

Houghton Mifflin Harcourt



A Great Place to Learn and Play!

**A comprehensive integrated curriculum,
featuring the work of Becky Bailey and Steve Spangler,
and adapted for three-year-old learners.**

Available in English and Spanish



HOUGHTON MIFFLIN HARCOURT

Splash into Pre-K Themes!

Nine Great Ways to Make a Huge Splash for Pre-K!

Theme 1 My School and Me

Week 1: This Way to PreK!

Week 2: Physical Me

Week 3: My Senses

Week 4: I Think, I Feel

Theme 2 My Family and Friends

Week 1: Families

Week 2: Families and Homes

Week 3: Friends and Pets

Week 4: Community

Theme 3 Giants

Week 1: Big and Little

Week 2: Nature's Giants

Week 3: Giants Made by People

Week 4: Make-Believe Giants

Theme 4 Choices

Week 1: I Make Choices

Week 2: Healthy Choices

Week 3: Healthy Habits

Week 4: Problem Solving

Theme 5 Stories and Rhymes

Week 1: Nursery Rhymes

Week 2: Traditional Tales

Week 3: Folk Tales

Week 4: Ballads and Fables

Theme 6 I Build! I Create!

Week 1: Construction Terms

Week 2: Tools and Machines

Week 3: I Can Build

Week 4: I Can Create

Theme 7 Things that Move

Week 1: I Move

Week 2: Travel

Week 3: Transportation

Week 4: Mysterious Movers

Theme 8 Animals

Week 1: Farm Animals

Week 2: Zoo Animals

Week 3: Bugs

Week 4: More Bugs

Theme 9 Changes

Week 1: Changes in and Around Me

Week 2: Earth Changes

Week 3: Nurturing Earth

Week 4: Before and Now

Splash into Pre-K Authors!

An Incredible Group of Early Childhood Experts!



Senior Authors:

- Pam Schiller, Ph.D.
- Alma Flor Ada, Ph.D.
- F. Isabel Campoy, Ph.D.
- Brian Mowry

Contributing Authors:

- Becky Bailey, Ph.D.
- Steve Spangler
- Marlene Williams
- Clarissa Willis, Ph.D.
- Emilia Rivas
- Sharon MacDonald
- Pat Phipps, Ph.D.
- Richele Bartkowiak
- Karen Hickman
- Mary Jo Huff
- Pat Edwards, Ph.D.
- Monte Selby, Ph.D.
- Blanca Enriquez, Ph.D.
- Jill Norris
- Jean Feldman, Ph.D.
- Thomas Moore, Ph.D.
- Gerry West
- Julie Gintzler
- Sharon Burnett
- Don Monopoli
- Maria Nevarez-Solis
- Ella Jenkins
- Stephen Fite
- Amy Noble



Literacy and Language

English
and
Spanish

Splash Instructional Big Books

20 Big Books provide a variety of genres as they support instruction.



Listening Library

Authentic Literature adds a playful introduction to each of the nine Splash Themes.



Listening Comprehension in the Lily pad Theatre

Splash Story Folders!

Build oral language with 34 amazing magnetic Story Folders! Each folder has the story text printed on the inside of the folder and features magnetic manipulative props that help bring life to each story.



A few folder examples are:

- Itsy Bitsy Spider
- The Chihuahua and the Leopard
- The Princess and the Pea
- Animal Habitats
- The Sun and the Moon
- The Noisy House

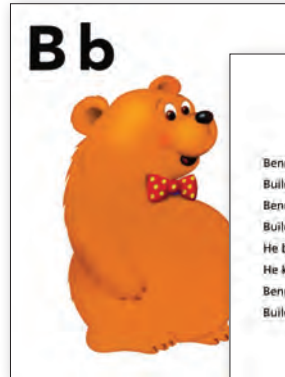
Literacy Support



Aa

Andy Apple
(tune: "Skip to My Lou")

Andy Apple would like to play
With his animal friends today.
First he'll teach them letter A.
Andy Apple draws A this way!



Bb

Benny Bear
(tune: "Three Blind Mice")

Benny Bear
Builds a B.
Benny Bear
Builds a B.
He builds a B using big blocks.
He keeps a B in his backpack.
Benny Bear
Builds a B.



Alphafriends

The Alphafriends and Alfamigos will help you make your letter work lessons lively, interactive, and student centered. Use Alphafriends Cards and Alphafriends Song CDs to introduce the alphabet in a fun, fully research-based way.

The Alphafriends Take-Home Books will build vocabulary and offer families some ideas for reinforcing letter names at home.



Anthology of Traditional Tales

The Anthology of Traditional Tales is a read-aloud component that includes thirty richly-illustrated fables and folktales in both English and Spanish. Each tale is accompanied by several questions in each language that teachers can use to gauge children's comprehension.


Magnetic Letters provide the hands-on experience children need to begin to recognize letters and build simple words. Set contains 70 lowercase and 58 uppercase letters.



Building Oral Language and Vocabulary



#95



lion
león

Vocabulary

Africa
big
carnivore
cat
cub
India

África
grande
carnívoro
gato
cachorro
India

lioness
mane
paws
prey
pride
tom

leona
melena
patas
presa
orgullo
gato macho

Read

If I Were a Lion by Sarah Weeks
The Happy Lion by Louise Fatio
The Lion and the Mouse by Jerry Pinkney
How Loud is a Lion? by Clare Beaton

Things to Talk About

- ♦ Lions are magnificent animals that are a symbol of courage and nobility. They often appear on family crests and flags. Lions have a short tawny coat and a tufted tail. Male lions, called toms, have a heavy mane around their face and neck. Is this a male or a female lion? ¿Es este un macho o una hembra? Do you know what the female lion is called? ¿Sabes como se les llama a las hembras? (lioness-leonaa) Baby lions are called cubs. A group of lions is called a pride.
- ♦ Lions live in Africa and in Northwest India. Show children these locations on a globe.
- ♦ The lion is a carnivore. It eats primarily meat. It likes to hunt at night.
- ♦ Lions grow to be about four feet tall.
- ♦ Why do they call the lion the king of the jungle? ¿Por qué llaman al león el rey de la selva? (the top of the food chain) Is this an accurate name for lions? ¿Es este un nombre correcto para los leones? Lions are powerful and can easily kill most other animals, but they don't live in the jungle. They live out on the Savannah.

Things to Do

- ♦ Lions have an excellent sense of balance. Invite children to walk the balance beam as they pretend to be lions.
- ♦ Give children 4-foot pieces of yarn. Encourage them to find things in the classroom that are the height of a lion or shorter.
- ♦ Sing "The Lion in the Jungle" - "El león de la selva."

<p>The Lion</p> <p>The old lion roars a mighty roar And right next door brown bear roars. I guess when you live at the noisy zoo There's not much else you can do.</p>	<p>El león</p> <p>¿Qué fuerte se escucha rugir al león, y el oso vecino ronca cual dragón? Creo que si vives en un zoológico ruidoso, no puedes ponerte demasiado quisquilloso</p>
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Photo Activity Cards

138 cards enhance children's oral language development. Vocabulary lists, discussion prompts, and activities make these cards a powerful vocabulary support tool!



Rebus Posters provide visual support for following multiple-step directions.

Vocabulary Cards — 216 Cards

Build robust vocabulary in English and Spanish.

<p>helicopter</p> 	<p>helicóptero</p> 
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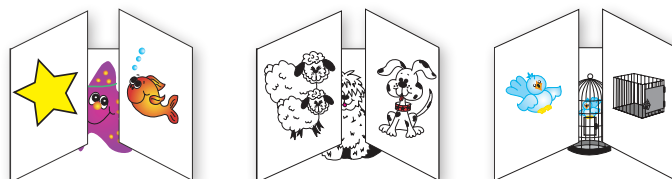
<p>run</p> 	<p>correr</p> 
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apartment		
Language	Word	Pronunciation
French	appartement	(ah-pahrt-MOHN)
Vietnamese	chung cư	(choom cuh)
Mandarin Chinese	公寓	(gong-yu)
Urdu	رائسہ	(makan)
Arabic	شقة	(shuka)

The back of the English card gives the word and its pronunciation in five languages.

Compound Word Cards

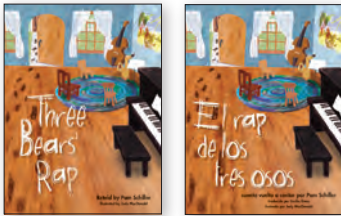
Compound Word Cards are designed to support an early look at blending and segmenting through critical visual reinforcement.



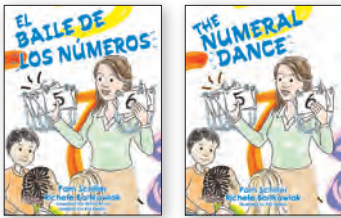
Hands-On Math for Pre-K

Engaging math books, valuable resources, music, and manipulatives.

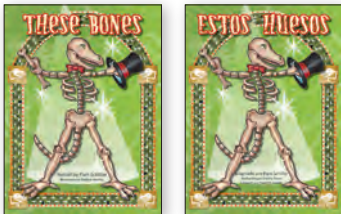
Math Library



Three Bears' Rap
El rap de los tres osos



The Numeral Dance
El baile de los números



These Bones • Estos huesos



Five Silly Monkeys
Cinco monos tontos

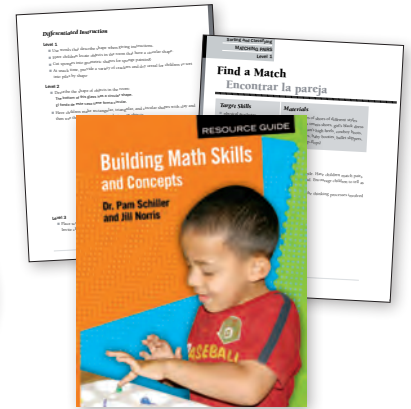


Hands and Fingers
Manos y dedos

Building Math Skills and Concepts

Features activities that help young children move through a continuum of math skills.

Moving to Math CD
Camino a las matemáticas CD



Manipulatives



pattern blocks



chain links



attribute buttons



connecting cubes



frog counters



AngLegs®

Game patterns included on the Games and Patterns CD.

Science with Steve Spangler

Explore science with the aid of Steve Spangler exploration activities and tools!



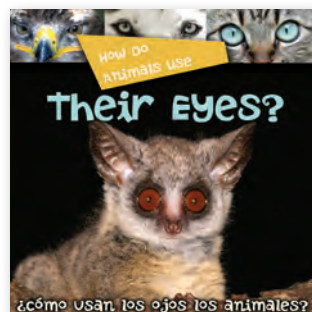
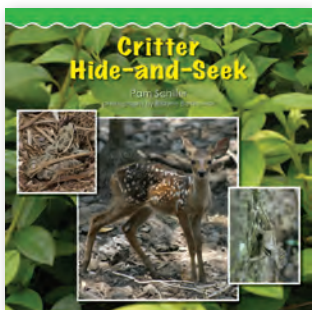
When my twin boys were in preschool, I occasionally got the privilege of being the *Helping Dad* for the day. I'm not sure how much "helping" went on when I was at school, because I found myself playing with the best of them. It didn't take long for me to forget my writing deadlines or lesson plans and other responsibilities because I was so caught up in the art of playing.

Oh, yes... there is an art and science to playing. After a quick scan of the room, I zoomed in on the building blocks where I found a little guy who was having problems keeping his structure from falling down. It was *Helping Dad* to the rescue! I made a recommendation to my playing partner that we use big blocks on the bottom of the tower to make it more stable and to keep it from falling. He looked at me with those five-year-old eyes and said, "That's so dumb! It's supposed to fall over...because that's why it's fun!" What was I thinking?



Tools for Science Exploration

- mixing tray
- magnetic wand
- graduated pipettes
- test tubes and rack
- rainbow peepholes
- energy beads



How Do Animals Use Their Mouths?
¿Cómo usan la boca los animales?

How Do Animals Use Their Eyes?
¿Cómo usan los ojos los animales?

How Do Animals Use Their Ears?
¿Cómo usan los oídos los animales?

Splash into Pre-K Technology!

