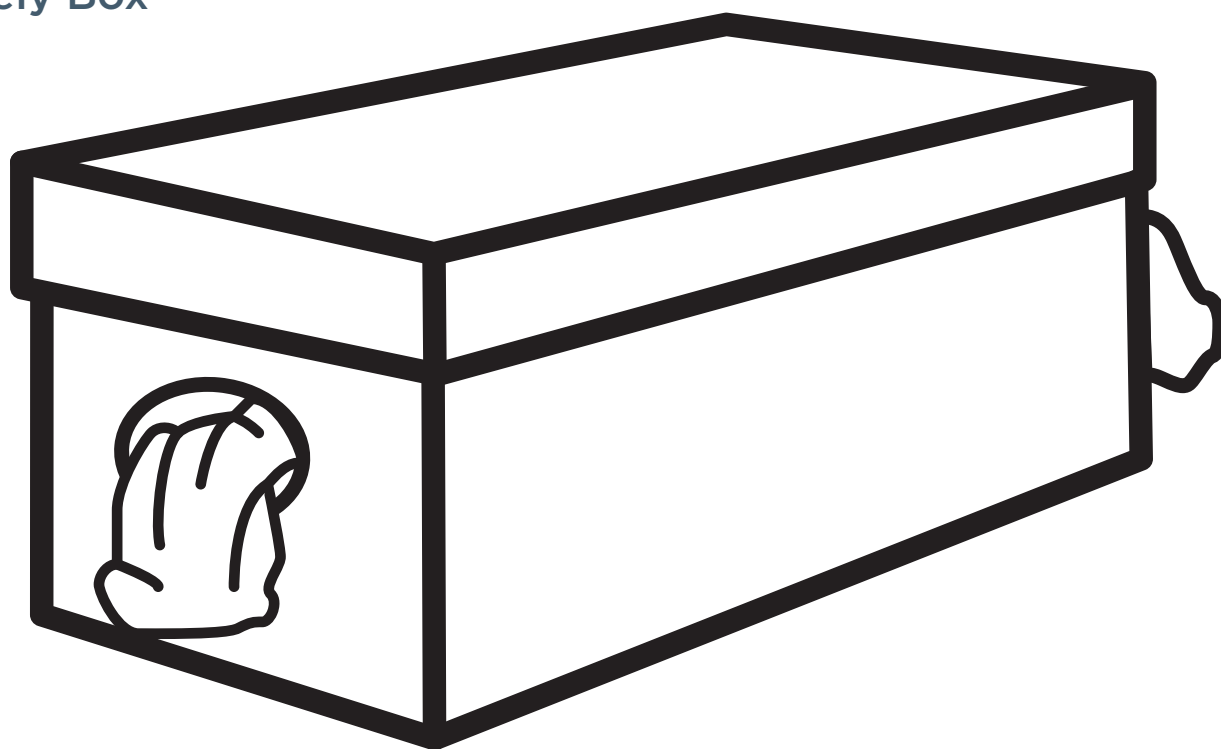
Review the day, discussing and resolving any problems. Preview tomorrow's activities, and help children pack up.

LEGEND





Feely Box



Morning Meeting

Continue your morning routine of Attendance, Calendar, Morning Message, and Schedule.


Literacy and Writing

Letters Make Words

MATERIALS

- Toy binoculars (one per child)
(Note: You can make your own from two toilet paper tubes, or show children how to put their hands up to their eyes to become “binoculars.”)
- Interactive whiteboard or projector

PREP

Add *Words in Your World* to a Classroom Advantage playlist. 

PROCEDURE

1. Explain to the children that we put letters together to make words.
Words are made up of letters.
2. Have the children use their “binoculars” (or binocular fingers) to look around the room and find all the words they can.
3. Using Classroom Advantage, play *Words in Our World*.
4. Go for a short walk outside to help children find the words in their world.



EXTENSION

It might be fun to make a class video or take pictures and make a class poster of the *Words in Our World*.

SKILLS TAUGHT

Demonstrates knowledge that print carries a message

LI.PK.W.1: Print Knowledge

Recognizes environmental print

LI.PK.U.4: Print Knowledge

LEGEND



Language Vocabulary Acquisition

Pat-a-cake: Dough Time 🗨️⭐

MATERIALS

- **Pat-a-cake** nursery rhyme (from the SmartStart book set, in a Classroom Advantage playlist, or through the MyBackpack iPad app) 📱
- Play dough or clay (see “Easy Play Dough Recipe” if you wish to make your own)
- Rolling pin or unsharpened pencils (for rolling the dough)

PROCEDURE

1. Before reading the book together, provide some background knowledge.
Do you know what a baker does?
2. Explain that often a **baker** uses dough to make bread or pie crust. Explain that bread dough has to be kneaded, which means it has to be pushed or “**patted**” down and then how it is stretched or “**pulled**.” Point out that the story will talk about the **baker patting** a cake which could mean he is kneading bread dough.
3. Optional: Mix up your own batch of play dough, and have the children **pat** and **pull** it to mix it together.
4. Use a cup or pencil to roll out the play dough or clay to demonstrate how a **baker** kneads and **pats** dough. Explain that when making pie crust a **baker** rolls out the dough with a rolling pin. Point out that the story talks about a **baker** rolling dough.
5. Read the story together.
6. Give each child a small piece of play dough or clay and let them **pat** and **pull** the dough.
7. Sing “Pat-a-cake” together as you work with the dough.

Easy Play Dough Recipe

- 2 c. white flour
 - 1 c. salt
 - 1 T. oil
 - 1 c. cold water
 - 2 drops food coloring
1. Stir together flour and salt.
 2. Stir the tablespoon of oil and food coloring into the cup of cold water
 3. Combine the two mixtures, patting and pulling until you have play dough!



SKILLS TAUGHT

Makes a connection between new information and prior knowledge
 LI.RC.C.K.1: Reading Comprehension

Uses new words while acting out a story
 LA.VC.U.T.3: Vocabulary

VOCABULARY

baker
 pat
 pull

Center

What Do You See? ★



Advanced Prep

- Gather together the following elements:
 - Objects for examining (plastic bugs, rocks, leaves, etc.)
 - Tray or bin to hold the objects
 - Clear plastic objects (small emptied water bottles)
 - Tissue paper or other translucent item
 - Clear piece of glass
 - Sunglasses
 - Hand lenses (magnifying glasses)
 - Binoculars (if desired)
 - Flashlight
- Set up a table with the different seeing tools and the container of objects.

PROCEDURE

- Show the class a piece of tissue paper.

There are many ways to look at one thing.
Let's look at this piece of tissue paper. With my eyes, I see that it's ____ (color).
- Hold the glass between your eyes and the object.

I can see right through this glass! It's like it isn't even there!
- Explain that the word which describes things we can see right through is **clear**.

When you look through something **clear**, it's almost like it isn't even there!
- As a class, find some examples of **clear** things in the classroom, such as the windows or glasses.
- Pick up the sunglasses or colored plastic.

Are these **clear**? What do you think?
I can kind of see through them, but not as well.
When I look through these sunglasses, everything looks darker.
Now the tissue paper doesn't look ____ (original color). It looks ____ (new color).
- Decide as a class that the sunglasses are not **clear**.



TEACHER TIP

Show the children what happens when they look through the wrong end of the binoculars. They'll get a kick out of the way things shrink.

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

7. Introduce the hand lens. Show children how to hold the hand lens up to one eye with one hand, then use the other hand to bring the object closer until it snaps into focus (about 1" for x10 magnifiers).
8. Choose two children to come up and examine the tissue paper.
If I look at it with a hand lens, I can see tiny little lines in the paper.
9. Show children how to use and focus the binoculars, if using them.
Scientists use hand lenses to look at things from up close. They use binoculars to look at things from far away. Can someone hold this paper for me from far away? If I look at it with binoculars, I see the paper up close!
10. Demonstrate the way you see things differently with a flashlight.
And if I look at it with a flashlight, does that change the way it looks? Now what color does it look like?
11. Reinforce last week's vocabulary word, **observation**.
When we look at an object to learn more, we are making an **observation**.
Say it: **observation**.
Observation.
12. Explain center procedures, including how many children can use the center at once.

SKILLS TAUGHT		VOCABULARY
<i>Uses sight to make observations</i> SC.SI.O.S.6: Scientific Inquiry	<i>Uses hand lens</i> SC.SI.O.T.1: Scientific Inquiry	clear

TEACHER TIP

Hand Lens: You will be using hand lenses repeatedly over the course of the year. Look for hand lenses with a magnification of x10. Lenses with x3 magnification don't magnify much at all, while x20 can be hard for young hands to control.

Glass lenses will last longer and scratch less easily than plastic. Most hand lenses can be threaded onto a sturdy length of ribbon, string, or shoe lace. Knot the ends together so the lens can be worn around the neck.

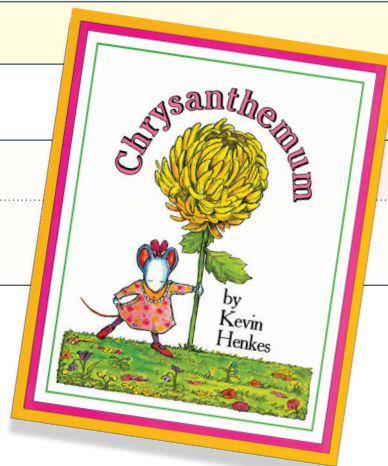
Centers/Outside Play/Lunch/Story/Quiet Time

Thursday Story: *Chrysanthemum*

As a class, read and discuss *Chrysanthemum*, by Kevin Henkes

THEMES AND SKILLS

- Names



Science and Engineering

Excellent Eyes ★

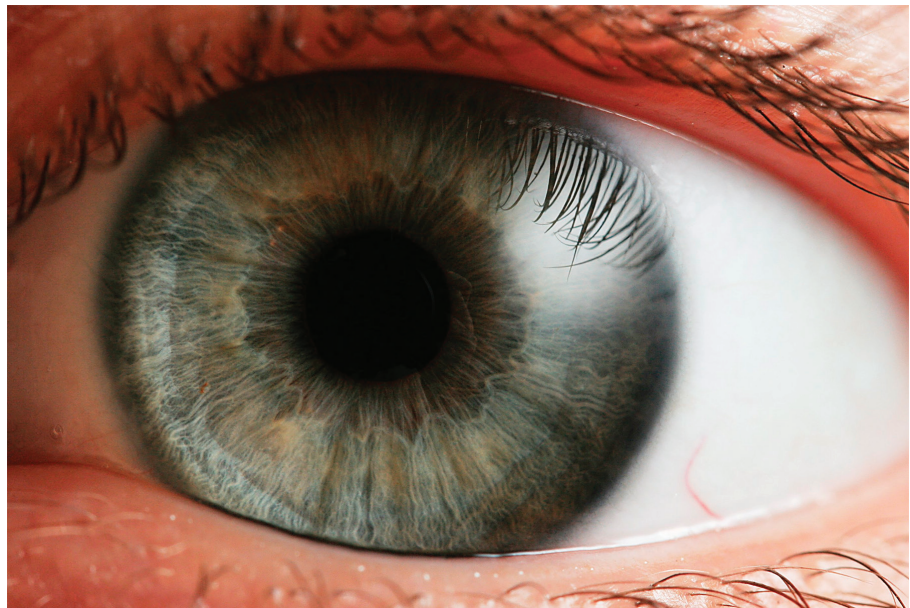
MATERIALS

- Small mirrors (one per child, if possible)
- Room that can be darkened. (If the classroom is not a possibility, consider using the bathroom.)
- Essential oil or similar object with a strong scent
- An object to hold in the light



PROCEDURE

1. **Start by explaining to children that we see with our eyes. Show the children a object, then have them close their eyes.**
Can you still see it? Can you see it with your ears? Can you see it with your nose or your hands?
2. **Have the children open their eyes, then warn them you are going to darken the room. Turn off the lights.**
Can you still see the object?
3. **Explain that our eyes need light to be able to see.**
Do our ears need light to hear?
4. **Ask children how you could find out, then make a noise.**
Do our noses need light to smell?
5. **Ask children how you could find out, then uncup the essential oil and wave it under their noses to find out.**
6. **Conclude that only our eyes need light to do their job. Turn the lights back on.**



SKILLS TAUGHT

Demonstrates knowledge of basic body parts and functions

SC.LS.H.B: Life Sciences

Explore sense of sight

SC.SI.O.S.3: Scientific Inquiry

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

-
7. Have children look at their eyes in a mirror. If mirrors aren't available, have children look at their neighbor's eyes.
 8. Explain that our eyes have a black circle in the middle (pupil), a white part on the outside (sclera), and a colored part in between (iris).

The colored part can be different colors in different people. It can be dark brown, light brown, gray, blue, green, or some mixture of those colors.
 9. Explain that light goes into the black circle and makes a picture in our brain.

When it is very bright the black circle gets smaller so that not too much light gets in. When it is dark, the black circle gets bigger to let more light in.
 10. Tell children to pay attention to how big the black circle is in their eyes (or their neighbor's).
 11. Turn off the lights and sing a song or two.
 12. Turn the lights back on, and have them check their eyes (or their neighbor's) again.

Your pupils are getting small, correct?
 13. Explain that eyes are so special that our bodies have unique built-in protection to keep them safe: our eyebrows, eyelids, eyelashes, and tears protect our eyes and keep out dust and other harmful things.

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

Continue your morning routine of Attendance, Calendar, Morning Message, and Schedule.

Good Friends

Let's Play

MATERIALS

- *Can I Play, Too?* by Mo Willems
- Pig Puppet Pattern (one for each child) 
- Elephant Puppet Pattern (one for each child) 
- Paper lunch bag (two for each child)
- Crayons
- Glue sticks
- Scissors

PREP

Create one example pig and one example elephant puppet.

PROCEDURE

1. Read *Can I Play, Too?*, by Mo Willems.
2. Use your example puppets to model polite ways to begin play with another child, such as “Let’s play _____,” and then fill in the blank.
3. Practice doing this for a variety of activities.
4. Brainstorm polite ways of saying “no,” for example, “I’m having fun playing by myself right now. Thanks for asking, though.”
5. Brainstorm ways to join a group of children who are already playing; for example, “How can I play?”
6. Teach children that friends pay attention to that question and think of a good answer. Demonstrate some possible strategies.
7. Have each child create a pig and elephant paper bag puppet.
8. Have the puppets ask each other to play different games.

