

THEME

9

frogstreet Pre-K

Changes



Teacher Guide



Changes

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Featuring Dr. Becky Bailey's Conscious Discipline®

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Frog Street Press, LLC cannot be held responsible for damage or injury incurred during the use of or because of activities in this program. Reasonable caution and adult supervision, appropriate to the age of the children participating in the activities, is recommended at all times. Do not leave children unattended at any time. Carefully observe children and follow appropriate safety precautions at all times.

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My School and Me

Theme 2
My Family and Friends

Theme 3
Safe, Healthy, Helpful Me

Theme 4
Compare and Contrast

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Creative Me

Theme 6
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Amazing Critters

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Animals

 **Theme 9**
Changes

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Welcome to Frog Street Pre-K



We are honored you have chosen Frog Street to be part of your classroom and School Family. We understand you are helping children build lifelong skills and a love of learning. You are a major influence during one of the most critical periods of children's development. There are few jobs more important than teaching preschoolers. We want you to have the very best tools available to help you with this huge responsibility.

The authors of this program have carefully crafted *Frog Street Pre-K* to include the latest research for optimizing learning while maintaining our highest priority—creating a developmentally appropriate program filled with activities that will excite and appeal to little ones. Because it is clear that children need a strong social and emotional foundation to be successful in both school and life, Dr. Becky Bailey's Conscious Discipline® is embedded throughout the program.

We are proud of the scope and sequence that is the framework of *Frog Street Pre-K*. Children learn best and are more likely to achieve conceptual understanding when they develop forerunner skills prior to being introduced to higher-level skills.

Experts in anti-bias education, cultural sensitivity, special needs, early brain research, STEAM, and dual language acquisition, who served as active authors and reviewers, have added depth and mindfulness to the program. We are proud of *Frog Street Pre-K* and are pleased to be sharing it with you.

Frog Street Pre-K:

- provides a **research-based** program built on the latest findings in neuroscience, math, and literacy and language acquisition.
- features a clear and specific **scope and sequence** that gives children the opportunity to build foundational skills to support the acquisition of higher-level skills.
- respects the developmental level of young children by offering concrete, **hands-on**, **child-centered**, engaging activities.



Pam Schiller, Ph.D.
Senior Author

Schedule Options

Suggested Full-Day Schedule

Greeting Circle and Morning Message	25 minutes
Music and Movement	15 minutes
Read-Aloud #1 (whole group)	20 minutes
Literacy Lesson (small group) with Practice Centers (4-5 groups)	60 minutes
Outdoor Play	20 minutes
Math Lesson (small group) with Practice Centers (3 groups)	40 minutes
Lunch	30 minutes
Read-Aloud #2 (whole group)	20 minutes
Quiet Time	60 minutes
Outdoor Play	30 minutes
STEAM with Practice Centers	60 minutes
Read-Aloud #3 (classroom library selection)	20 minutes
Closing Circle and Dismissal	20 minutes

Half-Day Schedule (option #1)

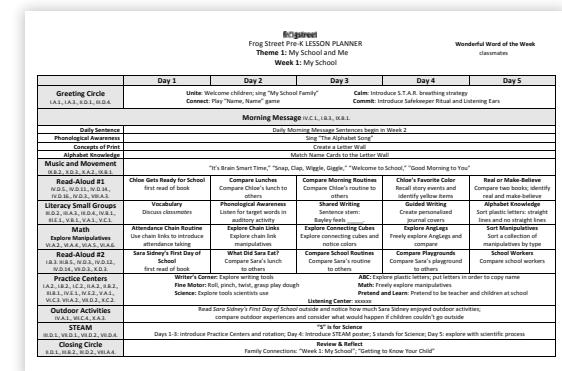
Greeting Circle and Morning Message	20 minutes
Music and Movement	10 minutes
Read-Aloud #1 (whole group)	15 minutes
Practice Centers and Literacy Small Group	35 minutes
Outdoor Play	20 minutes
Read-Aloud #2 (whole group)	15 minutes
Practice Centers and Math Small Group	40 minutes
Closing Circle and Dismissal	10 minutes

Half-Day Schedule (option #2)

Greeting Circle and Morning Message	20 minutes
Music and Movement	10 minutes
Read-Aloud #1 (whole group)	15 minutes
Practice Centers and Literacy Small Group	35 minutes
Outdoor Play	20 minutes
Read-Aloud #2 (whole group)	10 minutes
Practice Centers and Math Small Group	60 minutes
Closing Circle and Dismissal	10 minutes



Create customizable daily plans to fit your schedule and preferences.



Program Resources

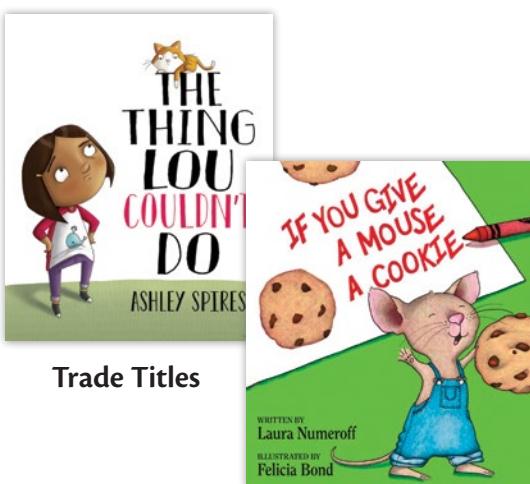
9 Thematic Teaching Guides

Frog Street Pre-K is a dual language program, designed around the latest brain research, that includes 36 weeks of instruction. The comprehensive curriculum is organized around nine thematic teacher guides.