English
and
Spanish

Technology is always a splashy way to enhance Pre-K planning and instruction!

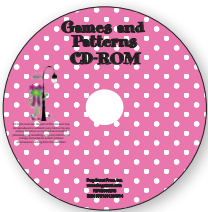


Frog Street Pre-K Interactive Software

Custom-designed software developed in conjunction with the instructional program.

Digital Online Library

Provides convenient access to all teacher guides, literature, and resources. Use this online library to project stories for large and small classroom lessons.



Games and Patterns CD

Offers ready-to-print sorting mats, patterns, and cut-outs to support math and literacy lessons.



Storytellers on Frog Street DVD

Provides English and Spanish theme-related stories.

CD Collection

Music CDs

- Dr. Jean on Frog Street CD
- Songs of You and Me • Canciones de ti y de mí CD
- Songs of Little Creatures • Canciones de los animalitos CD
- Songs for Learning Fun • Canciones para aprender con diversión CD
- Songs of Our Earth • Canciones de nuestra tierra CD
- Frog Street Friends CD
- Feelin' Froggy CD
- Nursery Rhyme CD

Listening CDs

- Small Book Listening CD (English)
- Small Book Listening CD (Spanish)



Includes a handy CD carrying case!

Music by

- Dr. Jean
- Dr. Thomas Moore
- Don Monopoli
- Stephen Fite
- Dr. Monte Selby
- Ella Jenkins
- Suni Paz



Professional Development Opportunities

Resource Guides that support a variety of Pre-K classroom needs!

***Creative Storytelling by Mary Jo Huff**

Creative Storytelling provides tips for easy storytelling techniques, including patterns and props to make the stories, songs, and finger plays come alive. You will learn to tell stories in the most animated and inviting way!

***Building Math Skills and Concepts by Dr. Pam Schiller**

Building Math Skills and Concepts features activities that help young children develop important math skills. These activities will help you become more aware of the skill development sequence that children need to become independent thinkers and doers.

Strategies for English Language Learners by Dr. Blanca Enriques

Strategies for English Language Learners provides important research on second language acquisition as well as specific classroom strategies you can use to apply the research to your preschool classroom. Activities and strategies are based on three major teaching approaches that are particularly valuable for the oral language development of preschool children.

***Spanish Literacy Strategies for Young Learners by Alma Flor Ada and Isabel Campoy**

Spanish Literacy Strategies provides background information and activities you need to develop Spanish Literacy in your young learners so that they will be better prepared to master the same skills in English.

Continuum of Physical Development by Dr. Pam Schiller

The *Splash Physical Development Guide* features activities that help young children develop important physical skills. The activities cover basic movements and skills from their lowest level to the level at which more four and five year olds function.

***Family Connections: Building a Sense of Community by Sharon Burnett and Jill Norris**

The *Splash Family Connections Guide* is packed with resources for welcoming families to become active participants on their child's learning team. Resources include: Letter from the Authors, Theme Newsletters, Take-home Storybooks, Calming Strategies, and much more.

***Assessment: A Portfolio Approach by Sharon McDonald**

This informative guide supports the development portfolio assessment for three and four year olds that measures growth over time! It includes an invaluable resource that provides key skills essential for success as children grow!

The Research that Makes a Difference!

Pam Schiller, Ph.D.



Character Education Focus

The *My Family and Friends* theme provides several opportunities for teaching tolerance and helpfulness.

Tolerance • tolerant • **tolerante**—involves learning to accept and appreciate differences.
Helpfulness • **amabilidad** • helpful • **amable**—is the practice of aiding and assisting others.
It is also an attitude.

For many children their family may have been their only window into the outside world. They may assume that all families are the same. They may have developed habits related to playing alone, to having access to whatever they want, and to being waited on. Here are some tips for teaching children to be tolerant and helpful.

Incorporate activities that focus on differences—how many children like melons, live in apartments, have traveled outside the state, were born in May, have siblings, and so on.

Provide variety in art materials, snacks, stories, field trips, music, routines, and so on. Encourage the children to try new things.

Becky Bailey, Ph.D.



Conscious Discipline™ Tips

“*Conscious Discipline* advocates creating a positive school climate through the creation of the *School Family*. Within the *School Family*, children and adults have a sense of belonging. In Theme 1, *My School and Me*, we began to build the *School Family* climate during the Greeting Circle with *Brain Smart Start* activities (stress reduction activities) and connecting rituals. We established *The Kindness Tree*, *Ways to be Helpful Board or Book* and the *Safe Place* to encourage children to be meaningful contributors to the welfare of others. In Theme 2, *Family and Friends*, we will continue building the *School Family* by creating *The Friends and Family Book* and the *Job Board*. In addition, here are two centers that can be used to nurture the *School Family*.

The *We Care Center*, to be introduced during Week 2, provides children with a symbolic way of expressing empathy, encouragement, and affection for others.

The *Celebration Center* provides a way to celebrate life events, individual achievements (losing a tooth, learning to button, birth of a sibling), and contributions to the *School Family*™ (using a big voice, helpful hands). You can introduce the *Celebration Center* when an opportunity arises naturally. Your job is to find the gift that each child or adult has to offer and celebrate it.”

Alma Flor Ada, Ph.D.



Cultural Sensitivity: The Family

Dr. Alma Flor Ada is Professor Emerita at the University of San Francisco. She directed the Center for Multicultural Literature for Children and Young Adults at the University of San Francisco, where she has been a professor since 1976. She has guided the doctoral research of numerous students in the areas of bilingual education, multiculturalism, pedagogy, and children's literature. Dr. Alma Flor Ada has been active in the National and California Associations for Bilingual Educators for many years. A frequent presenter at national and international conferences, Dr. Alma Flor Ada also works in schools with children, teachers, and parents.

Dr. Alma Flor Ada received her Ph.D. in Spanish Literature from the Pontifical Catholic University in Lima, Peru and did post-doctoral research at Harvard University.

Houghton Mifflin Harcourt Journeys

Research Contributions: Literacy, Biliteracy, Multicultural Children's Literature, Home-School Interaction, First and Second Language Acquisition.

F. Isabel Campoy, Ph.D.



Early Learners

F. Isabel Campoy is an award winning author and publisher in the fields of Applied Linguistics and Children's Literature written in English and Spanish. She has published 12 books on teaching English as a Foreign Language and seven texts on Language Arts and Parental Involvement.

An international speaker on multicultural issues, Latino children's literature, and drama applied to teaching, Isabel Campoy is an active member of the California Associations of Bilingual Educators, the National Association for Bilingual Educators, and the International Reading Association (IRA). She is the President of Transformative Education Services and serves on the Board of Social Responsibility for the International Reading Association.

F. Isabel Campoy earned her M.A. at the Universidad Complutense of Madrid and at the Reading University in England. Her doctoral studies in English Philology were completed at the Universidad Complutense in Madrid.

Houghton Mifflin Harcourt Journeys

Research Contributions: English as a Second Language, Applied Linguistics, Writing in the Curriculum, Family-Involvement

Houghton Mifflin Harcourt

**Exceptional Research Becomes
Meaningful Practice**



A Great Place to Learn and Play!

Please turn the pages to join us for a walkthrough of one model week of instruction and activities. The lesson comes from Theme 7 and would generally come about 6 months into the Pre-K Year!

I Move Yo me muevo



Word of the Week

mobile
móvil

Instructional Big Books

Learning Goals

Phonological Awareness

- Match final sounds

Letter and Word Knowledge/Writing

- Letter names and sounds:
N, n, /n/, Ñ, ñ, /ñ/, P, p, /p/
- Write letters and words

Social/Emotional Development

- Work cooperatively
- Maintain concentration
- Help others
- Show empathy

Health and Safety

- Bike safety rules

Comprehension

- Table of contents and index
- Retelling
- Connect to real life

Math

- Patterns
- Odd and even numbers
- Counting 0–29

Technology

- Onset and rime
- Letter identification
- Math patterns

Physical Development

- Awareness of body parts
- Move body parts

Oral Language and Vocabulary

- Compound words
- Content words
- Use prior knowledge
- Increase vocabulary
- Discuss photographs

Social Studies

- Family activities
- Mexican culture


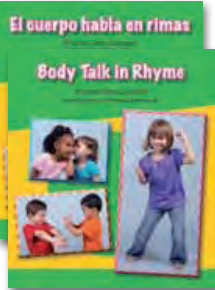
Fine Arts

- Dramatic play
- Sing songs
- Dance



Day 1

Day 2

<ul style="list-style-type: none"> • Meeting Time • Story Time 	 <p>Meeting Time, p. 10 Gather Together Let's Talk Conscious Discipline Story Time, p. 11 Big Book Letter Work Nn /n/, Ññ /ñ/ Daily Message</p>	 <p>Meeting Time, p. 16 Gather Together Let's Talk Conscious Discipline Story Time, p. 17 Traditional Tale Letter Work Nn /n/, Ññ /ñ/ Daily Message</p>
 <ul style="list-style-type: none"> • Literacy Time • Math Time • Centers 	 <p>Literacy Time, p. 12 Story Folder Math Time, p. 13 "Open, Shut Them" "Abre y cierra" Centers Literacy and Math</p>	 <p>Literacy Time, p. 18 Songs of Learning Fun Math Time, p.19 Traffic Light Centers Literacy and Math</p>
<ul style="list-style-type: none"> • Play and Learn • Story Time • Connection Time • Good-bye Time 	 <p>Play and Learn, p. 14 Story Time, p. 14 Big Book Connection Time, p. 15 Social Studies Good-bye Time, p. 15</p>	 <p>Play and Learn, p. 20 Story Time, p. 20 Story Folder Connection Time, p. 21 Physical Development and Safety Good-bye Time, p. 21</p>

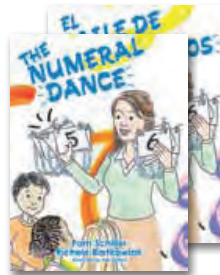
Day 3

Meeting Time,
p. 22
Gather Together
Let's Talk
Conscious Discipline
Story Time, p. 23
Math Book
Letter Work *Pp /p/*
Daily Message



Day 4

Meeting Time,
p. 28
Gather Together
Let's Talk
Conscious Discipline
Story Time, p. 29
Math Book
Letter Work *Pp /p/*
Daily Message



Day 5

Meeting Time,
p. 34
Gather Together
Let's Talk
Conscious Discipline
Story Time, p. 35
Big Book
Letter Work *Nn /n/, Ññ /ñ/, Pp /p/*
Daily Message



Literacy Time, p. 24
Rhyme
Math Time, p. 25
Count and Identify Patterns
Centers Literacy and Math

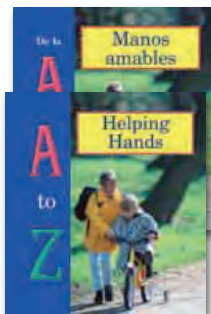
Literacy Time,
p. 30
Big Book
Math Time, p. 31
Odd/Even Numbers
Centers Literacy and Math



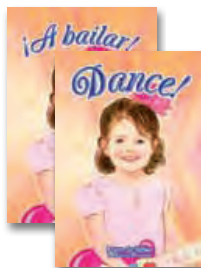
Literacy Time,
p. 36
Big Book
Math Time, p. 37
Review Odd/Even Numbers
Centers Literacy and Math



Play and Learn,
p. 26
Story Time, p. 26
Social Emotional Book
Connection Time, p. 27
Physical Development
Good-bye Time, p. 27



Play and Learn,
p. 32
Story Time, p. 32
Big Book
Connection Time, p. 33
Social Studies
Good-bye Time, p. 33



Play and Learn,
p. 38
Story Time, p. 38
Story Folder
Connection Time, p. 39
Safety
Good-bye Time, p. 39

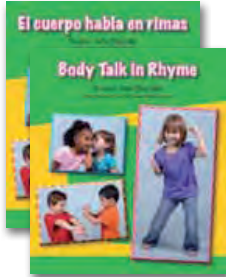




Books to Read Aloud



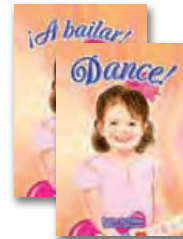
Our Muscles
Los músculos



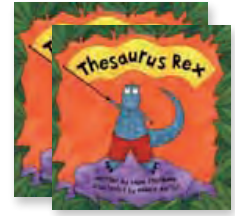
Body Talk in Rhyme
El cuerpo habla en rimas



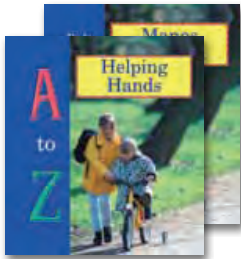
Gram Is Coming to My House
Abuelita se viene a mi casa



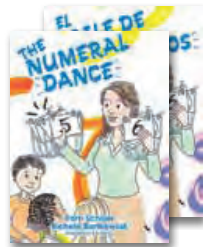
Dance!
¡A bailar!