EXTENSION

Have children work as partners to create a short play they can show to the class.

SKILLS TAUGHT

Practices play skills

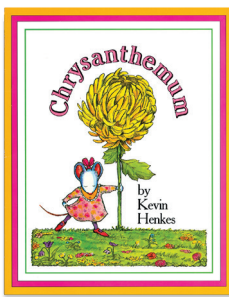
SE.SS.S.P: Social Skills

Reading Comprehension

Chrysanthemum Discussion

MATERIALS

- *Chrysanthemum*, by Kevin Henkes
- Drawing paper
- Crayons



PROCEDURE

1. Explain that one of the reasons for reading stories is that they can help teach us wonderful new words.
Wonderful means something that is so great that it gives you a special opening-up feeling in your tummy.
2. Read *Chrysanthemum*, by Kevin Henkes. Review how to identify the title, author, illustrator, cover and title page and how to find the beginning of the story.
3. The first time through, keep interactions and explanations to a minimum. Briefly define the target words *wonderful*, *perfect*, *absolutely*, and *dreadful*, as well as any other words you feel are necessary (but only as much as the children need to understand the story). You want them to fall into the story, rather than focusing on individual words.

LEGEND



4. Ask the following:

Do any of you have the “wonder” feeling in your tummy?

The wonder feeling is a small and quiet feeling that you should learn to pay attention to.

5. Tell children that just like there’s a word for things that make them bigger and give them a sense of **wonder**, there is also a word for the opposite—for when something makes them feel small and cold and stony. That word is **dreadful**.

6. Give two or three contrasting examples of things that are **wonderful** and things that are **dreadful**. Have the children also share examples. As they do, encourage them to use full sentences that include the target words, e.g., “I think scary stories are **dreadful**.” Doing this will strengthen their understanding.

7. Distribute paper and crayons and have children draw pictures of themselves that they label with their names. Set these aside as your first work sample.

SKILLS TAUGHT		VOCABULARY
<p>Uses feeling words <i>SE.EF.E.A.1: Emotional Awareness</i></p>	<p>Labels character emotions <i>SE.EF.E.A.4: Emotional Awareness</i></p>	<p>absolutely dreadful perfect wonderful</p>

TEACHER TIP

Portfolios:  

Annotated samples of children’s work can be very helpful in understanding the child’s path through preK. Here are some tips for creating portfolios that are fun and meaningful but not overwhelming:

- Work samples can include art work, sample math or writing sheets, pictures that document pencil grip or physical achievements, or audio or video recordings.
- Using the Work Sample form, have the child dictate brief comments about the item. A few simple, open-ended questions like “tell me about this part” can help. At first children may give one word answers or say, “I don’t know.” Over time the answers will become more detailed and the process less awkward. Talking about work samples will help children to reflect on their work and to make a plan for future activities.
- Have the child sign and date the sample. A date stamp makes this fun!
- Add your own brief comments, describing things like who initiated the task, if this is a new accomplishment or if this sample indicates that the child is applying or extending a concept or skill.
- Attach the Work Sample forms to the item with a paper clip and add to the child’s portfolio or hanging file.

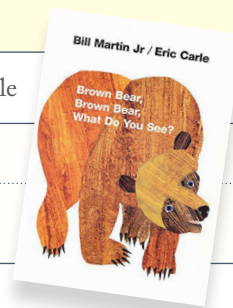
Centers/Outside Play/Lunch/Story/Quiet Time

Friday Story: *Brown Bear, Brown Bear, What Do You See?*

As a class, read and discuss *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin, Jr. and Eric Carle

THEMES AND SKILLS

- Sense of sight




Math and Numeracy

Read and Write 2

MATERIALS

- *Two Feet* from the SmartStart book series
- Interactive whiteboard or projector
- Math Journals

PREP

Add *Two Feet* to a Classroom Advantage playlist. 

Warm Up: One, Two, Now You

1. Begin with the children circled around the listening rug. You will teach them a quick fun chant called “One, Two, Now You.” Explain to the children and show them how it works:
You will do two actions while counting ONE, TWO, and then you will say “NOW YOU,” and point to a friend.
2. Demonstrate to the children. Clap and say “one.” Wave your hands and say “two.” Point to a friend and say “now you.”
3. Give examples of actions that are appropriate: clapping, patting knees, stomping feet, tapping your head, hopping, etc.
4. Continue until each child has been chosen.

Instruction: Read and Write 2

1. As a class, read and enjoy *Two Feet*.
2. Show the numeral 2 on the cover.
This is the way we make a number 2.
3. Draw “2” on the board, using the number directions to describe your actions.
Curve around, slant down, over—2.
4. Shift position to the other side and repeat, so that all children can see.
Now it’s your turn. Arms straight!
5. Model “writing” the target number in the air while saying the number directions. Be sure to do it backward, so it looks correct from the children’s perspective. Make it about 18” high.
Curve around, slant down, over—2.
6. Repeat several times with the children.
7. Make a huge 2, and then a tiny 2.
8. Reread the book. Whenever the number 2 appears, stop to sky-write the number and count the objects on each page.
Great job! I think you know all about the number 2!

Practice: Read and Write Number 2

Pass out the math journals and have the children practice writing number 2. Monitor, give assistance, and make corrections as needed.

SKILLS TAUGHT

Associates quantity with written numeral
MA.NC.W.N: Numbers and Counting

Recognizes and writes numerals
MA.NC.W.W: Numbers and Counting

LEGEND



Centers or Outside Play/Review/Dismissal

1. **Homelink 2** 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 suggested Dramatic Play center is a **Music Store with a Listening Studio**. This is a great opportunity for children to practice operating any sound equipment they may need to record their voices or listen to stories. A private, "sound-proofed" studio will help children to focus their attention on sound awareness.
- Next week's letters are **capital D** and **capital E**. Bring in examples for the key words (real, toy, or pictures): **D** (Daisies); **E** (Eggs).
- Many of next week's activities call for **rhythm instruments**. **If these are not available, have the children use their own bodies to create a beat as they clap, tap, slap, sway, jump, or rub their hands together.**
- We suggest adding a **Plan, Do, Review** component to your Centers routine, which should continue through the rest of the year. This is a very effective strategy for helping children develop metacognition skills—the ability to think about their thoughts and plans.
- Read over **Assessment A** before Monday.

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





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Unit 1/Week 3

Learners plan, do and review

LETTERS “D” AND “E”

NUMBER “3”

SORTING

RHYTHM INSTRUMENTS

SENSE OF HEARING

PRIMARY CONCEPT

I am an important part of my school. Learners plan, do, and review.



Previewing or planning an activity before an event, and reviewing afterwards, increases the quality and intentionality of learning. It also helps children to transfer that learning to new situations. Teaching your class that they are capable of planning also conveys that it's fun and rewarding to take responsibility for learning. Alerting children to tomorrow's plans helps them prepare their minds for the experience. Reflecting together on a completed activity teaches them that their choices are meaningful. These habits of mind improve the quality of a child's physical, emotional, and intellectual lives.

SOCIAL & EXECUTIVE SKILLS	
Children learn to Plan, Do, and Review , a framework they'll follow during center time for the remainder of the year. They also practice issuing and responding to invitations in Elephant Invitations , introducing themselves in Friendly Musical Chairs , and taking turns in Instrument Chairs .	L.M.EF.F LI.PA.W.B
CREATIVE EXPRESSION/DRAMATIC PLAY	
Children explore a variety of instruments and musical styles during this week of listening, including Friendly Musical Chairs , Instrument Chairs , and Listen to the Beat . A music shop and listening studio focus children's attention on the listening skills that are so crucial for reading readiness. CENTERS: Music Shop and Listening Studio, Jar Symphony	CE.MU.C.V CE.MU.C.F
LANGUAGE & LITERACY	
LANGUAGE	
Mr. Brown Can Moo! Can You? and Sound Order model and reinforce sequential sentences. Children practice introducing themselves in Friendly Musical Chairs and making and responding to invitations in Elephant Invitations .	LA.RL.CC.3 LA.EL.S.C.1
LITERACY	
Children explore capital letters "D" and "E" and their silly nursery rhymes, Hey, Diddle, Diddle and One Elephant Went Out to Play . We also recommend reading the silly alphabet book Dog's ABC , by Emma Dodd.	LI.AK.C.D LI.AK.C.E
LISTENING	
Sound Order assesses children's ability to identify, discriminate, and sequence sounds.	LI.PA.R.A

LEGEND



MATH

Children begin to sort objects by multiple attributes. After being introduced to the number 3, they also practice counting up to three objects in a variety of arrangements.

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

SCIENCE

This week is a culmination of sound awareness activities as children turn their attention to the sense of hearing with *Mr. Brown Can Moo! Can You?*

SC.SI.O.S.4

CENTERS: Pouring Sounds, Sound Box Match Up

HEALTH & PHYSICAL DEVELOPMENT

Listen to the Beat introduces children to moving to a rhythm.

CE.DM.C.E.2

WEEKLY ASSESSMENT PLAN**Individual Assessment: Assessment A**

- Name Recognition
- Print Knowledge
- Academic Vocabulary

Teacher Observation 

- Morning and Afternoon Routines
- Participation During Group Time
- SmartStart Independence

Suggested Work Sample Activities 

- *Snip, Snip, Cut* (Thursday; Photograph or cutting sample)
- *Sorting Buttons* (Friday; Photograph)

Vocabulary for the week (ENGLISH/SPANISH) 

alike *igual*

beat (music) *el ritmo*

consequence

*la consecuencia**

enormous *enorme**

fiddle *el violín*

group *el grupo*

invite *invitar**

list (noun) *la lista**

pair *la pareja**

plan *planificar**

practice *practicar**

review *revisar*

silly *tonto*

Story Time

Digger, Dozer, Dumper,
by Hope Vestergaard and
David Slonim

*Don't Let the Pigeon Drive the Bus!/
¡No Dejes Que la Paloma Conduzca
el Autobus!* 

by Mo Willems


First the Egg/Primero el Huevo, 

by Laura Vaccaro Seeger

Mr. Brown Can Moo!, Can You?,
by Dr. Seuss

The Most Magnificent Thing,
by Ashley Spires

*Polar Bear, Polar Bear, What Do
You Hear?!*

*Oso polar, oso polar, ¿qué es ese
ruido?* 

by Bill Martin, Jr. and Eric Carle

**Recommended
Reading Center Books**


Dog's ABC,
by Emma Dodd

Ella The Elegant Elephant,
by Carmela D'amico and
Steven D'amico

Elephants,
by Kate Riggs

Emergency!,
by Margaret Mayo and
Alex Ayliffe Mayo

Freight Train,
by Donald Crews

*The Listening Walk/
Los sonidos a mi alrededor,* 

by Paul Showers and Alike

The Story of Ferdinand,
by Munro Leaf and Robert Lawson


* 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 Word Awareness

Beginning today, add a phonological awareness activity to each morning meeting. Sing the *ABC Song*. Then prepare for singing the *Hello Song* by clapping as you say each word, “Hello” (clap), “Hello” (clap). Repeat three times.

Friendly Musical Chairs


MATERIALS

- One chair for each child
- Index cards (one for each child)
- Variety of music, including Waterford’s *Hello Song* 
- Device for playing audio recordings

PREP

- Write each child’s name on an index card.
- Arrange chairs in a circle. Place a child’s name on each chair face up. (You will move name cards between each round.)
- Prepare to teach the children *Hello Song*.

PROCEDURE

1. Teach children the *Hello Song* (sung to the tune of *Skip to My Lou*) 

Hello, Hello, how are you?
Repeat twice more.

How are you today?

I’m fine, I hope you are too.
Repeat twice more.

I hope you are fine today.

Turn to your neighbor and shake their hand.
Repeat twice more.

Shake their hand today.

2. Have each child stand by a chair.
3. Children start marching or walking around the chairs when the music begins and keep marching around chairs until the music stops.
4. Ask children to walk quickly and sit down on the chair with their name on it.
5. Sing the *Hello Song* as a class. Have the children turn to their neighbor on their right and shake their hand.
At the end of the song, quickly rearrange the names are on the chairs.
6. Continue game until you say stop.

MAKE IT SIMPLE

- Put the child’s picture on name card along with name.
- Put a sticker on the child’s right hand to help him shake hands to the right

GO DEEPER

- Play a variety of musical genres (classical, country, rock) with varied tempos so that children move at different paces and experience the different musical styles.
- Take one chair away and play the typical style of musical chairs if children are ready for that activity.
- Ask a child to describe the music (fast, slow, loud, soft, high, low, rock, country, classical, etc.)



SKILLS TAUGHT

Practice meeting people
SE.SS.R.C.4: Social Skills

Recognizes name
LI.AK.N.1: Alphabet Knowledge

Starts and stops on cue
CE.DM.P.S.3: Dance and Movement

LEGEND




Capital Letter Introduction: D  

MATERIALS

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

PREP

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

Capital D

KEY WORD

Daisies

Full Letter Form Instructions

Start at the top.
 Straight down to the ground.
 Again to the top.
 Curve around to the ground and back to the line.
 Capital D.

Abbreviated instructions

Down, up, curve around.
 Capital D.

PROCEDURE

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

Today we will talk about the letter D. Let's find out where D is in the alphabet. One, two, three, four. D is the fourth letter in the alphabet.

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

Daisies begins with the letter D. Can you hear the sound at the beginning of the word daisies? D-D-Daisies. The sound is /d/. D makes the sound /d/.

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

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

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

5. **Play Letter Picture Writing: D 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.
 Again to the top.
 Curve around to the ground and back to the line.

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

Down, up, curve around. Capital D.

7. **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: Speaking

Dramatic Play

Music Shop 🗨️

This week features many listening and musical activities. A “sound-proofed” studio encourages attentive listening, while materials in the music shop invite more active exploration of sounds and instruments.