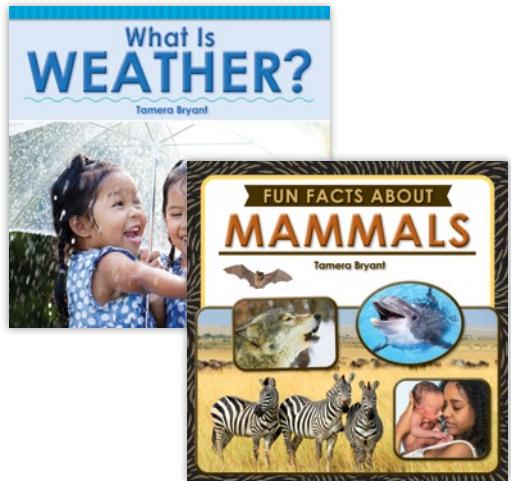


Literature Library

The library features a balance of literature (fiction) and informational text (nonfiction) that includes well-loved trade titles, books with engaging photographs, and books with a variety of artistic styles.



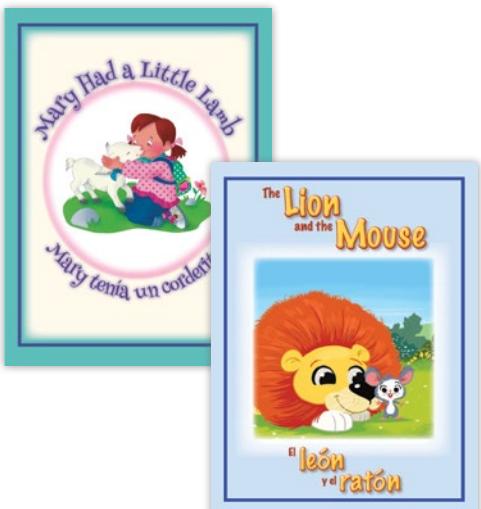
Trade Titles



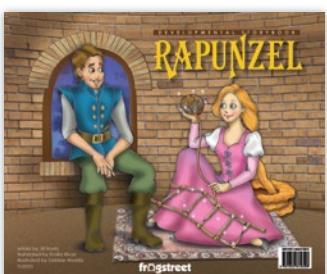
Informational Text



Literature



Story Folders



Developmental Storybooks



Video e-books

See pages 8-15 and 125-134 in the *Welcome Guide* for a complete list of Frog Street Pre-K program resources.

Program Resources



CARD SETS

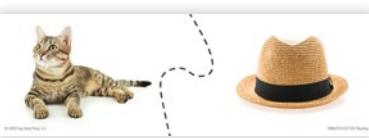
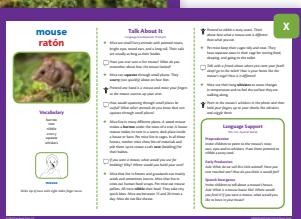


PHOTO CARDS

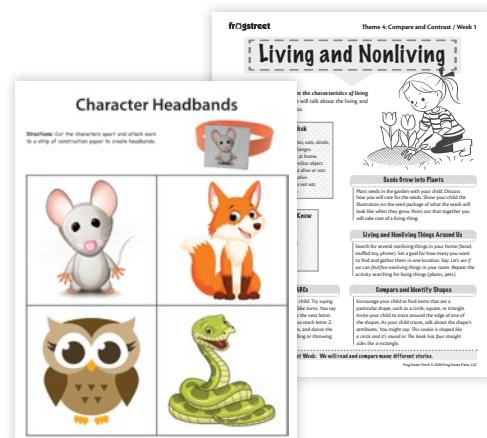
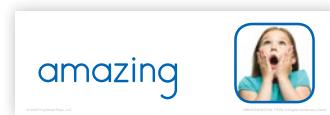


Portal Resources

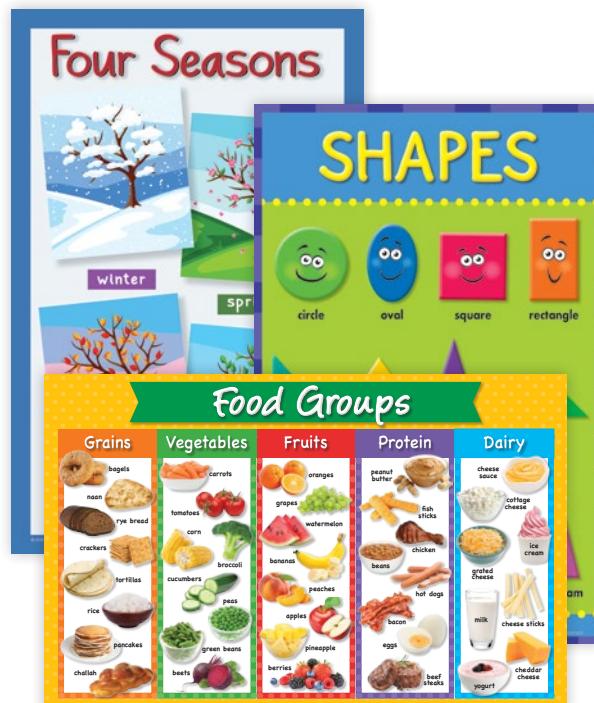
Patterns, digital library, audio books, Family Connections letters, music, Lesson Planners