Thesaurus Rex
Tesoro Rex



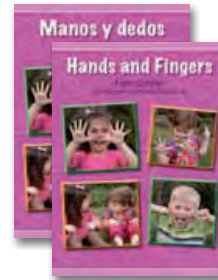
A to Z of Helping Hands
Manos amables de la A a la Z



The Numeral Dance
El baile de los números



These Bones
Estos huesos



Hands and Fingers
Manos y dedos



Gingerbread Man
El muñeco de jengibre

Bilingual Story Folders



I Can, Can You?
Yo puedo hacerlo, ¿puedes hacerlo tú?



The Gingerbread Boy
El muñequito de jengibre



Half-Chicken
Mediopolito



My Aunt Violet
Mi tía Violeta

Manipulatives

Compound Word Cards: *birdcage, football*

Connecting Cubes

Fanny Frog Puppet

Frog Counters

Letter Cards: *B, b, N, n, Ñ, ñ, P, p, W, w*

Magnetic Letters

Pattern Blocks

English Pocket Photo Cards: *bear, bee, bicycle, butterfly, nails, nickels, nose, nurse, nuts, pelican, penny, peppers, pig, wagon*

Spanish Pocket Photo Cards: *bebé, bicicleta, botas, burro, naranjas, nariz, nubes, nueces, ñandú, ñu, pastel, pato, pelota, perro*

Photo Activity Cards: 2, 3, 5, 7, 8, 11, 136–138

Sequence Cards: *Bike Safety, Giant Dance 1, Giant Dance 2, These Bones*

English Vocabulary Cards: *dance, hop, jump, mobile, run, skip, walk*

Spanish Vocabulary Cards: *bailar, brincar, caminar, correr, móvil, saltar, saltar*

CDs

Dr. Jean on Frog Street

Family Connections

Feelin' Froggy

Frog Street Friends

Games and Patterns

It Starts in the Heart

Moving to Math, *Camino a las matemáticas*

Small Book Listening CDs (English, Spanish)

Songs of Learning Fun/*Canciones para aprender con diversión*

Songs of You and Me/*Canciones de ti y de mí*

Software

Frog Street Pre-K Interactive Software

Teacher Materials

Strategy Cards: H, J, U



Other Materials


chart paper, craft paper, crayons, drawing paper, easel paper, handheld mirrors, index cards, labels, magnifying lenses, markers, paintbrushes, paper, parachute, picture or drawing of a traffic light, play dough, red and blue dot stickers, rhythm sticks or empty paper-towel tubes, sand, spray bottle of water, stilts, tempera paint, tricycles, toy cars and trucks, wet sand, writing paper



Centers



Weekly Centers are optional small-group activities designed to support intentional instruction through the integration of learning goals. Small modifications are made each day to tie the activities in the Centers more closely to the daily focus and to create novelty. Teachers choose the extent to which they provide the adaptations.

Day	Fine Motor	Construction
1	<p>MATERIALS tweezers; stringing beads; buckets</p> <p>Children use tweezers to pick stringing beads from one bucket on and place them in a second bucket.</p>	<p>MATERIALS <i>Games and Patterns CD-ROM</i>: body parts checklist; pencil; clipboard</p> <p>Print a copy of the body parts checklist. Ask children to place a check by the body parts they use as they build.</p>
2	<p>MATERIALS stringing beads; cookie sheet; bucket</p> <p>Children pick up stringing beads from a cookie sheet with their toes and drop them into a bucket.</p>	<p>MATERIALS blocks</p> <p>Children build a zigzag pathway with blocks. Have them walk the pathway first with baby steps and then giant steps.</p>
3	<p>MATERIALS play dough</p> <p>Children work with play dough. Encourage them to think about how they are using their fingers and hands to shape the dough.</p>	<p>MATERIALS blocks</p> <p>Children build using just one hand. Ask them to describe their experience.</p>
4	<p>MATERIALS <i>Games and Patterns CD-ROM</i>: finger puppets (instructions on Teacher's Edition, p. 166)</p> <p>Children make the finger puppets dance.</p> 	<p>MATERIALS <i>Games and Patterns CD-ROM</i>: finger puppets (instructions on Teacher's Edition, p. 166)</p> <p>Children build a dance stage for ballerinas to perform on. Provide finger puppets for dancers.</p>
5	<p>MATERIALS play dough</p> <p>Children build wagons and scooters with Legos®.</p>	<p>MATERIALS medium-sized shallow boxes</p> <p>Provide medium-sized, shallow boxes to serve as wagons.</p>

Day	Technology
1-5	<p>MATERIALS <i>Frog Street Pre-K Interactive Software</i></p> <p>Sounds and Rhymes Blend onset and rime to make a word. ABC and XYZ Identify letter and find it on the keyboard.</p>



Gross Motor Area

MATERIALS boxes and rope

Children navigate a maze and describe their movements.

MATERIALS masking tape; service bell

Create a masking tape line on the floor with a service bell placed at the end. Children walk the line and tap a service bell with their toe.

MATERIALS clothespins; empty coffee cans

Children drop clothespins into a coffee can. Have them describe how they use their hands, arms, and fingers.

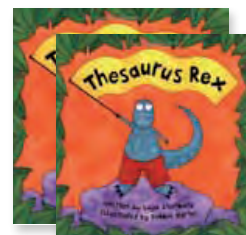
MATERIALS Sequence Cards: *Giant Dance 1*, *Giant Dance 2*

Children place the *Giant Dance 1* and *Giant Dance 2* Sequence Cards in order, and then follow the sequence to create a dance.

MATERIALS wagon

Provide a wagon for children to explore. Discuss the wagon parts (handle, bed, axle). Turn the wagon upside down. Suggest they try spinning the wheels.

Listening Library



MATERIALS Weekly Read Alouds: *Thesaurus Rex*
Tesauo Rex

You can do this activity at any time during this week as an additional read aloud opportunity or as a replacement for any read aloud activity this week.

- Display the book cover and read aloud the title. Point out that the young dinosaur on the cover is waving a flag. Tell children that when you wave a flag, you are using your muscles.
- Tell children that the dinosaur in this story is **mobile**, just like they are. **móvil** Have children pay attention to all the different ways he moves.
- Read the book, tracking the print.
- As you read, point out the different ways Thesaurus Rex moves. Ask children to perform some of the motions. Model by demonstrating the exercises that Thesaurus Rex does on pages 2–3. Encourage children to join in.
- After reading the story, review some of the activities Thesaurus Rex did. Ask children if they do any of these things during their day.

ELL English Language Learners

Before reading, page through the book and identify possible names of different actions and movements in the story (stretching, reaching, extending, bending, poking, sliding, gliding).

The following strategies for English Language Learners can be used throughout the week to provide adaptations for a variety of daily activities.

ELL Day 1

Literacy Time (Teacher's Edition, p. 12)

- Before reading the story, discuss two or three vocabulary words that will help children follow the story line. Use gestures to support meaning.
- Use the story props to provide visuals for the discussion.

Math Time (Teacher's Edition, p. 13)

- Help children understand the English words for the concepts of *open* and *shut*. Open a book and say "open." Say "shut" as you close the book. Have children repeat the words after you.
- Repeat with other objects that you can open and shut.

ELL Day 2

Story Time (Teacher's Edition, p. 17)

- Teach the story words before reading the story. If possible, say the words in children's first language, and then in English. Have children repeat the English words several times.
- Page through the Big Book, pointing out the objects in the illustrations as you say the English words. Have children repeat after you.

Literacy Time (Teacher's Edition, p. 18)

- Play a game of Simon Says to reinforce the motion words (*hop, jump, walk, skip*). Tell children to follow your command only if they hear you say "Simon Says."

Math Time (Teacher's Edition, p. 19)

- Support meaning of the words *go, slow, and stop*. As you point to green, instruct the children to roll their hands quickly round and round and say "go."
- For yellow, tell the children to change to a slower rolling motion and say "slow."
- For red, direct the children to fold their hands onto their laps and say "stop."



ELL Day 3

Literacy Time (Teacher's Edition, p. 24)

- Play a quick-response game to reinforce the motion words (*flap, clap, snap, nap*). Say each word and have children follow your command.
- For the word *nap*, have children pretend to sleep.
- Say the words one after another, and challenge children to keep up.

Centers: Creativity

(Teacher's Edition, p. 25)

- Pair less proficient English speakers with speakers who are more proficient, and have children talk about their paintings. Encourage children to use words they know to explain how they made their patterns.
- Remind children that they may use gestures if they can't think of a word.

ELL Day 4

Literacy Time (Teacher's Edition, p. 30)

- Before reading the Big Book, review vocabulary that will help children follow the story. Point to pictures in the book as you say the English words several times, and have children repeat after you.

Centers: Library and Listening

(Teacher's Edition, p. 30)

- Pair less proficient English speakers with speakers who are more proficient and encourage children to talk about the story. Have them share what parts of the story they liked. Remind children that they may perform actions if they do not remember the words.

ELL Day 5

Literacy Time (Teacher's Edition, p. 36)

- Review the terms *scooter, skate, skateboard, wagon, wheelchair*.
- Draw or display a picture of one of the objects, and have children guess what it is.
- Encourage children to answer in their first language, and then stress the English word and have them repeat after you.

Math Time (Teacher's Edition, p. 37)

- You may wish to take this opportunity to reinforce the meaning of color words in English. Point to one of the blocks and say what color it is (*red, blue, green*, and so on).
- Have volunteers point out other objects in the room that are the same color. When they find an object, have them point to it and say the color word in English.



Learning Goals

Oral Language

Show understanding through gestures and actions

Phonological Awareness

Match final sounds

Word of the Week

mobile
móvil

Meeting Time



Gather Together

MATERIALS Bilingual CD: *Songs of You and Me/Canciones de ti y de mí*: “Heads, Shoulders, Knees and Toes”/“Hombros, rodillas y los pies” (Teacher’s Edition, p. R28)

- Invite children to sing “Head, Shoulders, Knees and Toes.”
- Discuss ways that they can move their head, shoulders, knees, and toes. Invite volunteers to demonstrate with simple gestures.
- Tell children that this week they will be learning about ways a person can be **mobile**, ways a person can move. **móvil**

Let’s Talk

Big Idea

- Read aloud the Big Idea.

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

- Ask children to show you how low they can bend and how high they can stretch.

Phonological Awareness

- Say, *up, tap, top*. These words end with the sound /p/. Say the words with me and listen for /p/ at the end of each word: *up, tap, top*. Say the words several times with children, emphasizing the final sound.
- **FOR SPANISH SPEAKERS** Say, *par, amar, caminar*. Tell children that these words end with the sound /r/. Have them say the words with you several times and listen for the sound.

Conscious Discipline™

Calm

MATERIALS “Pretzel”/“La rosquita” (Teacher’s Edition, p. R16)

Invite children to perform the song. Discuss ways the body moves during this activity.

Connect

MATERIALS Fanny Frog puppet

Use Fanny Frog to help implement the “Absent Child Ritual” and the “Welcome Back Ritual.”

Commit

MATERIALS Commitment Poster; Safe Keeper Box

Ask children about their experience talking with family members about something for which they are grateful.

Implement the “Safe Keeper Ritual” and the “Daily Commitment Ritual.”