Advanced Prep

Obtain the following materials:

- Sturdy table
- Rug or mat
- Large cardboard boxes, collapsed and taped flat
- Heavy fabric, quilts, batting, or egg crate foam mattress pads
- Push pins or stapler
- Duct tape
- Rhythm instruments (purchased and homemade), including: drums, rhythm sticks or wooden spoons, triangles, maracas, shakers, hand bells, and xylophones
- Flashlights
- Squares of colored cellophane
- Rubber bands
- Music
- Child-friendly listening device
- Earphones
- Variety of music recordings, including: classical, folk, fiddle, and world music selections, labeled with pictures or other child-friendly symbols
- Bins and shelves outside the listening studio for holding materials for the week’s other sound activities (see “Instrument Shop” and “Sound Match”)
- Clipboard with staff paper and pencils for composing music
- Instrument repair materials



Instructions

1. Attach batting, fabric, quilts, or foam to one side of the cardboard panels.
2. Put the table on a rug or mat. Attach the prepared panels to three of its sides to make the studio walls.
3. Use rubber bands to attach the squares of colored cellophane over the flashlights to make “conducting” lights children can wave to the music.
4. Put listening device, rebus (if you decide to make one, see step #1 below), recordings, and conducting wands inside the listening studio.
5. Arrange the materials called for in this week’s other sound activities (rhythm instruments, instrument making supplies, “Sound Matching” materials, “Pouring Sounds” materials, and “Jar Symphony” materials) on shelves and in plastic bins in an adjoining area.

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

PROCEDURE

1. Show children how to operate the listening device. They'll remember better with the help of a simple rebus.
2. Demonstrate the use of each part of the center.
3. Discuss any center guidelines, including how many children may use the music center at the same time.
4. Make a mental note to move the listening device, earphones, rebus, and a selection of audio books to the reading center when you disassemble the music studio.



SKILLS TAUGHT

Explores and experiences a variety of music
CE.MU.C.V: Music

Explores a variety of musical forms, including rhythm instruments
CE.MU.C.F: Music

TEACHER TIP

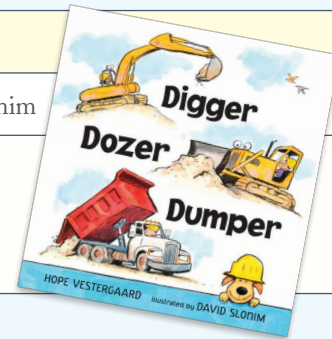
Children's musical tastes are most flexible before the age of five. Seize the opportunity to broaden their musical appreciation by providing musical selections in styles they may not hear at home.

If you are pinched for time, draping the table on three sides with heavy fabric will also work. Be sure to leave one side open so you can supervise.

Centers/Outside Play/Lunch/Story/Quiet Time

Monday Story: *Digger, Dozer, Dumpster*

As a class, read and discuss *Digger, Dozer, Dumpster*, by Hope Vestergaard and David Slonim



THEMES AND SKILLS

- D book
- Transportation

Math and Numeracy

Introduce Number 3

MATERIALS

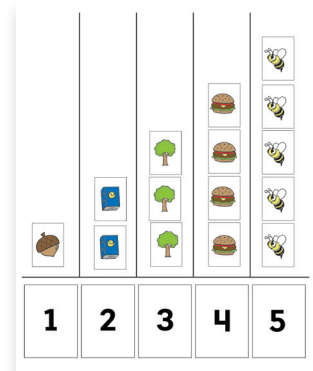
- Interactive whiteboard or projector
- Blank **Number Chart**, laminated and enlarged, or projected
- **Number Path 1-10**, laminated and enlarged, or projected
- Wall Chart
- **Number 3 Chart** image (tree)
- Hole punch
- Cubes (for paper chart) or magnetic counters (for projected chart)
- Pencil toppers, stickers, or a marker to identify children's left pinkies
- Three straight pins
- **Number Paths 1-10** for each child
- **1, 2, 3** song

PREP

- Add **1, 2, 3** song to a Classroom Advantage playlist.
- Make three copies of the **Number 3 Chart** image (tree). Cut it out and laminate.
- Punch holes in the top center of each.

PROCEDURE

1. Warm up with the **1, 2, 3** Waterford number song.
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 them to respond, then confirm.
Good. I have 1 cube.
4. Put it on the **Number Chart** above the number one.
2 is the **SECOND** number.
5. Pick up another cube.
If I have 1 cube, and add 1 more...
6. Pick up a second with the other hand, show it to the children, and click it on top of the first.
...I have 2 cubes. How many cubes am I holding?
Wait for them to respond, then confirm.
Good. I have 2 cubes.
7. Position them in the squares above the number 2.
1, 2.
8. When you get to number 3, change the script slightly.
The next number is 3. 3 is the **THIRD** number.
If I have 2 cubes...
9. Snap together 2 cubes into a stick and hold in one hand.
...and add 1 more, I get 3 cubes. How many cubes do I have?
Wait for them to respond, then confirm.
Good. I have 3 cubes.
10. Build them on the chart.
If I start with 2 cubes and add 2 more, I get 1, 2, 3 cubes.
Let's count three on our fingers. 1, 2, 3.



-
11. **Using the straight pins, pin the three trees onto the Wall Chart.**
Let's see how to count to three the math way.
 12. **Pass out the Number Paths. Ask each child to hold up her or his number 1 finger (left pinky). If necessary, correct and accessorize with a pencil topper, colored tape, sticker, or a mark.**
Show me your hands.
Wiggle your number 1 finger in the air!
Now match your number 1 finger to the number 1 on the number path.
Good job at finding number 1. But wait! We're looking for number 3! Who has an idea of how we can find number 3?
 13. **Practice counting "1, 2, 3" as left pinkies, left ring fingers, then middle fingers tap the numbers on the Number Path. Acknowledge that the children don't have special markers for their number 2 or number 3 fingers. Then explain that they don't need them, because all they have to know is where to begin. The next number is always the next finger.**
Who's ready to count?
Can you find three objects to line up on the table and count them the math way?
 14. **Help children, as necessary, find three blocks, beads, books, etc. Count them the math way by touching each object with the appropriate finger.**

SKILLS TAUGHT

Understands that numbers tell how many

MA.NC.Q.Q: 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 Word Awareness

Sing the *ABC Song*. Then prepare for singing *Hey Diddle Diddle* by clapping as you say each word, “Hey” (clap), “Diddle” (clap), “Diddle” (clap). Repeat three times.

Reading Comprehension

Hey Diddle, Diddle: Silly Song

MATERIALS

- Whiteboard (or chart) and marker
- Recorded fiddle music and a device to play it on (Optional) 🎧
- Interactive whiteboard or projector

PREP

Add *Hey Diddle, Diddle* to a Classroom Advantage playlist 📁



PROCEDURE

1. Read *Hey Diddle, Diddle*. Play up your astonishment at the **silly** things the characters do.
Is **silly** a fancy word?
2. Demonstrate its meaning by having the children make **silly** facial expressions.
Hey Diddle, Diddle is a very **silly** nursery rhyme.
3. Explain that a “**fiddle**” is a violin played very fast.
4. Introduce the idea of a **list**. Write a heading on your board or chart: “**Silly Things From Hey Diddle, Diddle.**”
I’d like you to notice and remember as many **silly** things as you can. Remember, don’t say your ideas out loud unless you raise your hand and I call on you.
5. Using Classroom Advantage, read the story together. Pause to **list** each **silly** thing you encounter:
 - “Hey-diddle-diddle” is a **silly** phrase
 - The cat playing a **fiddle**
 - A cow jumping over the moon
 - A dog laughing at the cow
 - A dish and a spoon running away together
6. Play the **fiddle** music and have children find **silly** ways to move to it.
7. Make up a **silly** sentence, such as “Last night I ate two tennis balls for dinner.” The child’s job is to say, “That’s **silly!**” and respond with a **silly** sentence of their own (which will often be similar to yours).

SKILLS TAUGHT

Extends sentences
LA.EL.S.C.5: Speaking

Experiences different music styles
CE.MU.C.V.1: Music

VOCABULARY

fiddle
list
silly

LEGEND



Music

Instrument Chairs

MATERIALS

- Variety of musical instruments, such as a bell, chimes, drum, rhythm sticks, maracas, recorder, sandpaper blocks, triangle, and tambourine
- Variety of rhythmic music recordings (see suggestions in the “Go Deeper” section)
- Media player

PREP

- Set up a circle of chairs.
- Place one instrument on each chair. (You may also substitute carpet squares for chairs.)

PROCEDURE

1. Explain that an instrument is something we use to play music.
2. Show and demonstrate each of the instruments you are using.
3. Children begin by sitting on chairs in the circle and holding instruments quietly.
4. When you play the music, the children can play their instruments.
5. When you stop the music, the children stop playing their instruments.
6. Everyone stands up, puts his or her instrument on his or her chair, and moves one place to the right.
7. When the music plays again, the children play their new instruments.
8. Continue until children have explored all of the instruments.



MAKE IT SIMPLE

Only put out one or two kinds of rhythm instruments.

GO DEEPER

Play music with changing tempos or timbre, such as *Hungarian Dance #5* by Brahms (youtu.be/3X9LvC9WkkQ).

SKILLS TAUGHT

Plays instruments

CE.MU.C.F.3: Music

Starts and stops playing on cue

CE.MU.P.P.1: Music

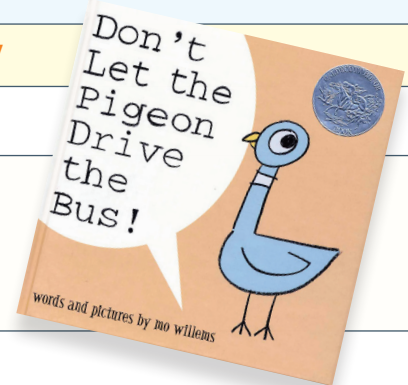
Centers/Outside Play/Lunch/Story/Quiet Time

Tuesday Story: *Don't Let the Pigeon Drive the Bus!*

As a class, read and discuss *Don't Let the Pigeon Drive the Bus!*, by Mo Willems

THEMES AND SKILLS

- Consequences
- Responsibility



Science and Engineering

Mr. Brown Can Moo! Can You?

MATERIALS

- Crayons
- Markers
- Paper
- Pencils
- Clipboards
- *Mr. Brown Can Moo! Can You?* by Dr. Seuss



Advanced Prep

- Make a checklist for children with labeled pictures of items they may hear outside on a walk around your school. Print copies for every child or pair of children.
- Tie a sharpened pencil to each clipboard with a length of yarn and attach the checklists.

PROCEDURE

1. Read *Mr. Brown Can Moo! Can You?* with the class.

Can you predict what you will hear inside the building and outside the building as you go for a walk?

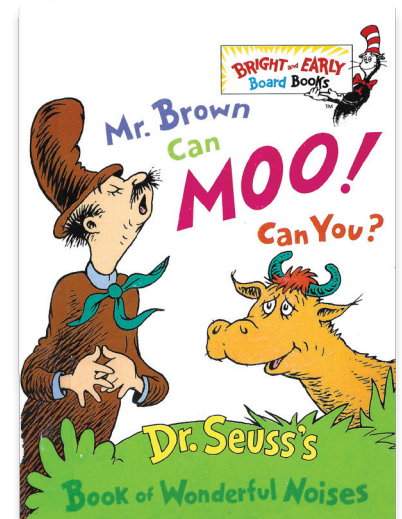
Make a list of their responses. Use these prompts, if necessary:

Do you think we will hear fish outside?

Will we hear a lion?

What sounds do you think the building might make?

2. Give each child a clipboard with a checklist. Model how to check off sounds they hear.
3. As a class, go for a walk, stopping to listen for sounds.
4. If the situation arises, have the children add sounds they hear that are not on the checklist.
5. Return to classroom and discuss what they noticed.
6. Give each child a piece of drawing paper and have them illustrate one thing they heard outside.
7. Have the children write their name and the name of the sound they heard on the paper, allowing them to dictate as necessary.



VARIATION

- Use a digital recorder to record school sounds.
- Play the recording and have children identify the sound.

MAKE IT SIMPLE

- Practice with a listening walk around your classroom. Partner children with helpers.
- On your walk, stop and listen in places where you know children will hear a sound on the checklist: “Do you hear a bird singing?”



GO DEEPER 

Introduce or review the concept with the following Waterford activities on your interactive whiteboard or projector, using a Classroom Advantage playlist:

- **What Sounds Say** (Math & Science)
- **Common Sounds** Introduction (Reading)
- **Sound Song** (Math & Science)

SKILLS TAUGHT

Uses sense of hearing to make observations
SC.SI.O.S.4: Scientific Inquiry

Uses symbols to represent data on a graph
MA.MD.D.O.2: Measurement and Data

TEACHER TIP

If your school campus is very noisy, you may need to direct children to focus on specific sounds.

Centers

Pouring Sounds

MATERIALS

- Containers made of various materials, such as a metal can, paper and/or plastic cup, glass jar measuring cup, or ceramic bowl
- Two or more small, noisy pouring materials, such as raw beans, rice, or cereal
- Plastic bins

PREP

- Put the pouring materials (raw beans, rice, cereal) in plastic bins on a table.
- Set out the variety of metal, plastic, glass, and paper containers.

PROCEDURE

Let the children experiment with the materials and containers. Encourage them to pay special attention to the sounds. Compare the sounds made when the various objects are poured into empty and partially full containers.

TEACHER TIP

Be aware that in some cultures, playing with food can be offensive.



SKILLS TAUGHT

Explores the sense of hearing
SC.SI.O.S.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.

Morning Meeting Routine and Rhyme Awareness

Sing the *ABC Song*. Have the children practice the *Hey Diddle Diddle* rhyming words: “diddle/fiddle,” “moon/spoon.” Repeat each set three times.


Literacy and Writing

Capital Letter Introduction: E

MATERIALS

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

PREP

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

Capital E

KEY WORD

Eggs

Full Letter Form Instructions

Across the top and straight down to the ground.

Across the ground.

Across the middle.

Capital E.

Abbreviated instructions

Across, down, across, across.
Capital E.