VOCABULARY CARDS

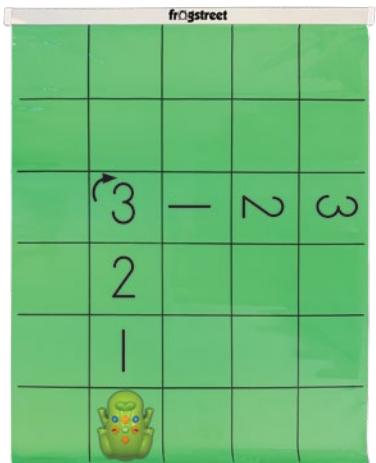


POSTERS

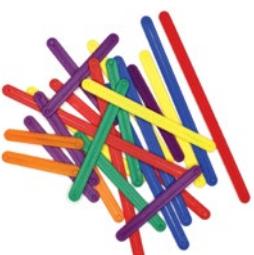
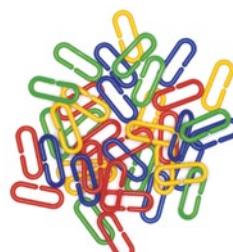


FROG-E

Programmable floor robot



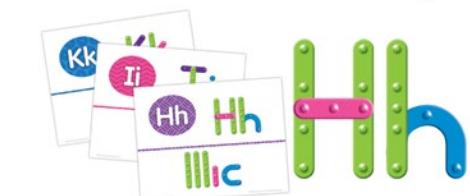
MANIPULATIVES



FANNY FROG



Fanny Frog



Teacher Guide Tour

Getting Started • Week at a Glance • Materials for the Week

Creative Me

GETTING STARTED

BIG IDEAS

Thematic

- Builders use many kinds of construction vehicles to help them build.
- It takes many types of workers (architect, engineer, builder) to plan and construct a building.
- A building is constructed in stages.

Math, Science, Social Studies

- There are many kinds of polygons (straight-sided shapes).
- There are many kinds of quadrilaterals, but all of them have four sides.
- Lines are parallel when they are the same distance apart at both ends.

Literacy

- Each alphabet letter has a name and a sound.
- Alliteration is the repetition of the beginning sound in two or more neighboring words.
- Every sentence ends with a punctuation mark.
- Steps in a story or process can be sequenced to show their order.

VOCABULARY

- architect
- blueprint
- construction
- cooperation
- engineer
- foundation
- parallel
- polygon
- quadrilateral
- skylane
- skyscraper

Creative Me

GETTING STARTED

Week 1: Under Construction

FAMILY CONNECTIONS

Send home the weekly family letter and this week's digital book for families to enjoy reading together.

WEEK 1: UNDER CONSTRUCTION

WHAT WILL IT BE?

TRANSITIONS AND BRAIN BREAKS

Use these weekly ideas to create smooth transitions from one activity to another and to offer children movement opportunities throughout the day.

- Encourage children to walk to the next location by walking backwards, sideways, or in a zigzag pattern.
- Dismiss children to centers by asking them to name a machine used to build a house.
- Make a truck back-up noise (beep, beep, beep) to get children's attention!
- Clap syllables as you say a thematic word: bulldozer, crane, flatbed, front-end loader, excavator, backhoe.
- Invite children to "drive" to Greeting Circle like a construction vehicle.
- Give children a "blueprint" (picture schedule) of what they will be doing in the morning or afternoon.

Come and Make a Circle

Tune: "The More We Get Together"

Come and make a circle;
A circle, a circle;
Come and make a circle;
A circle, a circle.

ASSESSMENT OPPORTUNITIES

Social Emotional

- SF.A.2. Response to a Distressed Peer
- SF.B.2. Self-Regulation
- Read About #2, Day 4 (p. 19) Discuss how children may modify their behavior or participation to accommodate peer needs.
- SF.B.4. Interest STEAM, Days 2-4 (p. 25)

Language and Literacy

- LL.A.2. Speaking/Purposes and Situations Literacy Small Group, Day 1 (p. 20) Use Checklist #7
- LL.B.6. Concepts of Print Literacy Small Group, Day 3 (p. 21) Use Checklist #9 (Column 1)
- LL.B.6. Initial/Final/Medial Sounds Literacy Small Group, Day 2 (p. 20) Use Checklist #9 (Column 1)

LESSON PLANNER

WEEK AT A GLANCE

Week 1: Under Construction

WORD OF THE WEEK

construction

the process of building something

WEEKLY GREETING CIRCLE

MORNING MESSAGE

Workers construct concrete walls and floors.

MUSIC & MOVEMENT

READ-ALOUD #1

Introduction Introduce the "Under Construction" video e-book

LITERACY SMALL GROUPS

VOCABULARY

Review vocabulary construction, skyscrapers, skyline

PHONOLOGICAL AWARENESS

Recognize alliteration

PARALLEL LINES

BRIDGEBLOCKS TO RECTANGLES

Day 1

Day 2

Day 3

Day 4

Day 5

BRAIN SMART® START

Workers install insulation inside the walls.

Rebar rods are inside concrete.

Carpet covers cold wood floors.

Construction workers install wiring, walls, and windows.

Choose from these songs for the week: "This Little Pig," "Jazzy Shapes," "Tree House," and "Big Toe Truck."

WEEK AT A GLANCE

Week 1: Under Construction

Day 2

Day 3

Day 4

Day 5

BRAIN SMART® START

Workers install insulation inside the walls.

Rebar rods are inside concrete.

Carpet covers cold wood floors.

Construction workers install wiring, walls, and windows.

PHONOLOGICAL AWARENESS

Recognize alliteration

CONCEPTS OF PRINT

Spaces between words; end punctuation

ALPHABET KNOWLEDGE

Associate letters with sounds: /c/ Cc, /l/ Ll, /r/ Rr, /w/ Ww

GUIDED WRITING

Illustrate desired construction job

RHOMBUS TO SQUARE

Transform shapes

IS IT A SQUARE?

