

Managing the Program

Splash into Pre-K helps you build a community of learners by using an integrated child-centered curriculum in English and Spanish. Through comprehensive lessons and high-interest activities, children are actively engaged and learning goals are met.

Learning Goals
Find instructional targets for each week at a glance.

Daily Lesson Plans
Plan from an overview of each week's daily activities.

Weekly Learning Centers
Support children's skill practice with a variety of engaging Center opportunities.

Listening Library
Use authentic literature to integrate lesson content throughout each week.

English Language Learners
Use these strategies to provide meaningful adaptations for daily activities.

Meeting Time and Story Time

Introduce children to the daily content focus through the Big Idea.

Use program literature to help children build and extend content knowledge.

Meeting Time

Gather Together

Learning Goals

Oral Language
Show understanding through gestures and actions

Phonological Awareness
Match final sounds

Word of the Week
mobile
móvil

Let's Talk

Big Idea

I can bend low and stretch high. *Me puedo doblar hasta muy abajo y estirar hasta muy arriba.*

Phonological Awareness

Conscious Discipline™

Calm

Connect

Commit

Story Time

Read the Big Book

Learning Goals

Book/Print Awareness

Letter Knowledge

Modeling Comprehension

Responding

Letter Work: Nn /n/, Ññ /ñ/

Listen to the Daily Message

Centers Transition Time

Daily Message

Today is _____.

It is _____ outside.

We read _____.

We learned about the letters _____.

Hoy es _____.

Afuera está _____.

Leímos _____.

Aprendimos las letras _____.

Conscious Discipline™ Strategies

Use Dr. Becky Bailey's strategies to build a sense of community.

Literacy Time and Math (or Science) Time

Use small group lessons to teach key concepts before children transition to Centers.

Literacy Time

Learning Goals

Dramatic Play

Special Needs Adaptations

Ready!

Set!

Go!

Math Time

Learning Goals

Gross Motor Skill

Patterns

Technology

Make It Easier

Make It Harder

Ready!

Set!

Go!

Language and Literacy

Invite partners to work together. One partner states something they can do, acts it out, and then asks her or his partner, *Can you? ¿Puedes hacerlo tú?* Have children take turns demonstrating asking the questions.

REFLECT: Which parts of our bodies help us move? *¿Qué partes del cuerpo nos ayudan a movernos?*

Library and Listening

MATERIALS: Instructional Small Books: *Our Muscles, Los músculos*; Small Book Listening CDs (English, Spanish)

Invite children to listen to the story. Encourage children to show you their arm and calf muscles.

REFLECT: Which muscles help you smile and frown? *¿Qué músculos los ayudan a sonreír y a fruncir el ceño? Can you smile without your muscles? ¿Podrían sonreír sin los músculos?*

Writer's Corner

MATERIALS: drawing paper; crayons; markers

Have children draw pictures of movements. Ask them to describe their drawings. Transcribe their descriptions onto their drawings.

REFLECT: How would life be different if we couldn't move different parts of our bodies? *¿Cómo sería la vida si no pudiéramos mover distintas partes del cuerpo?*

Fine Motor

MATERIALS: Pattern Blocks; paper; crayons

Ask children to make a pattern on paper using the Pattern Blocks, and color it.

REFLECT: What did you make with the muscles in your hands? *¿Qué hiciste con los músculos de las manos?*

Math

MATERIALS: Games and Patterns CD-ROM; Connecting Cubes

Encourage children to select a pattern core card. Instruct them to use Connecting Cubes to replicate the two-color combination shown on the card. Have children replicate the two-color combination cubes together to create a pattern.

REFLECT: Invite children to compare the patterns they created.

Technology

MATERIALS: Frog Street Pre-K Interactive Software: Theme 4 Mats: "What Comes Next?" *¿Qué viene después?*

Have children recognize and extend patterns.

REFLECT: Invite children to tell how their extended patterns.

Managing the Program

Play and Learn

Have children participate in these indoor and outdoor physical activities that support lesson concepts.

Connection Time

Use these mini-lessons to connect lesson concepts to science, social studies, and fine arts.

WEEK 1 DAY 1

Play and Learn

Play Inside

MATERIALS Frog Street Friends CD: "Wiggles, Jiggles, Giggles" (Teacher's Edition, p. R34)

- Invite children to demonstrate how to wiggle, jiggle, and giggle. Ask which body parts are used in each movement.
- Encourage children to dance and sing along with "Wiggles, Jiggles, Giggles."