PROCEDURE

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

Today we will talk about the letter E. Let’s find out where E is in the alphabet. One, two, three, four, five. E is the fifth letter in the alphabet.

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

Eggs begins with the letter E. Can you hear the sound at the beginning of the word eggs? E-E-Eggs. The sound is /e/. E makes the sound /e/.

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

E makes the sound /e/. Watch my mouth as I make the sound /e/.

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

4. **Briefly give 2–3 more examples of words that start with E. Use items in the classroom or the names of familiar people.**

5. **Play Letter Picture Writing: E 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.**

Across the top and straight down to the ground.

Across the ground.

Across the middle.

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

Across, down, across, across. Capital E.

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

We just learned about the letter E. Eggs begins with the letter E. E makes the sound /e/.

SKILLS TAUGHT

Recognizes and forms capital letters

LI.AK.C: Alphabet Knowledge

Masters letter sounds

LA.EL.C.1.1: Speaking

TEACHER TIP

To avoid confusion, choose example words that begin with the short sound of /ĕ/ like “eggs” and “elephant.” Children will not learn the long /ē/ sound used in words like “easy” until kindergarten.

LEGEND



Center

Sound Box Match Up

MATERIALS

- An even number of plastic eggs or other small opaque container, all the same color
- An egg carton to hold them, if desired
- Lightweight fillers, such as uncooked rice, beans, noodles, marbles, jingle bells, etc.
- Tape
- Index cards (*Optional*)
- Glue (*Optional*)

PREP

- Divide the plastic eggs into pairs. Pour a small amount of your first filler into both eggs, and seal with tape.
- Repeat with remaining pairs and fillers.
- If using the “Go Deeper” variation, glue some filler onto separate index cards.


PROCEDURE

Have the children try to group the containers into matching pairs.

MAKE IT SIMPLE

Use no more than three pairs of eggs.

GO DEEPER

- After the children have matched the pairs, have them match the eggs to the card showing the correct filler.
- Introduce or review the concept with the following Waterford Math and Science activities on your interactive whiteboard or projector, using a Classroom Advantage playlist:
 - **Sound** (Reading song)
 - **What Sounds Say** (Math and Science book) 



SKILLS TAUGHT

Matches similar objects, using the words “same” and “different”

MA.OA.P.M.1: Operations and Algebraic Thinking

Makes observations with sense of sound

SC.SI.O.S.4: Scientific Inquiry

Centers/Outside Play/Lunch/Story/Quiet Time

Wednesday Story: *First the Egg*

As a class, read and discuss *First the Egg*, by Linda Vaccaro Seeger


THEMES AND SKILLS

- E book
- Birds

Math and Numeracy

Read and Write 3

MATERIALS

- *Look for Three*
- Interactive whiteboard or projector
- **Write Number 3** 
- Math Journals

PREP

Add *Look for Three* to a Classroom Advantage playlist. 



Warm Up: Pass, Pass, Jump

1. **Gather the children at the rug and have them form a circle. Explain that you're going to play a fun game.**
We are working on learning number 3. We are going to play a fun game with a bean bag. Do you think you're ready? I know it will be fun!
2. **Explain the rules of the game:**
 - The starting child will count out 1, then pass the bean bag to the person sitting next to them.
 - The next child will count out 2, and pass it on.
 - The last child will count out 3, and jump up in their spot.
 - Then the game starts over with the next sequential child becoming the starting child.
3. **Continue the game until children lose interest or become wild, whichever comes first!**

Instruction: Read and Write

1. **Gather the children together and read the book *Look for Three*.**
2. **Show the number form on the cover.**
This is the way we make a number 3.
3. **Draw a 3 on the board, using the number directions to describe your actions.**
Curve around, curve around—3.
4. **Shift your position to the other side and repeat, so that all children can see.**
Now it's your turn. Arms straight!
5. **Model writing the target number in the air while saying the number directions. Face backward so it looks correct from the children's perspective. Make it about 18" high.**
Curve around, curve around—3.
6. **Repeat this several times with the children. Make a huge number 3. Now make a tiny number 3.**
7. **Reread the book. Whenever the number 3 appears, stop and sky-write it, then count the objects on each page.**
Great job! I think you know all about the number 3!

LEGEND



Practice: Read and Write Number 3

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

Wrap Up

Gather the children to the listening circle. Talk about any challenges they may have had during the warm up or practice activities. Have the children find objects in three's throughout the classroom: three blocks, three books, etc.

SKILLS TAUGHT

Associates quantity with written numeral

MA.NC.W.N: Numbers and Counting

Recognizes and writes numerals

MA.NC.WW.4: 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 Word Awareness

Sing the *ABC Song*. Then clap out the title of today’s story: “*The*” (clap) “*Most*” (clap) “*Magnificent*” (clap) “*Thing*” (clap). Ask the children, “Which word is longest?” Repeat three times.

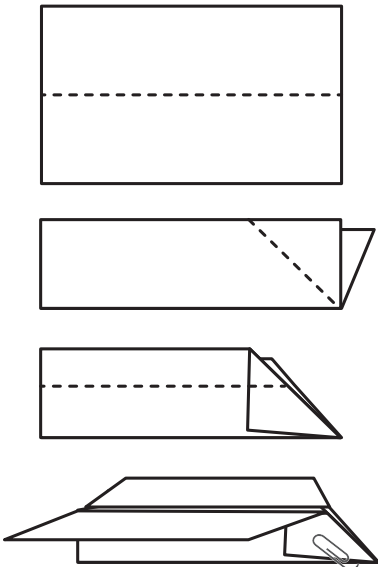
Plan, Do, Review

MATERIALS

- *The Most Magnificent Thing*, by Ashley Spires
- Plain copy paper (enough for each child to have two sheets)
- Paper clips (enough for each child)
- Markers or highlighters

PREP

- Have a piece of paper and a paper clip for each child.
- Review the steps for folding a simple paper airplane.



PROCEDURE

1. As a class, read *The Most Magnificent Thing*.
2. After you have finished the book and are discussing it, point that the girl had an idea—a most magnificent thing—that she wanted to make happen.
The short, school-way of saying “most magnificent thing” is a **plan**.
Plans are wonderful and exciting, but just like anything new, they take a lot of work and a lot of mistakes before they come true.
The time after you make the **plan** and before you figure out how to make it come true is called **practicing**.
3. Have the children help you find some places in the book where the little girl is practicing.
4. Distribute a piece of paper to each child. Tell them that you have a plan for them—a magnificent thing you want them to do.
I want you to make this paper fly.
5. Allow them to experiment with the paper. Some will probably ball it up and throw it. That’s okay.
6. Explain that after you make a plan and try to do it, there’s one more important step: **reviewing**.
Reviewing is the part where you check what you did and see if it what you wanted to do.
Did any of your papers fly as well you wanted them to?
No? That means we’re still...
Practicing!
That’s right. **Practicing**. Okay. Let’s try again.
This time I’m going to give you a new piece of paper and two hints.
The first hint is: make a paper airplane.
The second hint is: I happen to know how to make a paper airplane.
7. Show children how to:
 - Fold the paper in half lengthwise by matching the corners.
 - Crease the fold with a fingernail.
 - Fold the two corners on the same end by matching the side to the bottom fold.
 - Crease the fold with a fingernail.
 - Fold the long wings down, and crease.
 - Fold them again, and crease.

LEGEND



8. Practice throwing the airplanes.

Okay. We did what we **planned** to do. What comes next?

Reviewing!

That's right. **Reviewing**. Did any of your paper airplanes fly as well you wanted them to?

No? That means we're still...

Practicing!

That's right. **Practicing**. Okay. Let's try again.

9. Look around again for something to help. Find the paper clips. Demonstrate how to attach the paper clip as shown in the illustration.

10. Now fly the planes again. This time announce that **practicing** is done. They've all helped you make your **plan** come true!

11. Explain that every day during centers, the children have the chance to make a magnificent thing come true.

Can you remember the school word for magnificent thing?

Plan!

Yes, a **plan**.

12. Every day before they go to centers, they should make a **plan** and tell you what it is. After centers, you will review what happened and see if they are still **practicing** or if their plan is done. If they are still **practicing**, you might be able to help. And when they are done, you can celebrate together.

13. From this point on, begin every "centers" segment with a short **planning** session with the children. This will work best in small groups.



SKILLS TAUGHT

Makes choices and engages in independent activities

SE.SC.1.1: Self Concept

VOCABULARY

plan
practice
review


TEACHER TIP

In the beginning, the planning may be as simple as pointing. Over time, encourage them to put their ideas into words. Then review together at the conclusion of each session to allow children to problem solve and celebrate.


Reading Comprehension

Elephant Invitations

MATERIALS

- *One Elephant Went Out to Play* Classroom Advantage activity
- Interactive whiteboard or projector
- Spider spinning its web video (We like the short, silent video youtu.be/g5iNOZaoW7M)
- View the video *Enormous Elephants* (We also like the first 40 seconds of *Animal Planet's African Elephant* video at animalplanet.com/tv-shows/animal-planet-presents/videos/planets-best-african-elephant, which includes the vocabulary words *enormous* and *observe*.)
- Additional materials for the "Make it Simple" variation (*Optional*)
- Objects in three sizes
- **Enormous Sorting Mat** master 

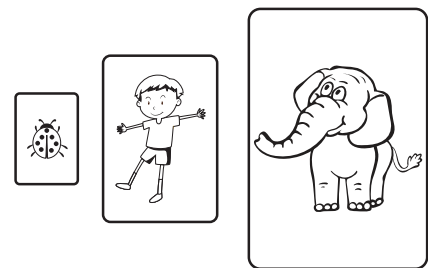
PREP

- Add *One Elephant Went Out to Play* to a Classroom Advantage playlist. 
- If using the simplified version, duplicate and laminate the **Enormous Sorting Mat** masters and collect sorting objects.

PROCEDURE

1. Begin with the "Peek at the Story" comprehension strategy. Show the book and read the title.
What do you know about elephants?
What do you think elephants do to play?
2. Show the picture on page two.
What do you think this elephant is going to do?
3. Using Classroom Advantage, read together the story, *One Elephant Went Out to Play*.
4. Review the fancy word **silly** and define the fancy word **enormous**.
The last nursery rhyme we read was *Hey Diddle, Diddle*. We called it a **silly** nursery rhyme. Who can remind us what **silly** means?
Was there anything **silly** in this book?
Let's read it again and see. If you see anything **silly**, put your finger on your nose.
Do you think an elephant could really play on a spider web?
I think that's **silly** because spider webs are not very strong. I'll show you what I mean.
5. Cue up the video you have prepared that shows a spider spinning a spider web.
And elephants are big. They're not just big, they're **ENORMOUS!**
Enormous is even bigger than big!
6. Choose an example of **enormous** that is meaningful to your children—an **enormous** bag of popcorn at the movies, or a two-year-old who makes **enormous** messes. Cue up the elephant video you have prepared
Do you think that **ENORMOUS** elephants like these could really play on a spider web?
No—That's silly!
7. Define the fancy words **invite** or **invitation**.
Why did the elephant **invite** another elephant to play? (*Because fun is more fun with friends!*)
What does it mean to **invite** someone to do something?
8. Practice making and accepting **invitations**.
It can be a little scary to **invite** someone, so it is important that we are always kind when we answer.
What are some kind things to say when someone **invites** you to play?
9. Model the behavior.
"Thank you! That sounds fun!" or "Okay!"

Elephant Invitations



LEGEND



10. Practice making and kindly refusing **invitations**.

Do we always have to say “yes?”

What about if you are really enjoying what you are doing?

What are some ways you could kindly say “no?”

11. Model the behavior.

“Thanks, but not right now,” or “Maybe later, thanks.”

12. Find a partner, and decide who is Peanut Butter and who is Jelly.

Peanut Butters, please **invite** the Jellies to play.

Jellies, you can say “yes” or “no” to the **invitation**. Whichever one you choose, please be kind.

Now switch! Jellies, please **invite** the Peanut Butters to play.

Peanut Butters, you can say “yes” or “no” to the **invitation**. Whichever one you choose, please be kind.

13. Have one or two pairs share their **invitations** and responses. If necessary, discuss strategies for handling disappointment when a friend says “no.”

MAKE IT SIMPLE 

Using the **Enormous Sorting Mat**, have the children sort objects into the small, medium, and enormous circles.

GOING DEEPER 

Ask the children to draw a picture or tell a story about a time when they had **enormous** fun.

SKILLS TAUGHT		VOCABULARY
<i>Practices graceful refusals</i> SE.SS.S.P.3: Social Skills	<i>Uses real-world vocabulary</i> LI.RC.C.K.1: Reading Comprehension	enormous invite/invitation silly

Centers/Outside Play/Lunch/Story/Quiet Time

Thursday Story: The Most Magnificent Thing

As a class, re-read and discuss *The Most Magnificent Thing*, by Ashley Spires

THEMES AND SKILLS
<ul style="list-style-type: none"> Plan, Do, and Review



Fine Motor Skills

Snip, Snip, Cut

MATERIALS

- Lightweight safety scissors, including lefty scissors, if necessary
- Construction paper (no substitutions: magazine and copy paper are too flimsy, making them hard to manage)
- Bins to hold the paper, one or more per table.

PREP

- Collect all your construction paper scraps and distribute them among the bins.
- Place one tub and enough scissors for small groups at each table.

PROCEDURE

1. **Show the children the scissors and tubs of scrap paper. Distribute the scissors as you tell them,**
Guess what! You are finally old enough to learn how to cut paper!
2. **Show children how to properly hold a pair of scissors.**
Do you notice that one of the openings is smaller than the other? Place your thumb in this opening, and your next two fingers in the bigger opening. Let's all get our fingers in the right place. Thumbs up, now let's air cut!
3. **Walk around making sure children have their thumbs on the top and two fingers beneath to support opening and closing.**
4. **Have them practice cutting paper, being careful to hold the scissors at right angles to the paper.**

SKILLS TAUGHT

Holds scissors properly

HP.FM.S.1: Fine Motor Skills

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework



Science and Engineering

What Is It and Who Has It?