Explore characteristics of a square

STANLEY SKID STEER

Participate in an action story about a construction vehicle

SONGS & STORIES

The Three Little Pigs Analyze structure of three pigs' homes

PREPARATION

Consider asking parents or local architects for blueprints to display in the Writer's Corner or Construction Center for children to review this week.

CONSTRUCTION PAPER SHAPES

(Construction Station) Cut construction paper squares, rectangles, and triangles of various sizes.

CONSTRUCTION PAPER STRIPS

(Math Center) Cut 1-inch wide construction paper strips in various lengths.

CONSTRUCTION SENTENCE STRIPS

(Literacy Small Group, Day 3) Write these eight phrases on individual sentence strips:

- clear the land
- level the ground
- lay the foundation
- frame the building
- install roof, doors, and windows
- install wiring and plumbing
- paint the walls
- The house is finished!

GATHER

- blueprints (optional)
- camera
- chart paper
- construction vehicles
- hard hat (optional)
- journals
- medium-sized stones
- photos of houses, schools, buildings
- pocket chart
- pointer
- sand
- seamless strips
- small plastic shovels
- stickers on notes
- stones, bricks, sticks, logs
- tongs
- toothpicks or craft sticks

SHARE DISCOVERIES

Construction family letter

Creative Me

MATERIALS FOR THE WEEK

Week 1: Under Construction

LITERATURE

PHOTO CARDS

- #74 architect
- #75 engineers
- #76 builder
- #77 buildings
- #78 bulldozer, skid steer
- #79 cement mixer, pumper
- #80 crane, flatbed
- #81 excavator, backhoe
- #82 front end loader, dump truck
- #83 skyline

SOUND CARDS

- pattern blocks
- AngLegs®
- connecting cubes
- Fanny Frog

PORTAL: MUSIC

- "Jazzy Shapes" • "Big Toe Truck"
- "This Little Pig" • "Tree House"
- "We All Count!"

PORTAL: PATTERNS

- "Blueprints" • "Graph Paper"
- "The Three Little Pigs Stick Puppets"

LETTER CARDS

- C, I, R, W (12 cards)

CARD SETS

- "2-D Shapes" (16 cards)

STRATEGY CARDS

- Geometry
- Alliteration
- Morning Message

MANIPULATIVES

- Building Materials
- Connecting Materials
- Art Materials
- Tools

STEAM SUPPLIES

- Building Materials
- Connecting Materials
- Art Materials
- Tools

Creative Me

MATERIALS FOR THE WEEK

Week 1: Under Construction

PREPARE

BLUPRINTS

Consider asking parents or local architects for blueprints to display in the Writer's Corner or Construction Center for children to review this week.

CONSTRUCTION PAPER SHAPES

(Construction Station) Cut construction paper squares, rectangles, and triangles of various sizes.

CONSTRUCTION PAPER STRIPS

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GATHER

- blueprints (optional)
- camera
- chart paper
- construction vehicles
- hard hat (optional)
- journals
- medium-sized stones
- photos of houses, schools, buildings
- pocket chart
- pointer
- sand
- seamless strips
- small plastic shovels
- stickers on notes
- stones, bricks, sticks, logs
- tongs
- toothpicks or craft sticks

SHARE DISCOVERIES

Construction family letter

Materials for the Week

Visual display of all program materials needed for the week to simplify planning and preparation.

Teacher Guide Tour

Practice Centers

Creative Me

PRACTICE CENTERS

Week 1: Under Construction

Creative Me

PRACTICE CENTERS

Week 1: Under Construction

Learning through active exploration and play is an essential part of the Frog Street curriculum. Each week, options for Practice Centers provide ways to integrate the week's learning goals into practice time. Practice Centers give children an opportunity to explore their interests, learn cooperatively, make their own choices, and develop independence.

In addition to the six Practice Centers described on pages 8–11, you may choose to offer additional center choices based on materials and options available in your classroom.

WRITER'S CORNER

V.A.1. Uses writing to communicate ideas. V.C.3. Writes words or part of words.

MATERIALS

- Graph Paper* (Portal: Patterns)
- Photo Cards (#7 architect, #7 buildings)
- writing tools
- blueprints (p. 7) optional

PFND.A.S.

TECHNOLOGY CENTER

X.I.A.1. Uses digital learning programs. X.I.A.2. Namesuses digital tools. X.I.A.4. Uses technology to access information. X.I.A.5. Practices safe behavior using technology.

Provide activities through a website or educational software to address shapes, angles and the letters Cc, Ii, Rr, Ww.

CONSTRUCTION

V.I.A.10. Compares quantities. VI.C.2. Creates shapes. XC.1. Demonstrates control/strength of small muscles. XC.2. Demonstrates eye-hand coordination.

Encourage children to build tall and short buildings. Suggest they build them side by side to see the difference. Challenge them to build circular and rectangular buildings.

Reflect: Do you think you used more blocks to build a tall building or a short building? How do you know? When children are ready to dismantle their buildings, have them match the blocks one-to-one before putting them away.

Note: Most of the time, children will predict the taller building used more blocks. For most things that appear bigger must have more pieces than something that is smaller than that is not always the case. Depending on the size of the blocks they used, they may be surprised that their smaller building (which may be built with smaller blocks) may have required more blocks.

MIDWEEK OPTION: Encourage children to build structures represented by the "blueprints" (Portal: Patterns) or photos of simple block structures you have prepared using materials in your classroom. Encourage children to look at the design and recreate it.

SENSORY

V.I.D.2. Uses simple tools for investigating. XC.1. Demonstrates control/strength of small muscles. XC.2. Demonstrates eye-hand coordination.