Story Time

Read the Big Book



MATERIALS Instructional Big Books: *Our Muscles*, *Los músculos*



Story Words

muscles **músculos**
index **índice**
skin **piel**
healthy **saludables**

Learning Goals

Book/Print Awareness

Recognize table of contents and index

Retell important facts from an informational text

Letter Knowledge

English: Recognize letter names and sounds: *Nn /n/*

Spanish: Recognize letter names and sounds: *Nn /n/, Ññ /ñ/*

- Display the book cover. Point to the boy's arm muscles and tell children that this book is about muscles. Explain that muscles help us move in many ways, even smile.
- Show the Table of Contents. Explain that it tells about each chapter. Show the Index. Say that it lists important ideas in the book.

Modeling Comprehension

- Read the book, tracking the print.
- Discuss details in the photographs. Model by discussing the photographs on pages 4 and 5. Encourage children to copy actions pictured. Ask if they can feel their muscles.

Responding

- Read aloud the questions on page 24. Ask children to answer.

Letter Work: *Nn /n/, Ññ /ñ/*

MATERIALS Letter-Sounds Routine 1 (Teacher's Edition, p. R11)

- Use Letter-Sounds Routine 1: Introduce Consonant Letter-Sounds on page R11 to introduce the sound for *n*.
- **FOR SPANISH SPEAKERS** Use the same Routine to introduce the */ñ/* sound for *ñ*.
- Encourage children to point out classmates or items whose names start with the sounds */n/* and */ñ/* throughout the day.

Listen to the Daily Message

- Write the Daily Message on chart paper. Ask children to help you complete it. Invite volunteers to write the letters.
- Reread the third line and have children clap for each word.

Centers Transition Time

- Explain the Library and Listening Center and the Writer's Corner on TE p. 12. Identify any open Weekly Centers on TE pp. 6–7.
- Call your first small group for Literacy Time. Send the other children to Centers.
- As you finish Literacy Time with each small group, send children to the Language and Literacy Center.

Math Time Repeat this procedure (using Math Centers) when doing Math Time on TE p. 13.



Daily Message

Today is _____.

It is _____ outside.

We read _____.

We learned about the letters _____.

Hoy es _____.

Afuera está _____.

Leímos _____.

Aprendimos las letras _____.



Literacy Time



Learning Goals

Dramatic Play

Reenact a story after it is read aloud

Social/Emotional Development

Work with others

SNA Special Needs Adaptations

Adapt the literacy lesson for a child with motor or mobility issues by inviting him or her to demonstrate movements such as tapping fingers, shaking her or his hands—actions that children with mobility issues are able to perform.

MATERIALS Bilingual Story Folder: "I Can, Can You?"/"Yo puedo hacerlo, ¿puedes hacerlo tú?"; Vocabulary Cards: *mobile, móvil*; Strategy Card U

Ready!

- Display the Vocabulary Card **mobile, móvil**. Ask a volunteer to remind the group what *mobile* means. Tell children that they will be mobile as they reenact the story in today's lesson.

Set!

- See Strategy Card U: Dramatic Expression.
- Display the story props and present the story.
- Ask children to find a partner. Have partners face each other and determine which of them will lead as they reenact the story.
- Read a line of the story. Model the action. Then have the leader perform the action and ask his or her partner, *Can you? ¿Puedes hacerlo tú?* Partners respond by repeating the action.
- After reenacting the story, invite children to create a couple of new lines to the story. Print these lines on chart paper.

Go!

- Tell children that they will now go to the Language and Literacy Center where they will practice asking and answering questions.
- Rotate groups so that all children can participate in the Literacy Time activity and in each of the Centers.

Centers



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 CD (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 pudiésemos mover distintas partes del cuerpo?*





Math Time



Learning Goals

Gross Motor Skill

Follow a sequence of movements

Patterns

Recognize and reproduce simple patterns

Technology

Use a keyboard and screen

MATERIALS Instructional Big Books: *Our Muscles, Los músculos*; Bilingual CD: *Songs of You and Me/Canciones de ti y de mí*: "Open, Shut Them"/ "Abre y cierra" (Teacher's Edition, p. R28); red and blue dot stickers; chart paper

- Explain the Fine Motor and Technology Centers below and identify any open Weekly Centers on TE pp. 6–7.
- Call your first small group for Math Time. Send the other children to the Centers.
- Send children to the Math Center as you finish Math Time.

Ready!

- Invite children to sing "Open, Shut Them." "Abre y cierra" Discuss the pattern created by opening and shutting fingers many times. Point out the two parts of the pattern—open and shut.
- Introduce other motions, such as up/down or forward/back. Identify the body parts used. Invite children to act out each movement.

Set!

- Place a blue dot sticker on each child's left shoe, and a red dot sticker on each child's right shoe. Ask children to look at the blue-red pattern they create as they march forward—left, right, left, right.
- Remove the stickers from the shoes. Attach them to a sheet of paper to enable children to see the left foot-right foot pattern made.

Go!

- Send children to the Math Center to practice making patterns.

Centers

Fine Motor

MATERIALS Pattern Blocks; paper; crayons

Ask children to make a pattern on paper using the Pattern Blocks. Then have them trace the pattern 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*: two-color combination pattern core cards; 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 two additional times, and then connect the sets of 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 Math: "What Comes Next?"/"¿Qué viene después?"*

Have children recognize and extend patterns.

REFLECT: Invite children to tell how they extended patterns.



Play and Learn

Play Inside

MATERIALS *Frog Street Friends CD: "Wiggles, Jiggles, Giggles"* (Teacher's Edition, p. R24)

- 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."

Play Outdoors

MATERIALS Game: "Keep Away" (Teacher's Edition, p. R44); balls

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

Learning Goals

Comprehension

Connect information in books to real-life experiences

Gross Motor Skill

Follow a sequence of movements

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 palmadas**
itch **pica**

Modeling Comprehension

- Read the book aloud, tracking the print. Model mimicking the action on page 2. Invite children to mimic other actions described. Point out that their muscles allow them to perform the actions and to be *mobile*, able to move.

Responding

- Invite children to read the rebus section of the book.
- Ask volunteers to choose a rebus. Have them act out the action shown and tell what body parts they are using.

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.

Learning Goals

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.



Conscious Discipline™

Kindness Tree

If you have a Kindness Recorder, have him or her count the hearts on the Kindness Tree and report on kind acts. If not, you count them.

Daily Commitment Check

Ask children for examples of ways children followed through on their commitments.

Learning Goals

Comprehension

Connect information in a song to real-life experiences

Oral Language

Show understanding through gestures and actions

Phonological Awareness

Match final sounds

Word of the Week

mobile
móvil



Conscious Discipline™

Calm

Teach children Toe Touches. Have them stand with their arms out to each side and their legs apart. Have them take a deep breath, bend slowly and touch their right hand to their left foot, exhaling as they bend down and inhaling as they stand back up. Have them repeat, touching their left hand to their right foot.

Connect

MATERIALS Fanny Frog puppet; "Walk and Stop" (Teacher's Edition, p. R18)

Use Fanny Frog to help implement the "Absent Child Ritual" and the "Welcome Back Ritual." Invite partners to play "Walk and Stop." Change actions to jump and stop, and hop and stop.

Commit

MATERIALS Commitment Poster; Safe Keeper Box

Implement the "Safe Keeper Ritual" and the "Daily Commitment Ritual."

Meeting Time



Gather Together

MATERIALS Song: "Walk, Walk, Walk Your Feet"/"Camina, camina, usa los pies" (Teacher's Edition, p. R30)

- Invite children to sing "Walk, Walk, Walk Your Feet." Discuss the movements mentioned in the song.
- Tell children that today they will continue to learn about ways a person can be **mobile**, ways a person can move. **móvil** Today they will learn about ways they move their legs and feet.

Let's Talk

Big Idea

- Read aloud the Big Idea.

I can walk and run very fast.

Puedo caminar y correr muy rápido.

- Invite volunteers to demonstrate walking. Remind children that they use muscles when they move.

Phonological Awareness

- Say, *up, tap, top*. These words end with the sound /p/. Say the words with me and listen for /p/: *up, tap, top*. Say new words and have children clap if a word ends in /p/: *dip, fill, tip*.
- **FOR SPANISH SPEAKERS** Say, *par, amar, caminar*. Tell children that these words end with the sound /r/. Have them say the words with you several times and listen for the sound. Say new words and have children clap if a word ends in /r/: *foto, volar, saber*.

Story Time



Listen to the Story

MATERIALS *Bilingual Anthology of Traditional Tales: "The Gingerbread Man"/"El muñeco de jengibre"*

- Display the book. Point out that this is a story about a gingerbread cookie.



Story Words

catch **alcanzar**
 chase **perseguir**
 dough **masa**
 gingerbread **pan de jengibre**
 tasty **sabroso**

Learning Goals

Comprehension

Answer questions about details in a story

Letter Knowledge

English: Recognize letter names and sounds: *Nn /n/*

Spanish: Recognize letter names and sounds: *Nn /n/, Ññ /ñ/*

ELL English Language Learners

Before reading the story, discuss two or three story words that help children follow the story line. Include nonverbal gestures (stirring *batter* in a bowl and pretending to roll it out). Use the story props to provide visuals for the discussion.

Modeling Comprehension

- Read the story aloud. Pause to introduce words or phrases.
- Discuss with children some of the details in the story. Ask, *Why do you think the Gingerbread Man runs away? ¿Por qué crees que se escapa el muñeco de jengibre?* Model answering by telling that the Gingerbread Man ran away because he didn't want to be eaten.

Responding

- Ask children if a gingerbread man could really jump out of a pan and run. Help them understand that this is a make-believe story.
- After reading, choose a few words to teach in some more detail.

Letter Work: Nn /n/, Ññ /ñ/

MATERIALS Letter-Sounds Routine 2 (Teacher's Edition, p. R12)

- Use Letter-Sounds Routine 2: Review Consonant Letter-Sounds on page R12 to review the sound for *n*.
- **FOR SPANISH SPEAKERS** Use the same Routine to review the /ñ/ sound for *ñ*.
- Encourage children to point out printed words in the classroom that begin with today's letters and say its sounds.

Listen to the Daily Message

- Write the Daily Message on chart paper. Ask children to help you complete it. Invite volunteers to write the letters.
- Reread the fourth line and have children clap for each word.

Centers Transition Time

- Explain the Library and Listening Center and the Writer's Corner on TE p. 18, and identify any open Weekly Centers on TE pp. 6–7.
- Call your first small group for Literacy Time. Send the other children to Centers.
- As you finish Literacy Time with each small group, send children to the Writer's Corner.

Math Time Repeat this procedure (using Math Centers) when doing Math Time on TE p. 19.

Daily Message

Today is _____.

It is _____ outside.

We read _____.

We learned about the letters _____.

Hoy es _____.

Afuera está _____.

Leímos _____.

Aprendimos las letras _____.



Literacy Time



Learning Goals

Social/Emotional Development

Cooperate in group activities

Letter Knowledge

Identify letters in words

Writing

Copy letters and form words

SNA Special Needs Adaptations

For a child with hearing loss, demonstrate each movement on the vocabulary cards. Remember to place the child so that he or she can see what you are doing.

MATERIALS Vocabulary Cards: *hop, jump, run, skip, walk, brincar, caminar, correr, saltar, saltar*; Bilingual CD: *Songs of Learning Fun/ Canciones para aprender con diversión: "Put Your Little Foot"/"Pasitos"* (Teacher's Edition, p. R37); Magnetic Letters; Letter Cards

Ready!

- Display the Vocabulary Cards and say each action word.
- Invite volunteers to show the actions. Model with **walk**. **caminar**
- Point out to children that all these are actions that they can do with their feet. Name the letters in each action word.

Set!

- Teach children the moves to "Put Your Little Foot."
- Spread Magnetic Letters and Letter Cards in random order on the floor. Tell children that you are going to play the song again. Each time they hear the words *right there (allá)*, they will put their toe on a letter that is in their name.

Go!

- Tell children that they will now go to the Writer's Corner to shape letters and copy the words on the Vocabulary Cards.
- Rotate groups so that all children can participate in the Literacy Time activity and in each of the Centers.

Centers



Writer's Corner

MATERIALS copies of the Vocabulary Cards from the lesson; play dough; sand; markers; writing paper

Encourage children to copy the words on the Vocabulary Cards by shaping the letters with play dough, drawing the letters with their fingers in sand, or by writing the letters with markers.