MATERIALS

- Objects/toys that make sounds
- Display board

PROCEDURE

1. Hide the sound objects behind a display board.
2. Send a child behind the display board and have them choose one of the objects and make a noise with it.
3. Have the other children guess what it is.
4. After everyone has had a turn, have the children sit in a circle with their eyes closed and their hands behind them.
5. Choose one of the objects or toys and hand it to a child.
6. Ask the children to open their eyes. Have the person with the object squeak it. Ask the other children to guess who has the object.



My First Xylophone from
The John Crane Company

SKILLS TAUGHT

Uses sounds to make observations

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

Identifies sounds

LI.PA.A.1: Phonological Awareness

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



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Family Engagement



Observation



Portfolio



Satisfied Framework

Center

Jar Symphony 🗣️⭐

MATERIALS

- 10–12 glass jars or bottles
- Towels
- Water
- Pitcher
- Drumsticks made of chopsticks, paintbrushes, wooden spoons, or something similar
- Funnel
- Food coloring (*Optional*)

PREP

1. Lay a couple of towels over a low table.
2. Set the jars on the table and fill them to different levels with water.
3. Set out the chopsticks, paintbrushes or wooden spoons that the children can tap the bottles with to make noises.
4. Add food coloring to water, if desired.

PROCEDURE

In this center, children can experiment with sound. When you first implement this center, instruct the children not to add or take away water from the bottles, so they focus only on the sound each bottle produces. After some time, add a funnel to the center and let children experiment with changing the water levels on their own.



SKILLS TAUGHT

Makes observations based on sense of hearing

SC.SI.O.S.4: Scientific Inquiry

Identifies contrasts in pitch (high and low)

CE.MU.C.E.1: Music

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.

Sound Order

Learning to pay attention to, interpret, and sequence sounds is an important prerequisite for learning to read. Using real world sounds gives you the flexibility to assess and tailor the experience to the needs of your children.

MATERIALS

Objects that make distinctive sounds. For example:

- Banging on wall
- Blowing a whistle
- Clapping
- Coughing
- Crumpling paper
- Cutting with scissors
- Dropping various things
- Drumming fingers
- Hammering
- Noisy chewing
- Opening window or drawer
- Playing a note on the piano
- Pouring liquid
- Ringing a bell
- Sharpening a pencil
- Slamming a book
- Snapping fingers
- Tearing paper
- Tiptoeing
- Turning on computer
- Turning on a fan
- Walking
- Whistling
- Writing on board

PROCEDURE

1. Ask children to close their eyes and put their heads in their arms or on their desks.
2. Tell them to listen carefully to see if they can figure out what you are doing. Remind them that they must raise their hands and not just call out an answer.
3. Make a sound, and have the children try to identify it.
4. Do this several times until you have a good sense of who is able to do this and who may need some additional help.
5. Once they are confident, change to two sounds. Ask them to report them in the order of what they heard. For example, they may say:
First I heard _____ [a drawer opening].
Then I heard _____ [someone writing on the board].
6. Keep going as long as they are interested, gradually increasing complexity if they seem to be ready.



SKILLS TAUGHT

Identifies, discriminates between, and orders sounds

L.I.P.A.A. Phonological Awareness 

TEACHER TIP

This activity is important preparation for word awareness, as the sequence of sounds makes a big difference in the word you are trying to make! Make a note of children who may have trouble with either the noise identification or sequencing.

Sorting Buttons

MATERIALS

- Sorting buttons (You will get the best results if you use extra large sorting buttons designed for classroom use)
- Sorting mats or dishes
- Whiteboard or chart and markers



PROCEDURE

1. Take a small handful of the buttons and spread them out in front of you.
2. Choose a button.
3. Ask the children to point to a button that is like the button you chose, but not exactly the same.
4. Ask several children to explain why they chose the button they did.
How are the two buttons alike?
5. Choose an attribute, such as size, shape, color, number of holes, or material. Explain that you want the children to make a **group** of buttons that all have the same attribute (color, shape, size, etc.).
6. Pass the buttons around, asking each child to choose a button that is the same (color, shape, size, etc.) as yours.
7. Have the children turn and talk with their partners to make sure the buttons they chose belong to the same **group** as your button. Explain that it is okay to change their minds, but when they are done they should have two buttons that belong in the _____ **group**.
8. Have everyone put their buttons on a dish or sorting mat.
Did we do it? Did we make a group of red buttons?
9. Discuss and make any needed corrections.
A group is a collection of things that are alike in the same way—even if they aren't exactly the same.
10. Explain that the same thing can belong to many **groups** at the same time.
11. Demonstrate with the children. **Group** them in various ways. Each time, point out that you've made a **group**.
Look! We made a group of (girls/boys; people wearing socks/people not wearing socks; people sitting/people standing, etc.).
12. Once you are confident children understand **grouping**, return to the first button.
This _____ button belongs to the group of _____ buttons. What makes everything in that group alike?
They're all buttons, and they are all _____.
Can you think of any other groups this button might belong to?
13. If necessary, give the children a hint by beginning another **group** that shares a new characteristic with your button. Drag in one button, give them a chance to look, and then repeat until they see the pattern.
14. Tell children that one of their choices that week in the math center will be to work with partners. Each two children should take a cupful of buttons and take turns choosing one then finding as many **groups** as they can that it belongs to.
15. Play some demonstration rounds with a child so the children can see how the activity works.

SKILLS TAUGHT

Sorts objects by attribute

MA.OA.P.M.2: Operations and Algebraic

Sorts objects by multiple attributes

MA.OA.P.M.3: Operations and Algebraic

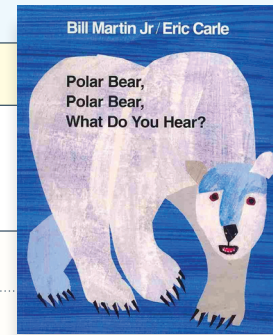
VOCABULARY

alike
group

Centers/Outside Play/Lunch/Story/Quiet Time

Friday Story: *Polar Bear, Polar Bear, What Do You Hear?*

As a class, read and discuss *Polar Bear, Polar Bear, What Do You Hear?*, by Bill Martin, Jr. and Eric Carle



THEMES AND SKILLS

- Sense of hearing

Dance and Movement

Listen to the Beat

MATERIALS

- Drums
- Rhythm sticks
- Shakers (maracas, rain sticks, shaker gourds)



PROCEDURE

1. Have children stand in a circle.
2. As you tap on the drum, have children march, hop, or skip in a circle to the rhythm of your drum. Encourage children to listen carefully to your **beat**. Demonstrate and discuss until you are confident that they understand the concept of a **beat**.
3. When the **beat** is slow, the children move slowly around the circle.
4. When the **beat** is fast, the children move quickly, and so on.
5. Use different instruments to model the **beat**.
6. Finish by giving each child an instrument to play while moving.

MAKE IT SIMPLE

Have children clap to the beat of the drum instead of marching.

GO DEEPER

Allow children to lead the activity.

SKILLS TAUGHT

Moves to a beat

CE.DM.C.E.2: Dance and Movement

Moves in opposing ways (fast, slow, etc.)

CE.DM.C.E.3: Dance and Movement

VOCABULARY

beat

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



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DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework

Centers or Outside Play/Review/Dismissal

1. **Homelink 3** 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 suggested Dramatic Play center is a **Construction Site**. Be on the lookout for boxes, duct tape, scissors, play or real tools, scraps of wood, etc.
- Next week's letters are capital F and capital G. Bring in examples for the key words (real, toy, or picture): F (Fish); G (Gears).
- If you don't have one already, plan on creating a **Feely Box** for Tuesday, and set aside some time to assemble the materials you will need for a variety of touch activities.
- Read over **Assessment B** before Monday.





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Unit 1/Week 4

Mistakes are part of learning

LETTERS “F” AND “G”

NUMBERS “4” AND “5”

RHYME AWARENESS

SENSE OF TOUCH



PRIMARY CONCEPT

I am an important part of my school. Mistakes are part of learning.

Children know that learning can be hard—and sometimes embarrassing. They are willing to take that risk for things they care about, such as becoming readers, if they believe they have a good chance of success. One of the greatest gifts you can give your class is the mindset that mistakes are a natural and expected indicator of learning. Don't praise their gifts or accomplishments, as that may backfire. Kids often avoid challenges that might make them look stupid. Instead, offer encouragement, such as "What hard work! All it takes is a little practice." Frame mistakes as interesting information about an ongoing journey.

SOCIAL & EXECUTIVE SKILLS

People with a growth mindset live the happiest and most fulfilling lives. They expect learning to be inefficient and full of mistakes and they bounce back from temporary setbacks. **Erasing Mistakes** and **Beautiful Oops** prepare them for "Messy Friday"—a day to celebrate making messes and cleaning them up.

CENTERS: Mixing Potions; I Am, I Can

L.M.EF.F.O
LM.EF.P.P.4

CREATIVE EXPRESSION/DRAMATIC PLAY

Self-efficacy, believing that you have the power and ability to affect your surroundings, is an important part of a growth mindset. This week's construction site dramatic play center helps children feel powerful as they mold and change an environment.

CENTERS: Construction Site

SE.SC.S.I.4

LANGUAGE & LITERACY

LANGUAGE

Children practice describing familiar objects in **Feely Box** and **What's in the Bag?** They practice asking and answering questions about classroom vocabulary in **Find Someone Who Has...**

LA.EL.C.E.3
LA.RL.C.Q.1

LITERACY

Children are introduced to **capital "F"** and **capital "G."** They use the Waterford book **Ten Little Goldfish** to practice prediction.

CENTERS: Name Magnets

LI.AK.C.F
LI.AK.C.G

PHONOLOGICAL AWARENESS

Humpty Dumpty introduces **rhyme awareness** and the rhyme cheer.

LI.PA.R.A

LEGEND



MATH

Number 4 is added to the children’s counting repertoire. Science activities explore touch and provide additional sorting and categorization practice, while **Numeracy Bits** emphasizes counting different arrangements of up to three objects.

MA.NC.C.N
MA.NC.C.C

SCIENCE

Children build their sense of touch awareness during a particularly robust set of science activities—beginning on Tuesday with **Feely Box** and continuing to Thursday with **What’s in the Bag?** and **Mixing Potions**. The week ends with the always baffling and fascinating explorations with slime on **Messy Friday**.

SC.SI.O.S.2
SC.SI.O.S.6

CENTERS: Texture Sort; Slime

HEALTH & PHYSICAL DEVELOPMENT

Activities like **We’re Balancing on One Foot** and **Builders and Bulldozers** help develop balance, gross motor strength, and coordination.

HP.GM.B
HP.GM.C

WEEKLY ASSESSMENT PLAN

Individual Assessment: Assessment B

- Letter Recognition A-E
- Numbers 1-3
- Matching
- Sorting

Teacher Observation

- Independence
- Plan, Do, Review

Suggested Work Sample Activities

- We’re Standing on One Foot (Monday; Photograph)
- Messy Friday: Slime (Friday; Photograph)

Vocabulary for the week (ENGLISH/SPANISH)

apart *separado*
bumpy *gitado*
cold *frio*
hard *duro*
hot *caliente/calor*
prickly *espinoso (a)*
rough *áspero*


smooth *liso*
soft *suave*
sticky *pegajoso (a)*
texture *la textura**
together *juntos*
touch *tocar*


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

Story Time

Beautiful Oops,
by Barney Saltzberg

Goodnight, Goodnight Construction Site,
by Sherri Duskey Rinker and Tom Lichtenheld

The Kissing Hand/Un Beso En Mi Mano, 
by Audrey Penn and Ruth E. Harper

One Fish, Two Fish, Red Fish, Blue Fish/Un Pez, Dos Peces, Pez Rojo, Pez Azul, 
by Dr. Seuss

To the Tub,
by Peggy Perry Anderson

Recommended Reading Center Books

Construction,
by Sally Sutton and Brian Lovelock

The Construction Alphabet Book,
by Jerry Pallotta and Rob Bolster

Counting Tools 1-10,
by Scholastic

Fritz and the Mess Fairy,
by Rosemary Wells

Go! Go! Go! Stop!,
by Cherise Mericle Harper

The Toolbox,
by Anne Rockwell and Harlow Rockwell

The Ultimate Construction Site Book,
by Anne-Sophie Baumann and Didier Balicevic

Buenas Noches Caminos de Construcción, 
by Alexis H. Purcell and Allison Keeme

La Gallina Grande, 
by Keith Baker

Morning Meeting Routine and Syllables

Sing the *ABC Song*, then clap the syllables in five students' names. Have the children guess the names.


Literacy

Capital Letter Introduction: F

MATERIALS

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

PREP

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

Capital F

KEY WORD

Fish

Full Letter Form Instructions

Across the top.

Straight down to the ground.

Across the middle.

Capital F.

Abbreviated instructions

Across, down, across.
Capital F.

PROCEDURE

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

Today we will talk about the letter F. Let's find out where F is in the alphabet. One, two, three, four, five, six. F is the sixth letter in the alphabet.

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

Fish begins with the letter F. Can you hear the sound at the beginning of the word fish? F-F-Fish. The sound is /f/. F makes the sound /f/.

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

F makes the sound /f/. Watch my mouth as I make the sound /f/.

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

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

5. **Play Letter Picture Writing: F 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.**

Across the top and straight down to the ground.

Across the middle.

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

Across, down, across. Capital F.

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 (Speaking)

LEGEND



Dramatic Play

Construction Site 🗣️

This center reinforces children's sense of self-efficacy (believing that they are capable people). It also provides the perfect opportunity for introducing a discussion of safety, including the use of safety clothing and warning signs.



Advanced Prep

Gather the following materials:

- Safety vests
- Safety goggles
- Hard hats or bicycle helmets
- Paint rollers and brushes
- Toolbox and/or tool aprons
- Real screwdrivers, hammers, assorted tools
- Toy drills, saws, etc.
- Scrap wood and nails or, if unavailable, golf tees to nail into styrofoam packaging
- Plastic hard hats
- Tape measure or folding ruler
- Nuts and bolts
- Twine
- Stencils
- Construction plans: pictures or diagrams of simple Lego®, block, or building projects
- Yellow, red, and orange construction paper and black markers for making danger and warning signs
- Yellow caution tape
- Simple, sturdy household items that can be easily taken apart, "fixed," and reassembled (like flashlights or battery-operated devices)

PROCEDURE

1. As you introduce the center, explicitly discuss the meaning of and reasons for using safety vests (visibility), safety goggles (eye protection), and hard hats (head protection).
2. Do the same for any warning signs you choose to print out and display.