Invite children to use construction vehicles to dig and excavate in the sand. If construction vehicles are not available, offer shovels and tongs. Burry medium-sized stones and small twigs under the sand. Encourage children to remove these "boulders" and other debris to excavate the building site.

Reflect: Which tool did you use to remove the "boulders"?

MIDWEEK OPTION: Invite children to smooth the "ground" using tongue depressors, rulers, and rolling pins to prepare it for laying the foundation.

Dual/English Language Learners

Anchor Text: While in the center, encourage children to discuss ideas for planning their own construction site by referencing the "Under Construction" video or book or the book Mighty, Mighty Construction by Doreen Cronin. Encourage children to use descriptive words to encourage children to talk about their exploration and creations.

CREATIVITY STATION

III.D.1. Uses words to label and describe. III.A.1. Explores a variety of art materials. III.A.2. Uses art for self-expression. XC.2. Demonstrates eye-hand coordination.

MATERIALS

- construction paper shapes (squares, rectangles, triangles) or cutouts (p. 7)
- drawing paper
- glue
- markers
- crayons (optional)

After the Day 2 Read-Aloud, encourage children to create a city skyline of tall and short buildings by gluing rectangle and square construction paper shapes to drawing paper. Encourage them to add triangle roof tops.

Reflect: Ask children to describe their city skyline. Which buildings are tall/short? What type of roofs did you choose?

MIDWEEK OPTION: Encourage children to draw a day or night sky above their skyline. They may also want to use construction paper rectangles or crayons to add or draw windows on the buildings.

SPECIAL NEEDS ADAPTATION

Provide prepared pieces for children to glue to make their skyline. Help children review which buildings are tall and short by modeling the language.

MATH

VI.C.1. Names common shapes. VI.C.2. Creates shapes. VI.C.3. Recognizes shapes in real world.

MATERIALS

- construction paper strips (1 inch wide, various lengths) (p. 7)
- glue
- Graph Paper* (Portal: Patterns) optional
- markers (optional)
- ruler (optional)
- hard hat (optional)

Cut various lengths of 1-inch construction paper strips. Invite children to create a frame for a house or other type of building by gluing the construction paper strips together. Make a hard hat available for children to wear as they build.

Reflect: What shape would a roof on a house be? How do you make a triangle with the paper strip? How many strips would you need to make that shape?

MIDWEEK OPTION

Invite children to use a ruler and markers to draw their building design on graph paper.

SPECIAL NEEDS ADAPTATION

Provide an outline for children to use as a guide as they glue the construction paper strips together to make a house frame.

LANGUAGE AND LITERACY

III.B.3. Uses language to express self. IV.D.3. Retells story. VII.A.4. Identifies sequence of events in a day.

MATERIALS

- "Construction Stages" Card Set
- "The Three Little Pigs Stick Puppets" (Portal: Patterns)

PFND.A.S.

Invite children to work with a partner to sequence the "Construction Stages" Card Set. To give children the opportunity to self-check the order of the cards, write a numeral from 1 to 8 on the back of each card.

Reflect: Invite children to describe each step of the building process. Ask: Which stage would you most like to work on? Why?

MIDWEEK OPTION

Print, laminate, and cut out the "The Three Little Pigs Stick Puppets." Attach each puppet to a craft stick or tongue depressor. Encourage children to use the stick puppets to retell the story of The Three Little Pigs.

OUTDOOR ACTIVITIES

III.D.7. Plays cooperatively with peers. III.D.1. Uses words to label and describe. VII.C.1. Investigates earth materials. VII.D.4. Uses engineering and process skills to solve problems. VII.C.1. Identifies features in natural environment.

Whole/Group
MATERIALS

- stones, bricks, sticks, logs
- mud (dirt and water)
- toy construction vehicles
- camera

Outdoor Activities
Take children on a walk around the neighborhood and look at the materials used for building. Find slate, brick, wood siding, and maybe even log homes. Take pictures to inspire building later.

Talk with children about the buildings you saw on your walk around the neighborhood and look at the pictures you took. Encourage children to be architects and think about (and draw) how they would like to build a structure.

Enrich the sandbox or a space in the dirt or grass with natural elements that could be used for building, such as mud, sticks, stones, bricks, and logs. Encourage children to use their imaginations and cooperate with each other to create unique buildings, roads, rivers, and bridges.

Bring toy construction vehicles outdoors so children can excavate the sand or dirt and get the construction site leveled for building.

DID YOU KNOW?

Many of the earth's resources are used for building. Cement is created from shale, clay and slate. Wood comes from trees. Soil, rocks, and sand are made from stones and shale are cut from rock on the side of mountains. Roots and stems grow from the earth. We can show gratitude by taking care of the earth.

Practice Centers

For each week of instruction, *Frog Street Pre-K* includes meaningful opportunities to participate in **six** core Practice Centers as well as resources to place at your Listening Center and Technology Center.

Outdoor Activities

Several outdoor activities are suggested each week to foster young children's natural curiosity in the world around them.

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Teacher Guide Tour

Greeting Circle • Morning Message • Music and Movement

Greeting Circle

Greeting Circle activities encourage children to participate in the Brain Smart® way to start each day, which sets the tone for their emotional well-being and challenges them to focus on pro-social skills. Dr. Becky Bailey's Brain Smart® Start includes a daily 4-step routine:

- Unite
 - Calm
 - Connect
 - Commit

Morning Message

The Morning Message weekly plan offers one sentence for each day. The 3-step process for presenting that sentence (message) remains the same for the week:

- Say the Sentence
 - Write the Sentence
 - Focus on Letters and Sounds

Music and Movement

Several music and movement activities are offered weekly with accompanying portal access for all music recordings. Music is used throughout the day to unite children together as a group, engage them during a waiting time, and offer a break between activities.