REFLECT: *What do you like to do with your feet? ¿Qué te gusta hacer con los pies?*

Creativity Station

MATERIALS paper; markers

Invite children to draw something they like to do with their feet, such as jump, run, or skip. Afterwards, they can dictate the sentence: *I like to _____*.

REFLECT: Invite children to share their sentences.

Library and Listening

MATERIALS Bilingual Story

Folder: "The Gingerbread Boy,"/"El muñequito de jengibre"

Encourage children to use the story props to create a new story.

REFLECT: Have children name the characters they use in their new story. Ask if the story is real or make-believe.



Math Time



Learning Goals

Oral Language and Vocabulary

English: Use the content word **repeat**

Spanish: Use the content word **repetir**

Gross Motor Skill

Perform actions

Patterns

Recognize and reproduce patterns

MATERIALS picture or drawing of a traffic light; red, yellow, and green Connecting Cubes

Ready!

- Show children a picture or drawing of a traffic light. Invite children to identify the three colors, and where each color is.
- Point out that the colors tell when people can move. Explain that green means “go,” yellow means “slow down,” red means “stop.”
- Have children stand behind a line. Tell them that when you say a color, they should do what that color says. Model by saying “green” and walking, “red” and stopping. Then spend a few moments doing the activity with children, saying a color, and having them obey it.

Set!

- Point out that the three colors in a traffic light make up a pattern. Distribute a red, yellow, and green Connecting Cube to each child. Tell children to copy the traffic light pattern.
- Help children line up all their patterns in a row so that the pattern repeats – red, yellow, and green. Point out to children that they can see the same pattern over and over again in the row. Explain that the pattern repeats, or happens over and over again.
- Have children join their patterns to make one long connecting train. Point to the end of the train and ask which color would come next if you wanted to add on to the pattern train.

Go!

- Send children to the Math Center to replicate patterns.

Make It Easier

Simplify by taking away one of the colors of connecting cubes and having children create a two-color pattern.

Make It Harder

Add blue connecting cubes to cubes children have and challenge them to make a four-color pattern.

Centers

Gross Motor

Pair the children. Ask them to work together to create a three-step pattern dance with their feet. For example, they could combine a hop forward, a step sideways, and a hop backward.

REFLECT: Invite children to demonstrate their dance and to describe the steps.

Math

MATERIALS *Games and Patterns CD-ROM*: three-color combination pattern core cards; Connecting Cubes

Invite children to select a pattern core card. Instruct them to use Connecting Cubes to replicate the three-color combination shown on the card. Have children make three additional three-color cube cores and then connect them all together to create a complete pattern.

REFLECT: *If you add on to the end of the pattern, what color cube will come next? Si continúan el patrón, ¿qué color de cubo seguirá?*

Technology

MATERIALS *Frog Street Pre-K Interactive Software*: Theme 4 Math: “What Comes Next?”/“¿Qué viene después?”

Have children recognize and extend patterns.

REFLECT: Invite children to describe a pattern they worked with.



Play and Learn

Play Inside

MATERIALS *Frog Street Friends CD: "It Makes Me Jump"* (Teacher's Edition, p. R30)

- Ask children which body parts they use when they jump. Invite a volunteer to demonstrate jumping. Tell children that the song they will move to today is about jumping. Remind children to be mindful of other children's space as they move to this song.
- Play the song. Ask children what the song makes them feel like doing. Have them demonstrate their moves.

Learning Goals

Gross Motor Skill

Show an awareness of moving through space

Oral Language and Vocabulary

Show understanding through gestures and action

Social Studies

Listen to a Mexican story and learn about the location of Mexico City

Play Outdoors

MATERIALS *Cooperative Parachute Games* (Teacher's Edition, p. R44)

- Encourage children to play parachute games.
- Discuss which parts of their bodies they used for these games.

Story Time

Listen to the Story

MATERIALS Bilingual Story Folder: "Half-Chicken"/ "Mediopollito"; globe or map (optional)

- Display the story props. Ask a volunteer to remind classmates what this story is about.

Modeling Comprehension

- Encourage children to listen to the descriptions of ways Half-Chicken is **mobile**, ways Half-Chicken can move. **móvil**
- Present the story. Use the story props to show Half-Chicken's actions. Ask children to describe what Half-Chicken is doing. Model by holding up the prop showing Half-Chicken hatching and telling children that Half-Chicken has used his beak and wings to break away from his shell.

Responding

- Ask children to *hip-hop* (*tip-tap*) like Half-Chicken.
- Explain that this story is from Mexico. You may wish to show children where Mexico City is on the globe or map.



Story Words

weather vane **veleta**

pigeon **paloma**

viceroys **virrey**

Mexico City **Capital de México**

vicereine **virreina**



Connection Time

Physical Development and Safety

MATERIALS Instructional Big Books: *Our Muscles*, *Los músculos*

- Take a walk around the school grounds or, if possible, the surrounding neighborhood. Alternate walking, skipping, hopping, galloping, and tiptoeing.
- Ask questions: *Which movement allows us to move more quickly? ¿Qué movimiento nos permite avanzar más rápidamente? Which movement slows us down? Which movement feels awkward? ¿Qué movimiento nos hace avanzar más lentamente? ¿Qué movimiento nos resulta raro?*
- Discuss walking safety (paying attention to street signs, walking on smooth and even surfaces, staying away from unleashed dogs and cats, staying on the road, crossing the road with eyes and ears open).

Learning Goals

Physical Movement

Practice different ways of moving legs and feet (walking, running, skipping)

Oral Language and Development

Discuss today's accomplishments

Safety

Discuss safety rules for walking

Good-bye Time

- Read aloud the Big Idea again (TE, p. 16). Invite volunteers to give examples and demonstrate ways they can move with their legs and feet.
- Display the Daily Message created earlier in the day (TE, p. 17). Ask children what they would like to add.
- Ask, *What did you learn about your legs and feet today? ¿Qué aprendieron hoy sobre las piernas y los pies?*
- Invite children to share what they accomplished in the Centers today.

Family Connection Suggest that children compare their feet to a family member's feet.



Conscious Discipline™

Kindness Tree

If you have a Kindness Recorder, have him or her count the hearts on the Kindness Tree and report on kind acts. If not, you count them.

Daily Commitment Check

Ask children for examples of ways they followed through on their commitments.

Learning Goals

Music

Participate in a music activity

Social/Emotional Development

Share and cooperate in group activities

Phonological Awareness

Match final sounds

Word of the Week

mobile
móvil

Meeting Time



Gather Together

MATERIALS Bilingual CD: *Songs of You and Me/Canciones de ti y de mí*: "Open, Shut Them"/"Abre y cierra" (Teacher's Edition, p. R28)

- Invite children to sing "Open, Shut Them."
- Ask children to name other things they can do with their fingers and hands.
- Tell children that today they will continue to learn about ways a person can move – ways a person is **mobile**. **móvil** Today they will focus on hands, arms, and fingers.

Let's Talk

Big Idea

- Read aloud the Big Idea.

I can wave good-bye. *Yo sé decir adiós con la mano.*

- Ask children to demonstrate waving. Point out that they use muscles in their arms, hands, and fingers when they wave.

Phonological Awareness

- Say, *sit, bat, jet*. These words end with the sound /t/. Repeat the words emphasizing /t/. Say new words and have children clap if a word ends in /t/: *pat, fit, run*.
- **FOR SPANISH SPEAKERS** Say, *dos, adiós, casas*. Tell children that these words end with the sound /s/. Have them say the words with you several times and listen for the sound. Say new words and have children clap if a word ends in /s/: *cuna, niños, estudios*.

Conscious Discipline™

Calm

MATERIALS Ritual: "Here's the Bunny"/"¡Aquí está el conejito!" (Teacher's Edition, p. R19)

Invite children to implement "Here's the Bunny." "¡Aquí está el conejito!" Call attention to how children use their hands, arms, and fingers in this activity.

Connect

MATERIALS Fanny Frog puppet; Ritual: "The Wave" (Teacher's Edition, p. R18)

Use Fanny Frog to help implement the "Absent Child Ritual" and the "Welcome Back Ritual." Invite partners to do "The Wave." Ask a volunteer to describe how they use their bodies and why cooperation is so important in this activity.

Commit

MATERIALS Commitment Poster; Safe Keeper Box

Implement the "Safe Keeper Ritual" and the "Daily Commitment Ritual."



Story Time

Learning Goals

Comprehension

Answer questions about details in a book
Obtain information from photographs

Letter Knowledge

Recognize letter names and sounds Pp /p/

Read the Book

MATERIALS Math Books: *Hands and Fingers*, *Manos y dedos*

- Display the book cover. Read the name of the author and photographer.
- Tell the children to listen carefully as you read the story so that they can remember the many ways hands and fingers move in the story.



Story Words

up **arriba**
down **abajo**
around **alrededor**
between **entre**
behind **detrás**

Modeling Comprehension

- Read the book, tracking the print.
- Ask what each photograph shows. Model by discussing the photographs on page 2.
- Ask what body parts are doing all the different actions.

Responding

- Ask children to demonstrate each hand movement in the story.

Letter Work: Pp /p/

MATERIALS Letter-Sounds Routine 1 (Teacher's Edition, p. R11)

- Use Letter-Sounds Routine 1: Introduce Consonant Letter-Sounds on page R11 to introduce the sound for *p*.
- Encourage children to point out classmates or items whose names start with the sound /p/ throughout the day.

Listen to the Daily Message

- Write the Daily Message on chart paper. Ask children to help you complete it. Invite volunteers to write the letters.
- Reread the second line and have children clap for each word.

Centers Transition Time

- Explain the Writer's Corner and Creativity Station on TE p. 24, and identify any open Weekly Centers on TE pp. 6–7.
- Call your first small group for Literacy Time. Send the other children to Centers.
- After you finish Literacy Time with each small group, send children to the Language and Literacy Center.

Math Time Repeat this procedure (using Math Centers) when doing Math Time on TE p. 25.



Daily Message

Today is _____.

It is _____ outside.

We read _____.

We learned about the letters _____.

Hoy es _____.

Afuera está _____.

Leímos _____.

Aprendimos las letras _____.



Literacy Time



Learning Goals

Oral Language and Vocabulary

Show understanding through gestures and actions

Phonological Awareness

Identify rhyming words

Social/Emotional Development

Maintain concentration over time

SNA Special Needs Adaptations

For a child who has not learned to rhyme, have him or her echo the rhyming words you say (*hop, pop, or flap, clap*). (*flor, color, o pato, rato*)

MATERIALS Photo Activity Cards: 2, 5, 7, 8, 11; chart paper
Advance Preparation: Print "Arms Flap" or "Brazos abrazadores" on chart paper.

Ready!

- Display the Photo Activity Cards. Ask how the children in the photographs are moving their hands, arms, and fingers.
- Say, *flap, clap, snap, nap*. Ask children what they notice about this group of words. Be sure they recognize that all end with *-ap*.
- **FOR SPANISH SPEAKERS** Say, *abrazadores, tronadores, soñadores*.

Set!

- Read the rhyme. Have children create the actions.
- For English-speaking children, ask a volunteer to circle the *ap* at the end of each word.
- **FOR SPANISH SPEAKERS** Ask a volunteer to circle the *ores* at the end of each word.

Arms Flap	Brazos abrazadores
Arms flap.	Brazos abrazadores.
Fingers snap.	Dedos tronadores.
I nap.	Y nosotros soñadores.

Go!

- Send children to the Language and Literacy Center.

Centers



Language and Literacy

MATERIALS markers; Song: "Where Is Thumbkin?"/"Dedo pulgar" (Teacher's Edition, p. R37)

Show children how to draw dot eyes and a smile on the inside of each finger to create puppets. Have them use their puppets to enact "Where Is Thumbkin?" "Dedo pulgar"

REFLECT: Ask children about ways they use each of their fingers. For example, what things can they do with their index fingers? What things can they do with their thumbs?

Creativity

MATERIALS drawing paper; crayons; markers

Encourage children to trace their hands on a sheet of paper and then dictate a sentence about something their hands can do.