SKILLS TAUGHT

Demonstrates self-efficacy

SE.SC.S.I.4: Self-Concept and Independence

Understands warning signs and symbols

HP.HS.S.W.2: Health and Safety

Uses safety goggles

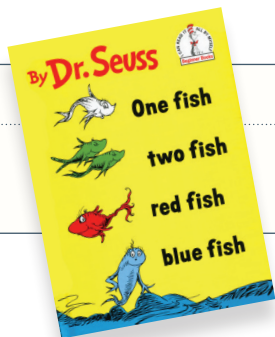
HP.HS.S.S.1: Health and Safety

TEACHER TIP

Turn your sensory table into a construction site! Fill it with 1/2" - 1" of soft sand, a pile of smooth pebble "boulders," an assortment of prickly pine cones and rough twigs for trees, and of course a selection of hard metal "dozers, dumpers, and diggers."

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

Monday Story: *One Fish, Two Fish, Red Fish, Blue Fish*



As a class, read and discuss *One Fish, Two Fish, Red Fish, Blue Fish*, by Dr. Seuss





THEMES AND SKILLS

- F book
- Categorization


Math and Numeracy

Introduce Number 4

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 4 Chart** image (hamburgers) 
- Hole punch
- Cubes for projected chart or magnetic counters
- Pencil toppers, stickers, or permanent markers to mark children's left pinkies
- **Number Paths 1-10** for each child 
- Four straight pins

PREP

- Add the **4 in the Jungle** song to a Classroom Advantage playlist. 
- Make four copies of the **Number 4 Chart** image.
- Cut out, laminate, and punch a hole in the top center of each.

PROCEDURE

1. Warm up with the Waterford song **4 in the Jungle**.

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 them to respond, then confirm.

Good. I have one cube.

4. Put it on the **Number Chart** above the number 1.

2 is the **SECOND** number.

5. Pick up another cube.

If I have one cube, and add one more...

6. Pick up a second 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 them to respond, then confirm.

Good. I have two cubes.

7. Position them in the squares above the number two.

1, 2.

8. Repeat this until you have reviewed all previously presented numbers. When you get to the number you are presenting, change the script slightly.

The next number is 3. 3 is the **THIRD** number. If I have three cubes...

9. Snap together three cubes into a stick and hold them in one hand.

...and add one more so I get four cubes. How many cubes do I have?

Wait for them to respond, then confirm.

Good. I have four cubes.

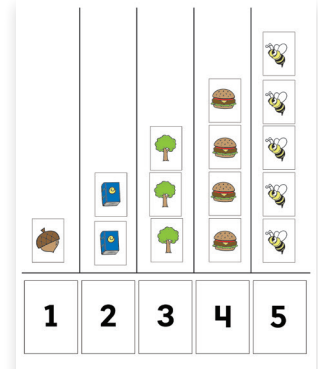
10. Build them on the chart.

If I start with three cubes and add one more, I get...

...1, 2, 3, 4 cubes.

11. Pin the four **Number 4 Chart** images (hamburgers) onto the wall chart.

Let's see how to count to four the math way.



12. Pass out the **Number Paths**. Ask each child to hold up her or his number 1 finger (left pinky). Correct if necessary, and accessorize with a pencil topper, colored tape, sticker, or a mark.

Show me your hands.

Wiggle your number 1 finger in the air!

Now match your number 1 finger to the number 1 on the number path.

Good job at finding number 1.

Hmmm, are we looking for number 1?

No.

That's right. We're looking for number 4.

How do we count to number four the math way?



13. Practice counting 1, 2, 3, 4 as left pinkies, left ring, middle, and pointer fingers tap numbers on the number path.

14. Continue until the children have mastered this.

You're looking good. So good that I don't think you need your number paths any more.

15. Collect the number paths.

Who thinks they can walk quietly around the room, touching objects, while counting the math way?

We want to find four objects to count. Look! I see four computers. One, two, three, four! Who else can find four things to count?

16. Demonstrate this as you are asking the children to follow you.

Number Path 1-10

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

SKILLS TAUGHT

Understands that numbers tell how many

MA.NC.Q.Q: Numbers and Counting

Counts on fingers

MA.NC.C.C.5:
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

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

Health and Physical Development

We're Standing on One Foot! 🏠 🗣️ ⭐

MATERIALS

- Hula-hoops
- Scarves
- Boxes
- Balls



PROCEDURE

1. Invite the children to practice balancing with you.
2. Give each child a hoop or scarf to make a circle to stand in. (This will help define their personal space.)
3. Have each child stand inside their hoop.
We are going to hold our balance for five seconds. Stay as still as possible.
I see (Tasha) is standing very still inside her hoop. She is balancing very carefully on her two feet.
4. Have the children vary their poses and continue to practice balancing.
Can you balance on your hands and feet?
Can you balance on two knees and two hands?
Now, try balancing on your knees and elbows.
Can you balance on your hands and your toes?
5. Move to more challenging poses.
Can you balance on your toes?
Can you balance on one foot?
Can you balance on one foot and one hand?
6. Ask children to model or suggest new ways to balance. Continue as long as children are interested.

TIPS

- If a child struggles, begin by balancing against the wall or holding onto a chair or table.
- Show images of people balancing, such as gymnasts or individuals doing yoga, as examples.

VARIATIONS

- Model how the children can spread their feet wide apart. Use descriptive words to help them visualize the movement. For example, you might say, “like an elephant;” or “low like a puppy;” or “spread your arms like a bird and stand very still.”
- Vary the activity with the following prompts:
 - Create your own statue and hold it for ten seconds. Let's count together: One, two, three, four, five...ten.
 - Close your eyes while you balance on both feet.
 - Hold this ball (or box) in front of you and balance on both feet.

SKILLS TAUGHT

Develops balance

HP.GM.B.1: Gross Motor Skills 

Maintains personal space while moving

CE.DM.P.S.1: Dance and Movement

LEGEND





Morning Meeting Routine and Syllables

Sing the *ABC Song*, then seat students in circle. Whisper the word “oops” to the child on the left; that child whispers to the next child on the left in clockwise order until it reaches the last child, who says “oops” out loud.

Erasing Mistakes

MATERIALS

- Pencils
- Pencil erasers
- Paper
- Dry-erase markers
- Dry-erase eraser
- Small whiteboards
- Liquid corrective fluid
- Etch-a-Sketch
- Tablet or computer screen large enough for children to see comfortably

PREP

- Find Barney Saltzberg’s *Beautiful Oops* presentation: youtu.be/BOA3QhGVyDs

PROCEDURE

1. Point out that everyone makes mistakes, especially when they are learning something new. And that’s okay! That’s why pencils come with erasers. And you can even buy more erasers to put over the end if you use up the eraser before you use up the pencil!
2. Using the materials you have assembled, demonstrate making, finding, and talking yourself through fixing mistakes.

That’s all right. It takes time to learn.

3. When you are demonstrating how to fix mistakes on the computer, it will help if you use a document with very large font. Use the word “delete” to describe what you are doing.

4. Allow the children to practice making and fixing mistakes, repeating the phrase you used each time.

That’s all right. It takes time to learn.

5. If time permits, you may also want to show a ten-minute video of Barney Saltzberg introducing *Beautiful Oops* to a classroom of young children. You can find it at youtu.be/BOA3QhGVyDs



SKILLS TAUGHT

Knows how to delete and change computer entries

L1.DL.D.L.3: Digital Literacy

Talks self through new or difficult tasks

LA.EL.N.T: Expressive Language


LEGEND



Literacy


Farmer in the Dell: Word Mixup

MATERIALS

- Pocket chart
- *Farmer in the Dell* 
- Interactive whiteboard or projector



Advanced Prep

- Prepare the *Farmer in the Dell* master by color printing, cutting into sections, and laminating the prints, if possible.
- Add the *Farmer in the Dell* activity to a Classroom Advantage playlist. 

PROCEDURE

1. Before reading, use the **Sum Up** comprehension strategy.
The first page of the book shows the farmer. The pictures on each page add something new.
Let's look at the last page and name everything we see on this farm.
2. Point out things on the farm (a barn, a tractor, a horse, some pigs, a cow, and a chicken).
3. Place the cards with the lyrics in a pocket chart.
4. Remove certain words and replace them with other words. For example, replace “farmer” with the name of another community helper. Replace “dell” with a place that a community helper might be.
5. Re-read the nursery rhyme with the mixed up words.

SKILLS TAUGHT

Makes one-to-one word substitutions in stories and poems

LI.PK.W.3: Print Knowledge

Identifies community helpers

HP.HS.S.C: Health and Safety

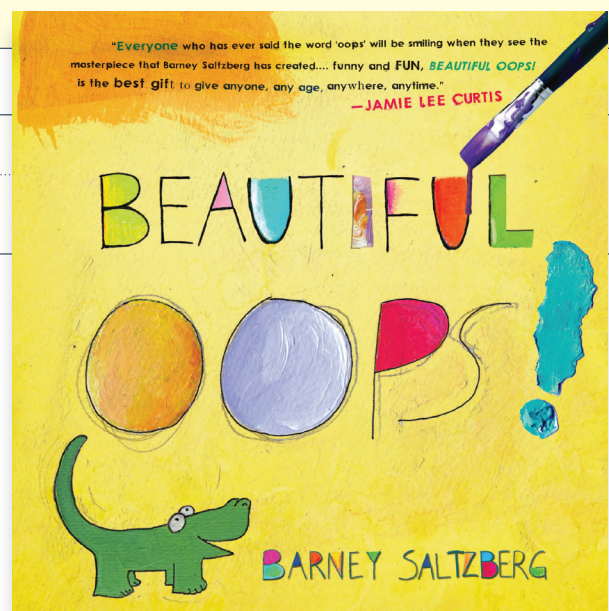
Centers/Outside Play/Lunch/Story/Quiet Time

Tuesday Story: *Beautiful Oops*

As a class, read and discuss *Beautiful Oops*, by Barney Saltzberg

THEMES AND SKILLS

Mistakes are part of learning.



Science and Engineering

Texture Sort


Advanced Prep

Feely Box

Draw on last week's "Pairs" activity with objects fitting touch categories, for example:

- Bumpy: LEGO block
- Cold: orange or apple from the refrigerator
- Hard: wood block
- Hot: hand warmer
- Prickly: pine cone or prickly leaves
- Rough: sandpaper
- Smooth: silk
- Soft: small stuffed animal
- Sticky: ball of tape or make a contact paper runway—sticky side up—and let the children walk on it barefoot

Add the *5 Senses* song to a Classroom Advantage playlist

Texture Sort (Optional) 

PROCEDURE

1. Sing the *Waterford 5 Senses* song together.
2. Review the senses you have talked about already: sight and hearing. Point out that those senses depend on specific parts of the body. The sense you're going to talk about today is spread over your body! See if they can guess what it is.
It's touch.
While it's true that you can feel touches all over your body, some places are more sensitive than others.
3. Have children take off their shoes and feel objects with their feet and then with their hands.
Which body part feels things most easily?
4. Explain that hands have more of the special cells that feel touch than the rest of the body does. Discuss why this might be so.
5. Discuss the **touch** categories listed above. Explain that the word that describes these different categories is **texture**. Have children think of or bring you examples of each of the **textures** (see below).
6. Experiment with the Feely Box. Put two or three objects in the box and have children select the one that matches the **texture** you ask for. This can take some courage, so sincerely congratulate children who are willing to try for their bravery.
7. Discuss with children:
When would you use your sense of touch?
What things shouldn't you touch?

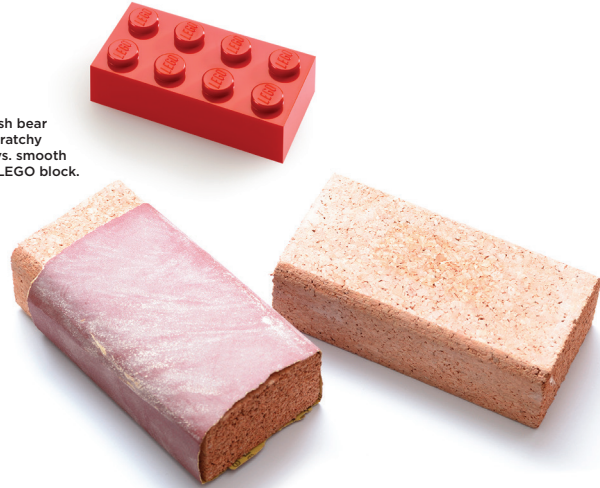


LEGEND





Smooth, plush bear vs. rough, scratchy sandpaper, vs. smooth and bumpy LEGO block.



SKILLS TAUGHT

Explore the sense of touch

SC.SI.O.S.2: Scientific Inquiry

Describes familiar things with detail

LA.EL.C.E.3: Expressive Language (Speaking)

Willing to engage in challenging activities

LM.EF.F.O.3: Executive Function

VOCABULARY

Choose whichever of the following words align with the objects you have chosen:

- touch
- texture
- bumpy
- cold
- hard
- hot
- prickly
- rough
- smooth
- soft
- spongy
- squishy
- sticky

TEACHER TIP

This activity works best with about three choices. If you are eager for children to experience more textures, consider changing the target textures and items each day.

Cut down on ambiguous sorts by assigning categories that overlap to separate days (for example, smooth and soft). This will also help cut down on confusion between similar categories.

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

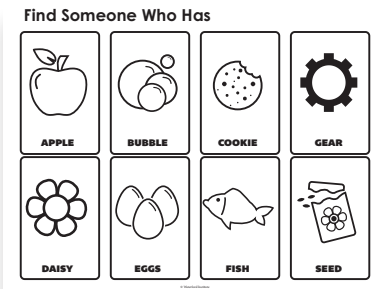
Sing the *ABC Song*, then clap the syllables in five or more students' names. Have the students clap with you and guess the names.