Teacher Guide Tour

Read-Alouds

Creative Me

READ-ALOUDS BOOK #1

Week 1: Under Construction

DAY 1: INTRODUCTION

BEFORE
I.D.1. Retains words and meanings including words with multiple meanings. I.D.4. Increases listening vocabulary. I.D.13. Experiences various types of literature.

Explain that stories can be told in many ways. Some stories are told in a book. Some stories are told in a movie or video. Invite children to share a favorite movie story. Explain that some stories are just told from memory. Tell children that today's story will be told in a video.

DURING
I.D.5. Engages in group reading activities. IV.A.3. Understands text has meaning. XI.A.4. Uses technology to access information.

Watch the "Under Construction" video e-book.

AFTER
I.D.3. Responds to questions from read-aloud. IV.D.8. Connects informational text to life experiences. IV.D.11. Makes inferences and predictions.

REMEMBERING
Say: Tell me as many steps for constructing a building as you can remember.

UNDERSTANDING
Ask: Why is it important for the foundation to be strong?

EVALUATING
Ask: Which of the jobs in the video would you most like to do? Why?

DAY 2: TALL AND SHORT BUILDINGS

BEFORE
I.B.5. Engages in conversations. II.B.5. Shares relevant information. II.D.2. Understands words and meanings including words with multiple meanings.

Watch the "Under Construction" video e-book. After watching, display the Vocabulary Card (skylines). Define skyline as an outline of buildings against the background of the sky. Display the Photo Card (#83 skyline).

Invite volunteers to use their finger to trace along the top of the buildings (skyline). Have volunteers identify tall and short buildings. Point out that the taller a building is, the more floors (stories) it has.

Children are familiar with the word stories defined as tales told in a book or movie. Point out that this same word (stories) is used to describe the floors of a building. The word stories has two different meanings.

Extension: Attach blue construction blocks to create tall skyscrapers. Trace the outline (skyline) in the sky.

VOCABULARY
construction floors skyscrapers skyline stories

MATERIALS
• Under Construction video e-book (Portal)

• The Three Little Pigs Developmental Storybook

• Vocabulary Cards (construction, skyscrapers, skyline)

• Construction Stages Card Set

• Photo Cards (#74 architect, #75 engineer, #76 builder, skid steer, #82 front-end loader, dump truck, #83 skyline)

MORE READ-ALOUNDS
• Look at that Building! by Scott Fife
• When I Built with Blocks by Niki Alling
• Rosie Revere Engineer by Andrea Beaty
• Dreaming Up by Christy Hale

Creative Me

READ-ALOUDS BOOK #1

Week 1: Under Construction

DAY 3: CONSTRUCTION STAGES

BEFORE
I.B.4. Retains and recalls information. II.B.2. Engages in conversations. IV.D.3. Responds to questions from read-aloud. IV.D.8. Connects informational text to life experiences. VII.A.4.

Watch the "Under Construction" video e-book. After watching, display the "Construction Stages" Card Set. Invite children to help you sequence the cards. Encourage children to describe what they remember or what they know about each step.

Extension: Use a rolling pin to smooth out a ball of play dough to demonstrate how a roller can smooth and flatten rough and bumpy land.

SPECIAL NEEDS ADAPTATION
Choose just three cards from the sequence to help children be successful in understanding what comes first, next, and last.

DAY 4: PREPARING CONSTRUCTION SITES

BEFORE
I.B.3. Maintains focus (group activity). I.B.4. Retains and recalls information. II.B.2. Engages in conversations. VII.D.2. Uses simple tools for investigating.

Watch the "Under Construction" video e-book. After watching, display Photo Cards (#78 bulldozer, skid steer, #82 front-end loader, dump truck).

Ask children how these machines helped level the ground in Step 2. Then point out that in the video there is also a larger role that helped to smooth and flatten the land after it was cleared.

Extension: Use a rolling pin to smooth out a ball of play dough to demonstrate how a roller can smooth and flatten rough and bumpy land.

DUAL/ENGLISH LANGUAGE LEARNERS
Use the Photo Cards on the back of the Photo Cards to connect actions with vocabulary push and dump.



Book #1
5 Lessons
Days 1-5

Creative Me

READ-ALOUDS BOOK #2

Week 1: Under Construction

DAY 1: INTRODUCTION

BEFORE
II.D.2. Understands words and meanings. IV.D.5. Engages in group reading activities. IV.A.1. Engages in pre-reading/reading activities. IV.D.11. Makes inferences and predictions.

Display Mighty, Mighty Construction Site. Encourage children to predict what they think this book will be about. Display the Vocabulary Card (construction). Remind children that construction is the process of building something. Point out that large work vehicles called construction trucks are used in building. Encourage children to listen to find out how each truck helps.

DURING
IV.D.1. Experiences various types of literature. IV.D.16. Connects literature text to life experiences.

Read the story. Pause on the page where the plan is unrolled. Point out that this is called a blueprint. It tells the workers what they need to do.

AFTER
I.D.3. Responds to questions from read-aloud. IV.D.16. Connects text to life experiences.

REMEMBERING
Ask: What does the plan tell the workers?

UNDERSTANDING
Ask: Could the construction get finished if only one or two trucks came to work? Why?

EVALUATING
Say: People drive and operate these trucks. Which trucks seem like the most fun to operate? Why?

DAY 2: CONSTRUCTION MACHINES

BEFORE
I.D.4. Increases listening vocabulary. IV.D.3. Understands words and meanings including words with multiple meanings. IV.D.8. Compares two informational texts on same topic.