Learning Goals

Comprehension
Connect information in books to real-life experiences

Gross Motor Skill
Follow a sequence of movements

Play Outdoors

MATERIALS Game: "Keep Away" (Teacher's Edition, p. R58); balls

- Invite children to play "Keep Away." Discuss ways the body moves during the game.

Story Time

Read the Big Book

MATERIALS Instructional Big Books: *Body Talk in Rhyme. El cuerpo habla en rimas*; Vocabulary Cards: *mobile, móvil*

- Display the cover of the book. Invite a volunteer to remind the class what this book is about.
- Display the Vocabulary Card: *mobile, móvil*. Remind children that *mobile* means "able to move." Ask volunteers to match the card with a scene in the book.

Story Words
chatter *rechinan*
clap *dan palmas*
itch *pica*

Modeling Comprehension

Model mimicking
imitate other actions
show them to perform the

Connection Time

Social Studies

MATERIALS *Games and Patterns CD-ROM*: Photo Fanny, Photo Fanny's Adventure Journal Cover; Fanny Frog puppet

- Display the Fanny Frog puppet, a copy of Photo Fanny, and a copy of the Journal Cover.
- Tell the children that they will each take home a Photo Fanny at the end of the week. Photo Fanny will visit their family for two weeks. While she is visiting, they will involve her in their regular activities (dinner, playing, family trips) and record the adventures in a special journal they will make at school this week. They can add photos and drawings to their journals to show the fun they have with Fanny.
- Invite several volunteers to share some of the family activities where they might include Photo Fanny.

Written Expression

Record family activities in a journal

Oral Language and Vocabulary

Demonstrate use of steadily increasing vocabulary

Discuss today's accomplishments

Good-bye Time

MATERIALS *Family Connections CD*: Theme Letter, PATT Mat

- Read the Big Idea again (TE, p. 10). Invite volunteers to give examples and demonstrate ways they can move.
- Display the Daily Message created earlier in the day (TE, p. 11). Ask children what they would like to add.
- Ask: *What did you learn about muscles today? ¿Qué aprendieron hoy sobre los músculos? Can you point to the muscles you use when you walk? ¿Pueden señalar los músculos que usan cuando caminan?*
- Invite children to share what they did in the Centers today.

Family Connection Send home the Theme Letter and PATT Mat and encourage children to show family members some ways their muscles help them move.

WEEK 1 Adaptations for Young Learners

Story Time

Read the Big Book

MATERIALS Instructional Big Books: *Our Muscles, Los músculos*; Bilingual CD: *Songs of You and Me*; *Cançons de tu i jo*; "Open, Shut Them"/"Abre y cierra" (Teacher's Edition, p. R28)

- Display the book cover. Point to the boy's arm muscles and tell children that this book is about muscles. Explain that muscles attach to our bones and they help us to walk, push, pull, run, jump, pick things up, and even smile.
- Read the book, tracking the print.
- Sing the song. Point out that it is our muscles that open, close, and walk our fingers. Encourage children to close (make a fist) and then open their hands. Ask children to use one hand to squeeze the index finger of the other hand. Ask them if they can feel the muscles in their squeezing hand work.
- Encourage children to focus on their thighs. Have them stand and place their hands on their thighs and then squat and then stand up again. Ask them if they can feel the muscles in their legs working.
- Explain that muscles allow a person to be *mobile*—able to move.

Word of the Week
mobile
móvil

Story Words
muscles *músculos*
index *índice*
skin *piel*
smile *sonreír*
frown *fruncir el ceño*

First Reading: Modeling Comprehension

- Display the book cover. Ask a volunteer to recall what the book is

Adaptations for Young Learners

Use the resources in this section to adapt weekly lessons for younger children, children with special needs, children who would benefit from daily math lessons, or any child who may need additional experience before engaging in the lessons.

Theme Resources

Choose from a variety of resources to complement the instruction each week.

Theme 7 Resources

- R2 Daily Materials Checklists
- R10 Letter Routines
- R18 Things to Make
- R20 Conscious Discipline™
- R34 Theme Songs
- R50 Poems, Chants, Rhymes, Finger Plays
- R58 Games
- R62 Journal
- R64 Stories
- R73 Games and Patterns CD-ROM Contents
- S1 Scope and Sequence
- I1 Index

Resources R1

Family Connection

Have children take home the Theme Letter and the Parents Are Teachers Too (PATT) Mat to share and extend what they have learned in school.