REFLECT: Ask children what might be different if our hands were attached to our head where our ears are now.

Writer's Corner

MATERIALS *Games and Patterns CD-ROM: Photo Fanny's Adventure Journal Cover, Photo Fanny (for inspiration)*

Encourage children to create a cover for the Photo Fanny Adventure Journal.

REFLECT: Ask children how they will introduce Fanny to their family.

SNA Special Needs Adaptations

If children have trouble drawing their journal covers, sit with them and take a good look at Fanny. Discuss the colors and body parts as children draw their journal cover.

Math Time



Learning Goals

Oral Language and Vocabulary

English: Use the content word **repeat**

Spanish: Use the content word **repetir**

Math

Rote count from 0–29

Order numbers from 0–29

Patterns

Identify patterns in numbers

Social/Emotional Development

Cooperate with others in group activities

MATERIALS *Games and Patterns CD-ROM: Numeral Cards 0–29*
Advance Preparation: Create a 0–29 number line to lay on the floor.

Ready!

- Remind children that they can count to 29. Invite them to count with you from 0–29.
- Lay the number line on the floor and ask children to count the numbers again, this time having them do different actions as they count, such as hop 1, 2, 3; jump 4, 5, 6; step 7, 8, 9, and so on.

Set!

- Tell children that they can also arrange numbers in another way. Work with them to arrange the Numeral Cards in rows. Place the single digits (0–9) in the top row, the teens (10–19) in the second row, and the twenties (20–29) in the bottom row.
- Ask children to look for patterns. Model by moving your fingers across the first line and pointing out that all the numbers in it have one digit, or number.
- Help children continue looking for patterns. (In the second row, all the numbers begin with 1; in the third row, all the numbers begin with 2. When looking at columns, all the numbers end with 0, 1, 2, and so on.)

Go!

- Send children to the Math Center to practice ordering numbers.

SNA Special Needs Adaptations

Review the numbers 0–9. Have children count from 0–9. Then lay out the Numeral Cards 0–29 in three rows. Help children see the pattern.

Centers

Creativity

MATERIALS tempera paint; paper; paintbrushes

Model how to use a paintbrush to make rows of a dancing zigzag pattern running horizontally or vertically across the paper. Encourage children to practice making zigzags with a dry paintbrush before actually beginning to paint. Encourage children to recite the up and down pattern as they make their paint strokes. Challenge children to make up another paint pattern.

REFLECT: Have children describe their patterns.

Math

MATERIALS *Games and Patterns CD-Rom: Numeral Cards 0–29*

Encourage children to work in teams to arrange the Numeral Cards in numerical order, 0–9, 10–19, 20–29.

REFLECT: Invite children to identify patterns they see.

Technology

MATERIALS *Frog Street Math Pre-K Interactive Software: Theme 3 Math: "Concentration," "Concéntrate en los numerales"*

Encourage children to play a memory game about counting.

REFLECT: Ask children what was challenging about this game. Ask if counting was difficult, or remembering was difficult.



Play and Learn

Play Inside

MATERIALS CDs: *Moving to Math*, *Camino a las matemáticas*: “Hands and Fingers,” “*Manos y dedos*” (Teacher’s Edition, p. R26)

- Practice spatial vocabulary. Encourage children to use their hands and fingers to demonstrate locations and positions. Have children move their hands up, down, to the left of their body, and to the right. Have them tuck their fingers in and spread them out and hide them behind their back.
- Play the song. Invite children to dance to “Hands and Fingers.”
- Ask children to describe the positions and locations in which they placed their hands during the dance.

Play Outdoors

- Have children experiment with making different movements and watch how their shadows move. They can create a shadow dance. [Note: This activity is for a day when the sun is out.]

Learning Goals

Gross Motor Skill

Show an awareness of body parts
Show proficiency in using muscles to perform a task

Comprehension

Connect information in books to real-life experiences

Story Time

Read the Story

MATERIALS Social Emotional Books: *A to Z of Helping Hands*, *Manos amables de la A a la Z*

- Display the book cover. Point out the title and photograph. Ask children what this book will be about.

Modeling Comprehension

- Read the book aloud, tracking the print as you read.
- Point to the alphabet letters at the top of each page and ask children to identify the letter. Discuss how the letter is the first letter of each word. Model by discussing page 5. Point out that the letter A is the first letter in the word “Answer.”

Responding

- Discuss the ways hands and fingers are used in the book. Call on volunteers to mimic actions in the book.



Story Words

ball **balón**
fish **peces**
bed **cama**
books **libros**





Connection Time

Physical Development

MATERIALS Instructional Big Books: *Our Muscles, Los músculos*

- Display page 4 of the book.
- Encourage children to select a partner. Have them raise their left arm and make a fist to flex their muscles like the child in the photo. Encourage partners to feel each other's arm muscles.
- Teach children how to arm wrestle. Point out that it is their muscles that will help them win the game. Allow children to arm wrestle for a few minutes.
- Discuss ways to strengthen our muscles, such as by eating healthy foods and exercising.

Learning Goals

Oral Language and Vocabulary

Discuss today's accomplishments

Social/Emotional Development

Work with a partner in an activity

Good-bye Time

MATERIALS *Feelin' Froggy CD: "Hippo Hop"; Family Connections CD: Take-Home Storybook: "Hippo Hop"/"El baile de los hipopótamos"*

- Read the Big Idea again (TE, p. 22). Invite volunteers to give other examples of things they can do with their arms and hands.
- Display the Daily Message created earlier in the day (TE, p. 23). Ask children what they would like to add.
- Ask, *What did you learn about your arms and hands today? ¿Qué aprendieron hoy sobre los brazos y los manos?*
- Ask children what they accomplished in the Centers today.
- Read "Hippo Hop" or "El baile de los hipopótamos" in the Take-Home Storybook. Play the CD as a volunteer turns the pages.

Family Connection Practice a snap-clap pattern. Challenge children to teach the pattern to a family member. Send home the Take-Home Storybook with each child.



Conscious Discipline™

Kindness Tree

If you have a Kindness Recorder, have him or her count the hearts on the Kindness Tree and report on kind acts. If not, you count them.

Daily Commitment Check

Ask children for examples of ways they followed through on their commitments.

Meeting Time



Gather Together

MATERIALS Song: “Three White Mice”/“Tres ratoncitos” (Teacher’s Edition, p. R27)

- Teach children “Three White Mice.”
- Ask a volunteer to demonstrate how a mouse might dance.
- Tell children that they will continue learning about ways a person is **mobile**, able to move. **móvil** Today they will focus on listening and moving to sounds.

Learning Goals

Oral Language and Vocabulary

Show understanding through gestures and actions

English: Use the content word **dance**

Spanish: Use the content word **baile**

Phonological Awareness

Match final sounds

Let’s Talk

Big Idea

- Read aloud the Big Idea.

I can listen and move to sounds!

¡Puedo escuchar los sonidos y moverme al ritmo de ellos!

- Tell children that dancing is one way they can move to sounds. Discuss the body parts that move when dancing.

Phonological Awareness

- Say, *run, in, fun*. These words end with the sound /n/. Repeat the words emphasizing /n/. Say new words and have children clap if a word ends in /n/: *ran, bus, win*.
- **FOR SPANISH SPEAKERS** Say, *dos, adiós, casas*. Tell children that these words end with the sound /s/. Have them say the words with you several times and listen for the sound. Say new words and have children clap if a word ends in /s/: *muchas, hablar, corres*.

Word of the Week

mobile
móvil



Conscious Discipline™

Calm

Invite children to practice S.T.A.R. (Smile, Take a deep breath, And Relax.)

Connect

MATERIALS Fanny Frog puppet; *It Starts In the Heart CD: “Shubert Shuffle”* (English/Spanish lyrics, Teacher’s Edition, p. R22)

Use Fanny Frog to help implement the “Absent Child Ritual” and the “Welcome Back Ritual.”

Invite children to dance to “Shubert Shuffle.” Point out that this is a dance of respect. Explain that when you respect someone, you show consideration. For example, you don’t interrupt someone when they are talking.

Commit

MATERIALS Commitment Poster; Safe Keeper Box

Implement the “Safe Keeper Ritual” and the “Daily Commitment Ritual.”

Story Time



Learning Goals

Comprehension

Connect information in books to real-life experiences

Gross Motor Skill

Perform dance movements

Letter Knowledge

Review letter names and sounds Pp /p/

Read the Book

MATERIALS Strategy Card H; Math

Books: *The Numeral Dance*, *El baile de los números*; **CDs:** *Moving to Math*, *Camino a las matemáticas*: "The Numeral Dance," "El baile de los números"

- See Strategy Card H: Introduce and Build Vocabulary. Use the card to introduce and teach new words.
- Display the book cover. Read the names of the author and illustrator.



Story Words

numeral **números**
 twist **dale vuelta**
 float **vuela**
 slide **resbala**
 shake **sacude**

Modeling Comprehension

- Read the story.
- Ask children to demonstrate their favorite numeral movement. Model by showing children how to twist for numeral three. Have them use the vocabulary words to describe their action.

Responding

- Play the song and invite children to perform all the dance moves.

Letter Work: Pp /p/

MATERIALS Letter-Sounds Routine 2 (Teacher's Edition, p. R12)

- Use Letter-Sounds Routine 2: Review Consonant Letter-Sounds on page R12 to review the sound for *p*.
- Encourage children to point out printed words in the classroom that begin with today's letter and say its sound.

Listen to the Daily Message

- Write the Daily Message on chart paper. Ask children to help you complete it. Invite volunteers to write the letters.
- Read the first line and have children clap for each word.

Centers Transition Time

- Explain the Gross Motor Area and Library and Listening Center on TE p. 30, and identify any open Weekly Centers on TE pp. 6–7.
- Call your first small group for Literacy Time. Send the other children to Centers.
- After you finish Literacy Time with each small group, send children to the Language and Literacy Center.

Math Time Repeat the same procedure (using Math Centers) when doing Math Time on TE p. 31.



Daily Message

Today is _____.

It is _____ outside.

We read _____.

We learned about the letters _____.

Hoy es _____.

Afuera está _____.

Leímos _____.

Aprendimos las letras _____.



Literacy Time



Learning Goals

Oral Language and Vocabulary

Show understanding through actions

Music

Participate in a music activity

Letter Knowledge

Identify letters in a word

MATERIALS Math Books: *These Bones*, *Estos huesos*; CDs: *Moving to Math*, *Camino a las matemáticas*: “These Bones,” “Estos huesos” (Teacher’s Edition, p. R30); Vocabulary Cards: *dance*, *bailar*; rhythm sticks or empty paper-towel tubes

Ready!

- Display the book cover. Tell children that this book is about some dancing bones. It is a make-believe story; it is fiction.
- Remind children that bones can only move with the help of muscles. Tell them that this story is based on a song.
- Read the book aloud and track the print as you read.

Set!

- Tell children that they are going to tap the patterns suggested in the story. Distribute rhythm sticks or substitute empty paper-towel tubes or allow children to clap the patterns with their hands.
- Play the song.
- Display the Vocabulary Card for **dance**, **bailar**. Ask children to identify the letters and place the Vocabulary Card on the letter wall.

Go!

- Tell children that they will now go to the Language and Literacy Center where they will tap patterns.
- Rotate groups so that all children can participate in the Literacy Time activity and in each of the Centers.

Centers



Language and Literacy

MATERIALS Sequence Cards: *These Bones*; rhythm sticks or paper-towel tubes

Invite children to use the Sequence Cards to replay the patterns in the book or make up new patterns.

REFLECT: Ask children which parts of their bodies they used when they played the rhythm sticks.

Gross Motor Area

MATERIALS Sequence Cards: *Giant Dance 1*; *Giant Dance 2*

Invite children to sequence the cards and then use the cards to recreate the two dances.

REFLECT: *Is the dance simple? Why or why not? ¿Es un baile sencillo? ¿Por que sí o por qué no?*

Library and Listening

MATERIALS Instructional Small Books: *Body Talk in Rhyme*, *El cuerpo habla en rimas*; *Small Book Listening CD* (English, Spanish); finger puppets (instructions on Teacher’s Edition, p. R14)



Encourage children to listen to the story. Invite children to make the finger puppets dance.