Language


Find Someone Who Has...

MATERIALS

Two or more **Unit 1 Vocabulary Cards**, printed out and cut apart 



PROCEDURE

1. Give each child a card.
2. Children will walk around to classmates trying to find another person with the same card.
3. Have the children ask targeted questions and provide targeted answers. With another teacher, demonstrate by modeling target phrases 

Teacher 1

Do you have...?

Can you...?

Do you like...?

Is your card a ...?

What is your card?

Teacher 2

Yes, I have... / No, I do not have...

Yes, I can... / No, I cannot...

Yes, I like... / No, I do not like...

Yes, my card is a...

My card is a...

MAKE IT SIMPLE

- For beginners, focus only on the label of their object, using *yes* and *no* as responses. They can play the game by asking other children, "Apple?" and by answering with *yes* or *no*. Help them with the name of the object on their card.
- Developing language learners can imitate your model. Slowly enunciate the phrase with their picture word and have them practice asking other children exactly like you demonstrated. They can answer with a simple *yes* or *no*.
- Work toward having all children use complete phrases.

GO DEEPER

Have children ask about the object on the picture card rather than asking directly what the other child has. Have the child with the card give hints about the picture on their card. For example, "Is the animal on your card big?" or "Is the animal on your card furry?"

SKILLS TAUGHT

Answers Yes or No questions

LA.RL.C.Q.1: Receptive Language (Listening)

Uses pronouns I, You and My correctly

LA.EL.C.C.2, 5: Expressive Language (Speaking)

TEACHER TIP

Assign advanced language learners as "buddies" to your DLL children. They can help identify pictures on the card, and model the correct phrases.

LEGEND



Capital Letter Introduction: G 🗨️ ⭐

MATERIALS

- Small mirrors (one per child)
- Classroom alphabet poster or frieze on wall
- Interactive white board or projector
- Bicycle or gears (real or picture)

PREP

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

Capital G

KEY WORD

Gears

Full Letter Form Instructions

Start at FireFly.

Curve back to the top and around to the ground.

Up to the middle and back.

Capital G.

Abbreviated instructions

Curve around, in. Capital G.

PROCEDURE

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

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

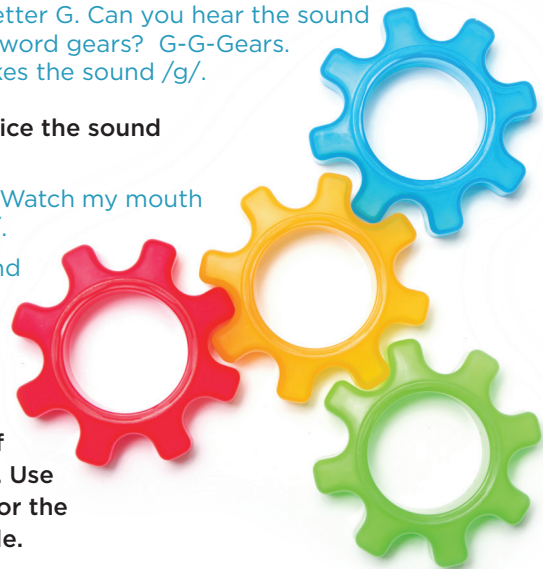
2. **Introduce the key word "Gears." Repeat the key word as a class. Show a bicycle or gears (real or picture). Establish a link between the letter, key word, and letter sound.**

Gears begins with the letter G. Can you hear the sound at the beginning of the word gears? G-G-Gears. The sound is /g/. G makes the sound /g/.

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

G makes the sound /g/. Watch my mouth as I make the sound /g/.

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



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

5. **Play Letter Picture Writing: G 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 FireFly. Curve back to the top and around to the ground. Up to the middle and back.

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

Curve around and in. Capital G.

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.ELC.I.1: Expressive Language (Speaking)

Center

Crunchy and Soggy Snack



PROCEDURE

1. Have the children describe the way dry cereal feels in their mouth, using words like “crunchy.”
2. Pour milk on the cereal and serve. After a few minutes ask the children to check the texture of their cereal. Introduce the vocabulary word “soggy” to describe what has happened.

SKILLS TAUGHT

Uses touch to make observations

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

Uses descriptive words with precision

SC.SI.C.T.3: Scientific Inquiry

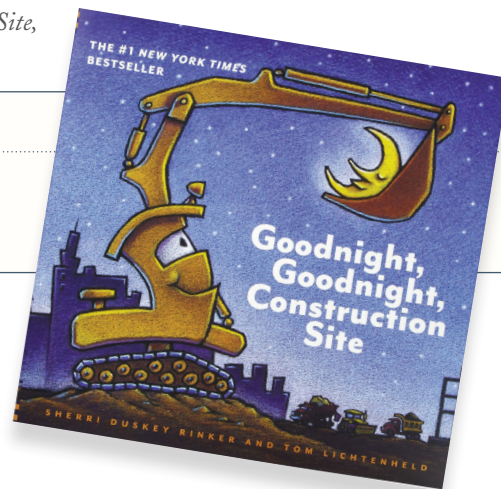
Centers/Outside Play/Lunch/Story/Quiet Time

Wednesday Story: *Goodnight, Goodnight Construction Site*

As a class, read and discuss *Goodnight, Goodnight Construction Site*, by Sherri Duskey Rinker and Tom Lichtenheld

THEMES AND SKILLS

- G book
- Construction



LEGEND



MATERIALS

- *Four Fine Friends*
- Interactive whiteboard or projector
- Math Journals
- Colored markers
- Four balloons

PREP

- If using Classroom Advantage, add *Four Fine Friends* to a playlist. 🎵
- Blow up and tie four balloons. Number the first three “1,” “2,” and “3” with the marker. Leave the fourth balloon blank. *(Note: If the majority of the children are 4-year olds, this can be a fun opportunity to make the number 4 extra special. Adapt the dialogue as necessary depending on the age make-up of the class.)*



Warm Up: Clap and Pat

Demonstrate each step by having the children repeat after you. Check to be sure that they match the counting with each movement, so that each word corresponds with each action.

1. Clap
One!
2. Clap
Two!
3. Pat your knees
Three!
4. Pat your knees
Four!
5. Wave your hands up above your head
Look at me, I count four!

Birthday Balloons

Most of the children in your class are 4-year-olds. It’s an exciting age. Show them the four balloons you have blown up to celebrate their ages. Toss each balloon to one child at a time, and have them count 1, 2, 3, 4 as you do. Repeat as is appropriate.

Instruction: Read and Write 4

1. Gather the children together and read the book *Four Fine Friends*.
Let’s read a book about number 4!
2. Show the number form on the cover.
This is the way we make a number 4.
3. Draw 4 on the board, using the Waterford number directions to describe your actions.
Down, over, lift finger, down—4.
4. Shift position to the other side and repeat, so that all children can see.
Now it’s your turn. Arms straight!
5. Model writing the target number in the air while saying the Waterford number directions. Face backward, so it looks correct from the children’s perspective. Make it about 18” high.
Down, over, lift finger, down—4!
6. Repeat several times with the children. Make a huge 4. Now make a tiny 4.
7. Reread the book. Whenever the number 4 appears, stop to sky-write the number and count the objects on each page.
Great job! I think you know all about the number 4!

Practice: Read and Write 4

Pass out the math journals and have the children practice writing number 4. Monitor, give assistance, and make corrections as needed.

Wrap Up

1. Gather the children together.

Today we learned more about the number 4. Now we can read and write the number 4.

2. Show the balloons. Count them with the children again.

Let's see...How many balloons do we have? Let's count...1, 2, 3, 4.

3. Pause as you arrive at the fourth balloon.

Wait. There's something missing on this last balloon! I forgot to write the number 4!

4. Write a number 4 using Waterford instructions on the fourth balloon.

Down, over, lift finger, down—four. Say it with me as you air write.

Teacher and Class

Down, over, lift finger, down—4!

5. Let the children briefly play with the balloons, counting as they touch each one and preventing them from falling onto the floor.

6. Take a quick assessment of any children that struggle to tap and count each balloon.

SKILLS TAUGHT

Associates a quantity with its written numeral

MA.NC.W.N: Numbers and Counting

Recognizes and writes numerals to 12

MA.NC.W.W: 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.

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework



Morning Meeting Routine

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

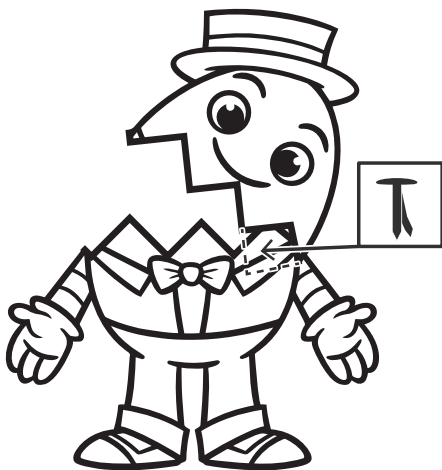
Rhyme Awareness: Humpty Dumpty and The Rhyme Cheer

MATERIALS

- Humpty Dumpty master 
- Metal brad

PREP

- Print the **Humpty Dumpty** master and cut out along the cutting line.
- Laminate and cut out, leaving an extra 2" triangle of laminate where the brad will connect the two halves. See the example picture.
- Use a brad to attach the two halves.



PROCEDURE

1. Tell children that it's time to play with sounds. Remind them that when ends of words sound the same, they are **rhyming** words.

2. Act out the first two lines using the paper **Humpty Dumpty** and wall, exaggerating the **rhyming** words **WALL** and **FALL**.

Humpty Dumpty sat on a **WALL**.

Humpty Dumpty had a great **FALL**.

WALL-FALL. These are rhyming words. Say them with me.

WALL-FALL.

3. Continue with the next two lines.

All the king's horses, and all the king's **MEN**.

Couldn't put Humpty **together** **AGAIN**.

MEN-AGAIN. These are rhyming words. Say them with me.

MEN-AGAIN.

Are there any fancy words in this song?

4. Demonstrate the **Humpty Dumpty** visual that comes **apart**. Say **apart** and **together**. Have the class repeat the words.

5. Sing the song again while demonstrating **apart** and **together** with the paper **Humpty Dumpty**.

6. Introduce the **rhyme** cheer.

Do you know how much I love to **rhyme**? I love to **rhyme** so much that sometimes, when I hear **rhyming** words, I have to do my **rhyming** cheer. Would you like to learn it?

Yes!

Okay! Here's how it works.

Wall!

Put right arm straight up in the air.

Fall!

Put your left arm straight up in the air.

7. Repeat several times, beginning with your right arm. Children will mimic beginning with their left arm, which helps imprint the left-to-right reading sequence.

Now it is your turn. Everybody stand up and stretch your hands with me.

WALL/FALL,

WALL/FALL,

WALL/FALL.

Do **WALL** and **FALL** rhyme?

You are learning how to **rhyme** and working hard. Great job!

LEGEND



SKILLS TAUGHT	VOCABULARY
<p>Identifies spoken rhymes <i>LI.PA.R.A: Phonological Awareness</i></p>	<p>Uses a new word to describe an action <i>LA.VC.A.K.2: Vocabulary</i></p>

apart
rhyme
together

TEACHER TIP

The purpose of this exercise is to sensitize children to what rhyming is. There is no need to try to trick them with non-rhyming words at first. Using large muscle movement supports memory, so the exercise matters.

Dance and Movement

Builders and Bulldozers

MATERIALS

- 10–20 plastic traffic cones (If unavailable, make traffic cones by filling plastic, two-liter soda bottles with about two cups of play sand. Wrap a wide strip of orange construction paper around the bottle and tape in place. Secure the lid with duct tape.)
- Plastic shovels for “bulldozers” (*Optional*)
- Plastic construction hard hats for “builders” (*Optional*)
- Whistle or bell (*Optional*)

PREP

- Place cones around flat area, spacing them about every four to five feet.
- Arrange half of the cones on their side and half standing upright.

PROCEDURE

1. Arrange the children in two even teams.
2. Designate one team as the “builders” and the other as the “bulldozers.” If using hard hats and shovels, distribute them to players.
3. Explain the task:
 Builders want to stand the traffic cones up.
 Bulldozers want to tip the traffic cones over.
4. Model correct behavior. Show children how to gently tip over the traffic cones (not hit or kick them over). Show children how to correctly stand cones up.
5. Blow the whistle to signal the beginning of the game.
6. Allow the children to play for two to three minutes.
7. Blow the whistle to signal the end of a round.
8. Have the children switch teams and begin a new round.
9. Continue to play as long as the children are interested.



TIP

- Remind children to watch out for other builders or bulldozers and be mindful of personal space.
- Practice listening for the whistle or bell.

MAKE IT SIMPLE 

Place traffic cones in hula-hoops that have been placed flat on the ground. This will help to slow children down and keep them from running into each other.

SKILLS TAUGHT	
<p>Moves and stops with control over speed and direction <i>HP.GM.C.1: Gross Motor Skills</i></p>	<p>Moves while maintaining personal space <i>CE.DM.P.S.1: Dance and Movement</i></p>

Center

Mixing Potions

MATERIALS

- Empty glass baby-food jars with lids, at least one per child
- Liquids: water, oil, vinegar, food coloring, and white glue
- Pump dispensers (to control the mess) for oil, vinegar, and white glue; or use medicine droppers
- Solids: glitter, flour, baking soda, cornstarch, salt (avoid things that children might be tempted to taste)
- Measuring or plastic spoons
- Smocks
- Lots of newspaper or plastic tarps. (This is a very messy operation!)
- Digital camera (*Optional*)
- Name labels and permanent markers

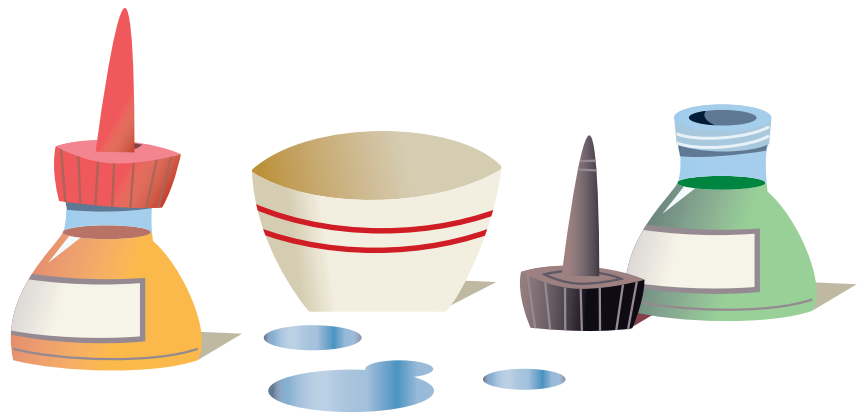


Advanced Prep

Protect exposed surfaces with layers of newspaper or protective plastic.