Read Mighty, Mighty Construction Site. After reading, turn to the spread that shows off ten big trucks. Invite children to help you identify each truck. Label the trucks with stick-on notes.

Extension: Read What Will It Be? After reading, ask: Which of the construction vehicles named in the story would you choose to illustrate?

VOCABULARY
architect blueprint cooperation construction

Creative Me

READ-ALOUDS BOOK #2

Week 1: Under Construction

DAY 3: BLUEPRINTS

BEFORE
IV.D.5. Connects text to life experiences. IV.D.2. Recalls details related to main topic.

Read Mighty, Mighty Construction Site. As you read, pause on the page where the plan is unrolled. Explain that the plan for a building or a house is called a blueprint.

Display the Vocabulary Cards (blueprint, architect, engineer). Explain that an architect is the person who designs a building. An engineer is the person who inspects the blueprint to solve problems and be sure the plan will help workers build a safe structure.

Extension: If available, show children actual blueprints. Invite children to draw a house with white chalk on blue paper or use blue pens to draw on white paper. Explain that building plans are called blueprints because they are often drawn with blue ink or on blue paper.

DUAL/ENGLISH LANGUAGE LEARNERS
Visual Cues

DAY 4: COOPERATION

BEFORE
I.D.3. Engages in pretend play with peers. IV.D.2. Plays cooperatively with peers. IV.D.3. Uses tools and materials.

Read Mighty, Mighty Construction Site. After reading, ask children how each pair of trucks cooperated to help each other get the job done:

- skid steer broke up rocks and bulldozer moved them out of the way
- excavator dug long trenches and backhoe set drainage pipes in the trenches
- flatbed brought supplies and crane lifted them off the truck
- front-end loader scooped up giant piles and poured them into dump truck to haul away
- pumper lifted the cement that cement truck churned

Display the Vocabulary Card (cooperation). Explain that cooperation means working together. When many people work together, it is sometimes called teamwork.

Extension: Play a team-work game with children that requires cooperation. Have children stand in a circle outdoors and each hold the edge of a large parachute sheet, or lightweight blanket so the fabric is taut across the circle. Challenge children to work together to lift and lower the fabric in unison by raising their arms over their heads. Add a lightweight ball to the center of the fabric and challenge children to work together to bounce the ball on top of the fabric. Discuss the results of the cooperative effort.

DID YOU KNOW?
SK.A.2. Children need to become skilled at cooperating with their peers before they can understand how to be a valuable team member. When they enter team sports, they will need to "play well with others."



Book #2
5 Lessons
Days 1-5

REMEMBERING

Say: Tell me as many steps for constructing a building as you can remember.

UNDERSTANDING

Ask: Why is it important for the foundation to be strong?

EVALUATING

Ask: Which of the jobs in the video would you most like to do? Why?

Read-Alouds

Two selections from the Literature Library are highlighted each week. Each literature selection is used as an anchor text for five Read-Aloud lessons (Book #1 and Book #2). This provides a total of 10 Read-Aloud lessons for the week (2 Read-Aloud lessons per day).

Read-Aloud lessons include questioning strategies to promote higher-level thinking.

Teacher Guide Tour

Literacy Small Groups • Math Small Groups

Creative Me

LITERACY SMALL GROUPS

Week 1: Under Construction

MATERIALS

Day 1

- Vocabulary Cards (construction, skyscrapers, skyline)

Day 3

- Construction Stages Card Set
- Construction Sentence Strips (p. 7)
- poCKET chart

Day 4

- Construction Stages Card Set
- journals
- writing tools
- poCKET chart with sentence strips from Day 3

Day 5

- Sound Cards (C, L, R, W)
- Letter Cards (C, c, L, l, R, r, W, w)
- Letter Wall pointer

DAY 1: VOCABULARY

I.L.O.1. Uses words to label and describe. I.L.E.1. Completes simple sentences. I.L.E.2. Attempts new vocabulary.

- Display the Vocabulary Card (construction). Define construction as the process of building something. Ask children to talk about something they built.
- Display the Vocabulary Card (skylines). Explain that a skyscraper is a very tall building. Ask: Have you been inside a skyscraper? Where was it? How did you get to the floor you needed?
- Display the Vocabulary Card (skyline). Define skyline as an outline of buildings against the background of the sky. Display the Photo Card (#83 skyline). Ask children to identify the skyscrapers in the skyline. Ask them what type of offices or rooms might be inside.

DIFFERENTIATE INSTRUCTION

Support: Invite children to recall from the "Under Construction" video a block some of the construction equipment. Ask which would you use to construct or build a pretend skyscraper!

Challenge: Encourage children to recall from the "Under Construction" video a block some of the construction equipment. Have children create additional vocabulary cards for the names of this equipment.

DAY 2: PHONOLOGICAL AWARENESS

I.C.S. Notices differences in similar sounding words. I.V.B. Recognizes and produces alliterative words.

- Explain that this week children will practice recognizing alliteration. Alliteration is the repetition of the beginning sound in two or more neighboring words.
- Ask children to identify two out of three words that begin with the same sound. Say three words and ask children to repeat them: rat, race, cat. Ask: Which two words begin with the same sound?
- Continue saying and having children repeat a series of three words. Ask them to name the two words that begin with the same sound.

mom, mat, dad	wall, window, door	fast, two, four
car, house, cat	muffins, cook, concrete	Mateo, Maria, Jennifer

DIFFERENTIATE INSTRUCTION

Support: Say only two words at a time (instead of three). Invite children to repeat the words while you point to each word.

Challenge: Invite children to add another alliterative word to each list.