REFLECT: Turn to pages 10 and 11 of the book. Ask children which body parts the man and woman are using as they dance.



Math Time



Learning Goals

Oral Language and Vocabulary

English: Use content words **pair**, **odd**, **even**

Spanish: Use content words **pareja**, **impar**, **par**

Math

Identify odd and even numbers

Patterns

Recognize patterns in numbers

MATERIALS *Games and Patterns CD-ROM:* 1–10 ten-frame counting cards, 1–10 number line cards; Frog Counters; red and blue Connecting Cubes

Ready!

- Show children the ten-frame counting cards. Tell them you're going to count out as many frogs as there are dots. Point out one dot for 1. Count out one frog. Point out that it doesn't have a partner. Place a red cube under the number 1 on the number line.
- Continue with the number 2. Point out that you now have a frog pair. Explain that when you have a pair, the number is even. Place a blue Connecting Cube under 2 on the number line.
- Continue with the number 3. Point out that you have one pair of frogs, but there is one frog without a partner. Since you cannot make complete pairs, the number is odd. Place a red Connecting Cube under the number 3 on the number line. The numbers with red cubes are odd. The number with a blue cube is even.

Set!

- Work with children to continue the procedure for the numbers 4–10. Help children identify if the number is even (each frog has a partner) or odd, and place the appropriate color cube under that number.
- Point out the cube pattern—every other cube is the same color. The numbers follow the same pattern—odd, even, odd, and so on.

Go!

- Send children to the Math Center to practice counting and identifying odd and even numbers.

Centers

Fine Motor

MATERIALS wet sand; spray bottle of water; toy cars and trucks; magnifying lenses

Have children make tire imprints in the sand with the toy cars and trucks. Encourage them to use a magnifying lense to observe and describe the zigzag patterns made by the tire tracks.

REFLECT: *How would you describe the patterns made by the tire tracks? ¿Cómo describirían los patrones que dejan las ruedas del camión?*

Math

MATERIALS *Games and Patterns CD-ROM:* 1–10 ten-frame counting cards, 1–10 number line cards; Frog Counters; Connecting Cubes

Pair children. Have them count out as many Frog Counters as there are dots on each ten-frame counting card, and say which ten-frame counting cards are even numbers and which are odd.

Instruct children to mark all of the odd numerals on the number line with a red cube and all the even numerals with a blue cube.

REFLECT: Ask children what number comes next on the number line, and if it is odd or even.

Technology

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

Have children recognize and extend patterns.

REFLECT: Invite children to describe a pattern they worked with.



Learning Goals

Gross Motor Skill

Show an awareness of body parts

Oral Language and Vocabulary

Show understanding through gestures and action

Comprehension

Retell important facts from a story

Play and Learn

Play Inside

MATERIALS CDs: *Moving to Math*, *Camino a las matemáticas*: “The Numeral Dance,” “El baile de los números”; numeral necklaces (instructions on Teacher’s Edition, p. R14)

- Invite children to dance to the song.
- Distribute numeral necklaces. Invite children to wear them while singing the song.

Play Outdoors

MATERIALS stilts (instructions on Teacher’s Edition, p. R15)

- Encourage children to walk on stilts.
- Discuss which parts of their bodies moved with this activity.

Story Time

Read the Story

MATERIALS Instructional Big Books: *Dance!, ¡A bailar!*; Photo Activity Card 138

- Display the Photo Activity Card. Ask children to describe what the girl is doing. Ask them how they think she might feel.
- Display the book cover. Ask a volunteer to remind classmates what the story is about.

Modeling Comprehension

- Read the story aloud, tracking the print. Discuss targeted words with children.
- Model figuring out the meaning of a word by turning to page 4. Point out that Audrey and her mom were waiting their turn patiently. Explain that when you wait *patiently*, you stay calm while you wait for your turn. Continue discussing the remaining targeted story words.

Responding

- Ask children what inspired the people in the deli to dance. Ask how the story would have been different if the man and woman hadn’t agreed to dance.



Story Words

patiently **pacientemente**
sheepishly **obedientemente**
ordinary **corriente**
extraordinary **extraordinario**





Connection Time

Social Studies

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

- Display Photo Fanny. Have Fanny remind children about her upcoming visit to their homes.
- Tell children that they will each take Photo Fanny home today. Explain that Fanny will be their guest for two weeks. They can take her with them wherever they go, as long as their family says it is all right. Encourage them to take photos of or draw the things they do with Fanny and to remember to describe Fanny's adventures in their journals.
- Make a list of things Fanny might do at their homes (play indoors and outdoors, eat dinner, meet family members, sleep under their pillow, visit friends and relatives or attend dance class).

Learning Goals

Oral Language and Vocabulary

Discuss today's accomplishments

Social Studies

Show awareness of family activities



Good-bye Time

MATERIALS *Games and Patterns CD-ROM*: Photo Fanny; *Family Connections CD*: Reproducible Letters about Photo Fanny

- Read the Big Idea again (TE, p. 28). Discuss which parts of our bodies we can move when we dance or move to different sounds.
- Display the Daily Message created earlier in the day (TE, p. 29). Ask children what they would like to add.
- Invite children to share what they did in the Centers today.
- Ask children how they will introduce Fanny to their families.

Family Connection Send home a letter explaining Photo Fanny and providing ideas for family members of things they might do with her during her two-week stay. Ask families to help document the things Fanny does while visiting. Encourage them to help children take photos or draw pictures and write about activities in their journal.

Conscious Discipline™

Kindness Tree

If you have a Kindness Recorder, have him or her count the hearts on the Kindness Tree and report on kind acts. If not, you count them.

Daily Commitment Check

Ask children for examples of ways children followed through on their commitments.

Learning Goals

Oral Language

Use prior knowledge in a discussion

Phonological Awareness

Match final words

Word of the Week

mobile
móvil



Meeting Time



Gather Together

MATERIALS Song: "My Little Red Wagon"/"Mi carrito rojo" (Teacher's Edition, p. R26)

- Invite children to sing the song.
- Ask children about their experiences with wagons. *Do you push a wagon or pull it? Un carrito, ¿se debe empujar o jalar? What things can you put inside a wagon? ¿Qué cosas pueden poner dentro de un carrito?*
- Tell children we will continue learning about ways we move.

Let's Talk

Big Idea

- Read aloud the Big Idea.

Wagons and scooters help me move. **Los carritos y las patinetas me ayudan a moverme.**

- Tell children that wagons and scooters are things a person can use to be **mobile**, able to move from place to place. **móvil**

Phonological Awareness

- Say, *jog, hug, tug*. These words end with the sound /g/. Repeat the words emphasizing /g/. Say new words and have children clap if a word ends in /g/: *leg, toss, dig*.
- **FOR SPANISH SPEAKERS** Say, *dos, adiós, casas*. Tell children that these words end with the sound /s/. Have them say the words with you several times and listen for the sound. Say new words and have children clap if a word ends in /s/: *mesas, gato, aprendes*.

Conscious Discipline™

Calm

MATERIALS Calming Strategy: "Belly Breathing Strategy" (Teacher's Edition, p. R16)

Have children lie on the floor with their hands on their bellies so they can feel their tummy rise and fall. Inhale slowly to the count of three. Exhale as you slowly count to five.

Connect

MATERIALS Fanny Frog puppet; Ritual: "Move What I Touch" (Teacher's Edition, p. R18)

Use Fanny Frog to help implement the "Absent Child Ritual" and the "Welcome Back Ritual."

Invite partners to play "Move What I Touch." Partners sit facing each other. One child sits still while the partner gently touches some part of his or her partner's body (elbow, shoulder). The still child moves that body part. Switch partners.

Commit

MATERIALS Commitment Poster; Safe Keeper Box

Implement the "Safe Keeper Ritual" and the "Daily Commitment Ritual."

Story Time



Read the Book

MATERIALS Strategy Card J; Instructional Big Books: *Our Muscles*, *Los músculos*; Pocket Photo Cards: *bicycle*; *wagon*, *bicicleta*; Letter Cards: *B, b, W, w*

- See Strategy Card J. Display the Pocket Photos. Discuss how we move each vehicle. Have children identify the first letters of *bicycle* (or *bicicleta*) and *wagon*.
- Display the book cover. Tell children that as you read the story, they are to look for scooters and wagons.



Story Words

muscles **músculos**
arm **brazo**
skin **piel**

Learning Goals

Comprehension:

Answer questions about details in a story

Oral Language and Vocabulary:

Demonstrate use of steadily increasing vocabulary

Letter Knowledge

English: Review letter names and sounds *Nn /n/, Pp /p/*

Spanish: Recognize letter names and sounds *Nn /n/, Ññ /ñ/, Pp /p/*



Modeling Comprehension

- Read the story aloud, tracking the print.
- Ask children to identify scooters and wagons. Model by using the picture on page 7 to point out the wagon.

Responding

- Ask why you move faster on a scooter. Use the photograph on page 15 to discuss how wheels help the scooter move fast. Point out that the boy is not wearing a helmet, which is not safe.

Letter Work: *Nn /n/, Ññ /ñ/, Pp /p/*

MATERIALS Letter-Sounds Routine 3 (Teacher's Edition, p. R13)

- Use Letter-Sounds Routine 3: Review the Week's Consonant Letter-Sounds on page R13 to review the sounds for *n* and for *p*.
- **FOR SPANISH SPEAKERS** Use the same Routine to review the */ñ/* sound for *ñ*.
- Encourage children to point out printed words that begin with these letters in any materials they use throughout the day.

Listen to the Daily Message

- Write the Daily Message on chart paper. Ask children to help you complete it. Invite volunteers to write the letters.
- Read the third line and have children clap for each word.

Centers Transition Time

- Explain the Writer's Corner and Creativity Station on TE p. 36, and identify any open Weekly Centers on TE pp. 6–7.
- Call your first small group for Literacy Time. Send the other children to Centers.
- After you finish Literacy Time with each small group, send children to the Gross Motor Area.

Math Time Repeat this procedure (using Math Centers) when doing Math Time on TE p. 37.

Daily Message

Today is _____.

It is _____ outside.

We read _____.

We learned about the letters _____.

Hoy es _____.

Afuera está _____.

Leímos _____.

Aprendimos las letras _____.



Literacy Time



Learning Goals

Oral Language and Vocabulary

Show understanding through actions

Social/Emotional Development

Cooperate in group activities

SNA Special Needs Adaptations

Reinforce the understanding of *up* (*arriba*) and *down* (*abajo*) by demonstrating it with several objects in the classroom. Look for opportunities throughout the day to help the child demonstrate his or her understanding of *up* and *down*.

MATERIALS Instructional Big Books: *Gram Is Coming to My House*, *Abuelita se viene a mi casa*; Song: "My Little Red Wagon"/"Mi carrito rojo" (Teacher's Edition, p. R26); Photo Activity Card 137

Ready!

- Display the photo and final page of the book. Discuss the wagon and scooter. Have children express ways that wagons and scooters are alike and different.
- Ask volunteers to demonstrate bumping, swaying, and rocking. Sing the song.

Set!

- For English-speaking children, say, *scooter*, *skate*, and *skateboard*, stretching the /s/. Invite children to repeat the list of items, stretching the /s/. Say, *wagon* and *wheelchair*, emphasizing the /w/. Invite children to repeat the two words, emphasizing the /w/.
- **FOR SPANISH SPEAKERS** Focus on the sounds of the words *patineta* and *patines*. Ask children if they know words with similar sounds (*patinaje*, *patinar*). Ask them to pronounce all the words, emphasizing the root word, *patín*.

Go!

- Tell children that they will now go to the Gross Motor Area where they will pretend to skate.
- Rotate groups so that all children can participate in the Literacy Time activity and in each of the centers.

Centers

Gross Motor Area

Encourage children to take off their shoes and pretend to skate in their socks or on paper plates.