PROCEDURE

1. Encourage children to stir together the ingredients to make magic potions.
2. Some of the mixtures will have dramatic results; be prepared!
3. When they are done, show them how to put the lid on tightly. Shake the potion, and observe any changes. If you have a digital camera, take a picture of the potion.
4. Allow the potions to settle. At the end of the day, compare the way the potions look now with the way they looked before.
5. Show children how to shake them up to restore them.



SKILLS TAUGHT

Uses sense of touch to make observations

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

Uses descriptive language

LA.EL.N.S.2: Expressive Language (Speaking)

Centers/Outside Play/Lunch/Story/Quiet Time

Thursday Story: *The Kissing Hand*

As a class, read and discuss *The Kissing Hand*, by Audrey Penn and Ruth E. Harper

THEMES AND SKILLS

- Sense of touch
- Identify trustworthy adults

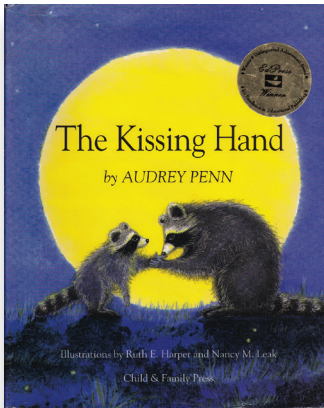
LEGEND



What's in the Bag? 🗨️ ⭐

MATERIALS

- *The Kissing Hand*, by Audrey Penn
- Small paper bags (one for every two children)
- Small objects in a variety of textures to touch and feel. For example:
 - Stiff/prickly: nailbrush, pot scrubber, pine cone, dry pasta
 - Soft: fur, yarn, cotton balls
 - Squishy: gel-filled ball, silly putty, kneadable eraser
 - Rough: sandpaper, hook side of a hook and loop fastening strip
 - Smooth: spoon, smooth rock or piece of wood, small mirror
- Paper, crayons, or pencils (Optional)



Advanced Prep

Gather textured items and put one in each paper bag.

PROCEDURE

1. Read *The Kissing Hand*. Read through the story without many pauses or questions.
2. Discuss with children how Little Raccoon's and Momma Raccoon's hands felt. Write down words that children share.
3. Hold up one of the paper bags and tell the children that they are going to play a guessing game to describe objects that Little Raccoon might play with. Remind children that raccoons like to scavenge items from many different places.
4. Demonstrate by putting your hand in a bag, feeling the object, and then telling the children words that describe the object. For example, "smooth, fuzzy, fleece-like."
5. Model peeking in bag for help with describing words. Remind the children not to tell what is in the bag when they peek.
6. Have the children call out their guesses as to what is in the bag. When they guess the item correctly, hold it up for all to see.
7. Organize the children into pairs, and give one child in each pair a bag. Have the child with the bag feel the object and then whisper words that describe the object to his or her partner. The partner should whisper what they guess is in the bag.
8. Children may peek in the bag for help in describing the object. Continue until children guess correctly. For children who struggle, you may need to help with hints and describing words.
9. After the child correctly guesses the item, have children pass their bag to the next pair. The child in each pair that guessed the first time gets to hold the bag and give clues for this object. Repeat as long as attention lasts.


MAKE IT SIMPLE 🖐️

- Pass around each item and let each child touch and take turns describing the object before you place it in a bag.
- Have pictures of each item displayed where children can see them as they are playing this game.

GO DEEPER

- No peeking in the bag allowed!
- After playing the game, have the children pick one item and draw it on a piece of paper. Have them write the name of the item, then they can write describing words for that object. (Let them use inventive spelling.)

DLL VARIATION

- Encourage children to use this sentence stem 

“This _____ feels _____.”



SKILLS TAUGHT

Describes familiar objects

LA.ELC.E.3: Expressive Language

Demonstrates ability to stop responses

LM.EF.I.1: Executive Function

VOCABULARY

texture
touch

TEACHER TIP

You may need to show and name all of the objects before you play this game. Place objects on a tray and name each of the objects. Have children close their eyes while you place items in bags.

This activity may take several demonstrations and trials for children to remember not to say the object’s name when peeking in the bag. They are practicing difficult inhibition skills. Be patient!

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



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework



Morning Meeting Routine and Blend Compound Words

Sing the *ABC Song*, then clap and say the two words, “**gold - fish.**” Ask the children, “What is the word?” “Yes, goldfish.”

Literacy

Ten Little Goldfish

MATERIALS

- Interactive whiteboard or projector
- *Ten Little Goldfish*

PREP

Add *Ten Little Goldfish* to a Classroom Advantage playlist. 

PROCEDURE

1. **Show the book and read the title.**
Let’s count and see if there really are ten little goldfish.
2. **Count each goldfish.**
3. **Help children use clues to guess what will happen.**
It’s easy to guess what might come next in this book, since it is a counting book.
4. **Show pages two and three.**
I’ll read what it says here, and I bet you can tell me what will come on the next page.
“One little, two little, three little goldfish.”
What do you think will come on the next pages?
Four little, five little, six little goldfish.
5. **Turn the page to help the children check their guesses.**
6. **Continue reading the book.**
Did you count ten goldfish? Were you surprised at the last page?



SKILLS TAUGHT

Predicts based on narrative pattern
L.I.RC.N.S.2: Reading Comprehension

Understands each number names a quantity that is one larger
M.A.NC.N.C.1: Numbers and Counting

LEGEND



Language

I Am, I Can 🗣️⭐

PROCEDURE

1. Ask the children to think about something they like to do or something they do well.
2. Teach the *I Am, I Can* song (sung to the tune of *Where is Thumbkin*) 🎵
I am _____.
I am _____.
I can _____ (any action: hop, read, etc.).
I can _____.
I am good at _____ (any action: hopping, reading, etc.).
I am good at _____.
I can _____.
I can _____.
3. Demonstrate using your name and an action you like to do.
4. Ask for volunteers to share something they like to do.
5. Practice the song with their names and actions.
6. If possible or practical, give each child a chance to share something they like to do and sing the song.



VARIATIONS

- Let the whole class sing about one child. Change the words from “I” and “me” to “he” or “she” and “him” or “her.” (For example, “She is Mary, she is Mary, watch her dance, watch her dance.”)
- Increase difficulty and engagement by having children perform the action as they sing. For example, if the action is dance, as in “watch me dance,” have children dance as they sing.

SKILLS TAUGHT

Identify personal characteristics, preferences, thoughts, and feelings
SE.SC.S.1.4: Self-Concept and Independence

Uses common verbs
LA.EL.C.1.2: Expressive Language (Speaking)

Centers/Outside Play/Lunch/Story/Quiet Time

Friday Story: *To The Tub*

As a class, read and discuss *To The Tub*, by Peggy Perry Anderson

THEMES AND SKILLS

- Washing
- Cleaning Up







Math and Numeracy

Arrange and Count 4

Print out and assemble a four-dot spinner. Using the Waterford Scoops and Cones master, cut out one ice cream cone and 10 ice cream scoops for each child. Duplicate one Scoop Chart for each child, and one for yourself

MATERIALS

- Numeral Cards 1-4 
- Scoops and Cone 
- Scoop Chart 
- Four Dot Spinner 
- Paper clip
- Metal brad

PREP

- Print out and assemble a four-dot spinner.
- Using the Waterford **Scoops and Cones** master, cut out one ice cream cone and 10 ice cream scoops for each child.
- Duplicate one **Scoop Chart** for each child, and one for yourself



Warm Up: Count the Dots Ice Cream

1. Gather the children to the rug. Sing the playful song:
"I scream, you scream, we all scream for ice cream."
How many scoops of ice cream will you eat?
2. Show the children the dot spinner, and demonstrate the way that spinning the paper clip makes it point to different numbers of dots. Practice spinning and counting several times.
3. Explain that the dots show how many scoops the children can put on their ice cream cones. Sing the song again:
"I scream, you scream, we all scream for ice cream."
How many scoops of ice cream will you eat?
4. Spin the paper clip and have children count out loud how many dots they see and practice putting that many scoops on their cone.
5. Repeat this for as long as the children are interested. Keep it fun and short. Pretend to gobble up four ice cream scoops before they melt!

Instruction: Count and Write 4

1. Arrange the number cards in a line.
Here are the numbers we have learned: 1, 2, 3, 4.
Show me 3 on your fingers.
2. Check and correct the cards.
Let's count to 4 on our fingers.
3. Check and correct the cards and repeat this several times until the children have it down.
Great! Now let's practice making a number 4.
4. Demonstrate by writing on the board while repeating the Waterford number instructions.
Down, over, lift finger, down—4.
Shift to the other side, and do it again so that all children can see.
5. Practice sky-writing in the air with the children while repeating the Waterford instructions.
I am going to show you a number, and I want you to show me that number on your fingers as fast as you can.
6. Choose a number card at random, and hold it up. Check and correct the cards.
7. Repeat this several times, while checking and correcting.

Practice: Scoop Charts

1. Using your own **Scoop Chart**, demonstrate how to count the dots and then glue on the proper number of scoops.
My first cone has the number 1 and there is one scoop on top. What number is on the next scoop?
2!
How many scoops should I paste on this cone?
2!
2. Pass out the **Scoop Charts** and glue sticks and collect the ice cream cones.
3. Have the children glue the appropriate number of scoops onto each cone.
4. Circulate and monitor, making corrections as needed.

Wrap Up

1. Gather the children together to the listening rug. Show the children your ice cream scoop sheet. Point to various cones, asking how many scoops each cone has.
Mmm, all this ice cream sure looks yummy!
We started with one scoop and then made the cones taller!
Show me with your fingers how many scoops this cone has?
2. Repeat this several times, checking and correcting.
3. Ask the children to explain how they knew the right number of scoops to put on each cone. Review the ice cream chart with the children counting and pointing to each scoop.

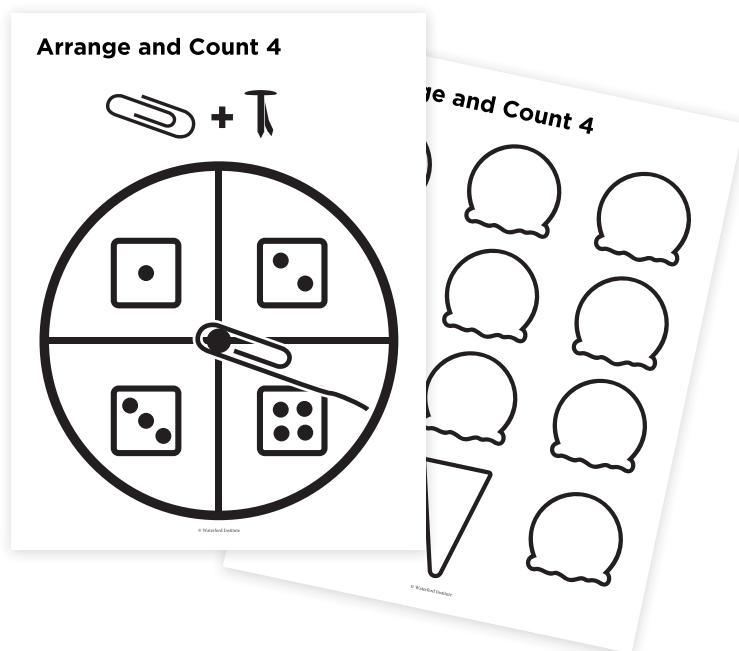
SKILLS TAUGHT

Subitizing

MA.NC.C.S: Numbers and Counting

Counting

MA.NC.C.C: Numbers and Counting



Messy Friday

Slime!

MATERIALS

Slime:

- One part water
- Four parts corn starch
- Add a few drops of food coloring, if desired

PREP

Make slime by stirring the water and cornstarch together. (Consider doing this as a class activity as you introduce the center.)

PROCEDURE

1. Let children play with the “slime”
2. Model and supply feeling adjectives (**slimy**, **stretchy**, **stiff**, **slippery**, and **sticky**) as you talk together.



SKILLS TAUGHT

Use the sense of touch to make observations

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

Uses descriptive language

LA.EL.N.S.2: Expressive Language (Speaking)

TEACHER TIP

The slime will become stiffer the more it is manipulated, though it will still be slippery and hard to handle. Allow plenty of time for clean up. It will come off hands with soap and water. Other remnants can be allowed to dry to a powder for half an hour and then vacuumed. You can store the slime in tight containers for a few days. If it appears to dry out, add a little water.

LEGEND



Advanced Preparation



Classroom Advantage



Waterford Sound



Waterford Printed



DLL



Differentiated Learning



SPED



Family Engagement



Observation



Portfolio



Satisfied Framework



Centers or Outside Play/Review/Dismissal

1. **Homelink 4** 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 suggested Dramatic Play center is a **Restaurant**. Be on the lookout for tables and chairs, paper for menus, orders and receipts, play food, etc.
- Next week's letters are **capital H** and **capital I**. Bring in examples for the key words (real, toy, or pictures): H (Hot dog); I (Igloo).
- Next week's Morning Meetings include a **This Belongs to a Friend** activity. Begin jotting down notes about what you want to say about each child. Message or chat with parents for additional suggestions.
- You will need props of some kind for Wednesday's **Dancing with Props** activity. Chiffon scarves work well, as do the ribbon sticks described in Week 12's **Circle Party** activity.
- You will administer **Benchmark Literacy Assessment #1** next week. Reading it over in advance will help everything go smoothly.
- Congratulations! You've finished the first unit. It will only get easier from here on out.