REFLECT: *Have you ever skated with real skates? ¿Alguna vez han patinado con patines de verdad? Who taught you to skate? ¿Quién les enseñó a patinar?*

Writer's Corner

MATERIALS craft paper; index cards; labels (*up* or *arriba*, *down* or *abajo*)

Print *Bumping* ____ and ____ in my little red wagon on craft paper. *Paseando* ____ y ____ en mi carrito rojo. Draw an up arrow in the first blank and a down arrow in the second blank. Give children index cards with the words *up/down* written on them. *arriba/abajo* Challenge children to place the words in the correct blank spots.

REFLECT: Ask children which is the first letter in the word *up* or *arriba*.

Creativity Station

MATERIALS red, white, and black tempera paint; easel paper

Invite children to paint a picture of a wagon.

REFLECT: *Why are wagons red? ¿Por qué los carritos son rojos? Do wagons have to be red? ¿Tienen que ser rojos los carritos?*

Math Time



Learning Goals

Math

Review odd and even numbers

Patterns

Review simple patterns

MATERIALS *Games and Patterns CD-ROM*: two-color combination pattern core cards, number line cards; Connecting Cubes

Ready!

- Revisit the odd and even number line you created on chart paper yesterday. Emphasize the red-blue pattern that appears when you put red cubes under odd numerals and blue cubes under even numbers.

Set!

- Take a two-color combination pattern core card. Model how to create the pattern with cubes. Then make four more of the same two-color patterns to make five pattern cores.
- Arrange the cubes on the number line to make an odd-even pattern. Separate the cubes so that they go under the numbers, keeping the pattern intact.
- Ask children what numbers have a (color) cube below them. Ask if those numbers are odd or even.

Go!

- Send children to the Math Center to do the activity with partners.

Make It Easier

Put ten Frog Counters in a cup. Invite a volunteer to grab some counters from the cup and count them. Write the number. Have children make pairs. If there is one frog without a partner, point out that the number is odd, otherwise it is even.

Make It Harder

Follow the above procedure, using twenty counters instead of ten.

Centers



Math

MATERIALS *Games and Patterns CD-ROM*: two-color combination pattern core cards, number line cards; Connecting Cubes

Invite children to select a two-color combination pattern core card. Encourage them to use Connecting Cubes to make five pattern cores that match the color arrangement on their assigned card. Instruct them to arrange the cubes on the number line card so that they make an odd-even pattern.

REFLECT: Which numbers have a (color) cube underneath them? *¿Qué números tienen un cubo (de color) debajo? Are those numbers odd or even? ¿Son números pares o impares?*

Creativity Station

MATERIALS index cards; crayons or marker

Ask children to draw a pair of eyes on an index card. Make a display of the cards. Count the eyes and the pairs of eyes and write the total of each on a card and post them with the display.

REFLECT: How many pairs of eyes are there in the classroom? *¿Cuántos pares de ojos hay en el salón de clase?*

Technology

MATERIALS *Frog Street Pre-K Interactive Software: Theme 3 Math: "Concentration"/"Concéntrate en los numerales"*

Have children play a memory game about counting.

REFLECT: Ask children what was challenging about this game. Ask if counting was difficult, or remembering was difficult.



Play and Learn

Play Inside

MATERIALS *Dr. Jean on Frog Street CD: "Compound Boogie"* (Teacher's Edition, p. R30)

- Invite children to dance to the song.
- For English-speaking children, encourage them to add compound words to the list.

Play Outdoors

MATERIALS tricycles; Game: Tricycle Relays (Teacher's Edition, p.R45)

- Invite children to participate in tricycle relays.

Learning Goals

Gross Motor Skill

Show an awareness of body parts

Oral Language and Vocabulary

English: Learn compound words

Comprehension

Review story events

Story Time

Listen to the Story

MATERIALS Bilingual Story Folder: "My Aunt Violet"/"Mi tía Violeta"; Compound Word Cards: *birdcage, football*; chart paper

- Display the story props. Tell children that in this story a little boy and his aunt use a wagon in a special way.

Modeling Comprehension

- Present the story.
- Make a list of the things Aunt Violet and her nephew put in the wagon. Model by telling children, *I remember the first thing Aunt Violet put in the wagon was a sunflower. Recuerdo que lo primero que tía Violeta puso en la carretilla fue un girasol.* Invite children to name other things.

Responding

- Point out that the names of several of the things in the wagon are compound words (*sunflower, grasshopper, football, fishbowl, pocketbook, birdcage, buttercup*).
- For English-speaking children: Use the Compound Word Cards *birdcage* and *football* to demonstrate how compound words work.
- **FOR SPANISH SPEAKERS** Write compound words from the story on the board and explain how compound words work.



Story Words

sunflower girasol
grasshopper saltamontes



Connection Time

Safety

MATERIALS Photo Activity Cards: 3, 136; Sequence Cards: *Bike Safety*

- Display the Photo Activity Cards. Discuss bike safety. *Why are the children wearing helmets? ¿Por qué los niños usan cascos? What other things do you need to do in order to be safe on bicycles and scooters? ¿Qué otras cosas deben hacer para estar seguros en bicicletas y patinetas?* Recast children's grammar as needed.
- Display the *Bike Safety* sequence cards. Point out the importance of riding on the correct side of the street, stopping at intersections, and wearing a helmet.

REFLECT: Ask children to state a bicycle safety rule.

Learning Goals

Oral Language and Vocabulary

Discuss today's accomplishments

Safety

Discuss bike safety rules



Good-bye Time

- Read the Big Idea again (TE, p. 34). Discuss how wagons and scooters can help you move.
- Display the Daily Message created earlier in the day (TE, p. 35). Ask children what they would like to add.
- Invite children to share what they accomplished in the Centers today.
- Ask English-speaking children to name some compound words we have discussed today.
- Ask children what piqued their curiosity today.

Family Connection Challenge children to think of a way to share the importance of wearing a helmet when riding bikes or scooters with their families (sing a song, create a chant, draw a poster, write a note).

Conscious Discipline™

Kindness Tree

If you have a Kindness Recorder, have him or her count the hearts on the Kindness Tree and report on kind acts. If not, you count them.

Daily Commitment Check

Ask children for examples of ways children followed through on their commitments.

Learning Goals

Comprehension

Make connections using photographs and real-life experiences

Book/Print Awareness

Recognize how graphic features clarify informational text



Word of the Week

mobile
móvil



Story Time

Read the Big Book

MATERIALS Instructional Big Books: *Our Muscles, Los músculos*; Bilingual CD: *Songs of You and Me/Canciones de ti y de mí: "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. **móvil**

First Reading: Modeling Comprehension

- Display the book cover. Ask a volunteer to recall what the book is about.
- Ask children to name some ways they have used their muscles today. Model by telling children that you are using muscles to hold up the book. Invite children to tell about something they did. Point out that they used their muscles to do it.
- Page through the book. Point out how children in the book are moving more quickly, using their muscles with scooters and wagons.
- Explain that we move our bodies by using our muscles and bones. When we can combine our body movements with vehicles like scooters, skates, wagons, and wheelchairs, and play equipment like swings, we can move more quickly.



Story Words

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



Second Reading: Responding

- Ask the following questions and invite children to answer:

Which body part helps you pedal a tricycle? ¿Qué partes del cuerpo te ayudan a pedalear un triciclo?

Which body part helps you use the handlebars to steer the tricycle? ¿Qué partes del cuerpo te ayudan a usar el manillar para dirigir el triciclo?

Ideas for Additional Readings

- Turn to the Table of Contents and demonstrate how it is used. Turn to the back of the book and display the Index. Demonstrate how the Index is used.
- Pause on each page as you read. Ask children to identify which muscles they believe are helping with the movement.
- Questions to ask:
Can we see our muscles? ¿Podemos ver nuestros músculos?
How can you show me the muscles in your arms? ¿Cómo pueden mostrarme los músculos de los brazos?
Can you feel your muscles? How? ¿Pueden sentir los músculos? ¿Cómo?



Learning Goals

Comprehension

Connect information in a story to real-life experiences

Oral Language and Vocabulary

Show understanding through gestures and actions

Literacy Time

Listen to the Story

MATERIALS Bilingual Story Folder: "I Can, Can You?"/"Yo puedo hacerlo, ¿puedes hacerlo tú?"

- Display the story props. Tell children that this story is about things they can do.
- Invite a volunteer to help you with the story props.



Story Words

wink *guiñar el ojo*
wrinkle *arruga*

Modeling Comprehension

- Present the story.
- Review the story, asking after each line, *Which muscles do we use for this? ¿Qué músculos usamos para hacer esto?* Model by rereading the first line. Tell children that when we reach our hands up high, we use arm and hand muscles. Then continue with the remaining lines.

Responding

- Encourage children to answer the final question in the rhyme.

Ideas for Additional Readings

- Invite children to physically perform the action in each line.
- Encourage children to chime in, *Can you? ¿Puedes hacerlo tú?*
- Challenge children to create new lines for the rhyme.
- Questions to ask:
Other than a hug, how else might we greet a friend? Además de con un abrazo, ¿de qué otra manera podríamos saludar a un amigo?
Could we do these actions without muscles? ¿Podríamos hacer estas acciones sin los músculos?

Other Program Resources

- Bilingual Story Folders: "Forest Friends"/"Los amigos del bosque", "Half-Chicken"/"Mediopollito"

Connect to the Theme

One Wheel, Two Wheels, Three Wheels, More

MATERIALS Photo Activity Cards: 11, 71, 86, 121, 136, 137; self-stick notes

Provide Photo Activity Cards. Discuss the number of wheels on each vehicle. Have children put self-stick notes with tally marks representing the number of wheels on each vehicle. Encourage them to arrange the cards from vehicles with the least number of wheels to the vehicles with the most wheels. Challenge children to think of something with one wheel (unicycle).

Line Dance

MATERIALS Sequence Cards: *Giant Dance 1*

Display *Giant Dance 1* Sequence Cards. Review the sequence of steps in the dance. Invite children to do the dance. Discuss the sequence of actions. Ask, *Which step comes first? ¿Qué paso viene primero? Which step is last? ¿Cuál es el último paso? Which step comes after turning around? ¿Qué paso viene después de darse vuelta?*

Math Time

Learning Goals

Oral Language and Vocabulary

English: Use the content words **first**, **next**, **last**

Spanish: Use the content words **primero**, **siguiente**, **último**

Comprehension

Identify sequence of events

Math

Recognize patterns

MATERIALS Sequence Cards: *Off to School, Hand Washing*

Ready!

- Display the *Off to School* Sequence Cards. Discuss the sequence of events and activities that occur from the first card in the sequence until the last card. Use first, next, and last vocabulary in the discussion. Point out that this sequence is a routine that is followed to make getting off to school a smooth activity.

Set!

- Mix the cards up—putting the eating breakfast card in front of the waking up card. Ask why this doesn't make sense. Ask, *Can you eat while you are sleeping?* ¿Pueden comer mientras duermen?
- Place the cards back in correct order and move the putting on your backpack card in front of the getting dressed card. Ask, *What is wrong with this arrangement?* ¿Qué tiene de malo este orden?
- Repeat these activities with the *Hand Washing* Sequence Cards.

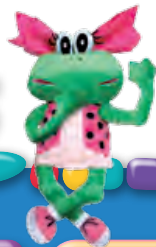
Go!

- Send children to the Math Centers.

Other Program Resources

- Sequence Cards: *Giant Dance 1, Giant Dance 2*
- Bilingual Story Folders: “There Was an Old Lady Who Swallowed a Fly,”/“Ésta era una viejita que se tragó una mosca”, “The Great Enormous Rock”/“Una piedra enorme”

Centers



Creativity

MATERIALS paper folded into three segments

Encourage children to draw three things that happen in a sequence before they come to school.

Math

MATERIALS play dough ingredients: 1/2 cup salt, 1/2 cup water, 1 cup flour, food dye (any color); mixing bowl; newspaper to cover the surface you're working on

Invite children to help make play dough. 1. Mix the salt and water. 2. Blend in the flour. 3. Add the food coloring. (Wash hands between colors if making more than one color.) Explain that the sequence of steps in a recipe are essential to the success of the recipe.

Language and Literacy

MATERIALS Sequence Cards: *Baby to Adult, Hand Washing, Off to School*

Invite children to sequence the cards. Ask children to describe the stages. Point out that the sequence represents growth and aging.

Notes

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