DAY 3: SHARED WRITING

I.V.A. Engages in pre-reading/writing activities. I.V.A.3. Understands text has meaning. I.V.E.3. Identifies punctuation and letter case. V.I.I.1. Contributes to class writing projects.

- Place the first Construction Sentence Strip (p. 7) in a pocket chart (or tape to a whiteboard) and read the phrase. Ask: What does the phrase on the "Construction Stages" card that matches the words and place it beside the sentence. Encourage children to say the phrase.
- Add each sentence strip (in order). Invite a volunteer to find the matching "Construction Stages" card.

DIFFERENTIATE INSTRUCTION

Support: Place only three sentence strips in a pocket chart to demonstrate a shorter sentence strip. Encourage children to repeat the words and place the matching photos beside each sentence.

Challenge: Encourage children to describe the machines or tools used to build a house. Ask: Which machine is used to clear the land?

DAY 4: GUIDED WRITING

V.A.3. Uses writing to communicate ideas. V.C.3. Writes words or part of words. V.C.6. Uses appropriate writing directionality.

- Review the Construction Sentence Strips sequence from Day 3.
- Discuss the jobs of a construction worker. Create a word bank on the board or chart with children's responses.
- Distribute journals and encourage children to locate the first blank page. Encourage children to determine which job they would do as a construction worker. Suggest they illustrate the job, machine or tools needed to do that job.
- As an option for children who might be ready, provide a sentence stem: I would _____ Encourage children to copy the words and complete the sentence on the lower half of the journal page.

DIFFERENTIATE INSTRUCTION

Support: Recall a child's response to a question. Ask her to repeat the sentence as you write each word.

Challenge: Encourage children to write a sentence about the tools they would need to do their job.

DAY 5: ALPHABET KNOWLEDGE

I.V.C. Names letters. I.V.C.2. Recognizes letter sounds. I.V.C.3. Participates in classroom music activities.

Focus: /c/ Cc, /l/ Ll, /h/ Hh, /w/ Ww

Cc	c
cooperation	cooperative

MATERIALS

Day 1

- "2-D Shapes" Card Set
- Strategy Card: Geometry
- Angle legs
- pattern blocks
- connecting cubes
- chart paper
- toothpicks (or craft sticks)

VOCABULARY

- angle
- hexagon
- parallel
- parallelogram
- pentagon
- quadrilateral
- rectangle
- rhombus
- right angle
- square
- trapezoid

FOCUS

Classify Straight-Sided Shapes (Polygons)

This week, children will focus on naming, describing, and analyzing shapes with straight sides (polygons). Children will classify quadrilaterals (four-sided shapes) by their angles and the length of their sides.

DAY 1: SHAPES WITH STRAIGHT SIDES

V.I.C.1. Names common shapes. V.I.C.2. Identifies shape attributes. V.I.C.3. Recognizes shapes in real world.

- Display two different sets of four Angle legs: one set all purple, and the other set with two green pieces and two orange pieces. Invite two different volunteers to join one of the two sets of Angle legs to make different types of quadrilaterals. For example, one child can use four purple Angle legs to make a rhombus or square. Another child could arrange two green and two orange pieces opposite of each other to make a parallelogram or rectangle.
- Have other volunteers manipulate the angles on each shape (by pulling on opposite corners) so they make different types of quadrilaterals represented on the cards, such as a parallelogram, a rectangle, a square, and a rhombus.
- Compare the quadrilaterals children make. Ask: How are the shapes alike/different?

DAY 2: PARALLEL LINES

V.I.C.2. Creates shapes. V.I.C.3. Compares shapes. V.I.C.4. Identifies shape attributes. V.I.F.2. Communicates using mathematical language.

- Display the "2-D Shapes" cards with four-sided shapes. Ask: How are they alike/different? Remind children that shapes with four sides are called quadrilaterals. Remind children how the size of the angles can make quadrilaterals look different.
- Give a red trapezoid pattern block and four toothpicks (or craft sticks) to each child. Tell children to lay two toothpicks (or craft sticks) along opposite sides of the trapezoid (top and bottom). Point out that the toothpicks never touch. This means the toothpicks are parallel.
- Tell children to lay two toothpicks along opposite sides of the trapezoid (left and right). Point out that the toothpicks touch at the top. This means the toothpicks are not parallel.
- Invite children to select one of the "2-D Shapes" cards with a four-sided shape and use Angle legs to build that shape. As children build, have them describe the steps they follow to build the shape and their shape's lines and angles. Ask: How do you know if the lines are parallel?

DIFFERENTIATE INSTRUCTION

Support: Have children place the Angle legs on top of the four sides of the shape card to understand how to orient the Angle pieces.

Challenge: Before building, invite children to use words to describe how they plan to orient the Angle legs to receive a shape. The two long sides will go on the top and the bottom. The short ones will go on the left and the right.

DAY 3: PARALLELOGRAM TO RECTANGLE

V.I.C.1. Names common shapes. V.I.C.2. Creates shapes. V.I.C.3. Compares shapes. V.I.F.2. Communicates using mathematical language.

- Have children orient two Angle legs (top and bottom) to demonstrate parallel and non-parallel.
- Display the "2-D Shapes" cards (parallelogram, rectangle). Ask: How are they alike/different? Explain that all the sides on both shapes are parallel. Gather suggestions on how to use Angle legs to make the two shapes.
- Pretend to be a construction foreman as you give children directions on how to build a parallelogram using Angle legs. Ask: Take two same size short Angle legs and two same size long Angle legs. Place them so that the two long sides are opposite (top and bottom) and the short sides are opposite (left and right). Snap the pieces together. Move the pieces to make the lines straight.
- Invite children to change the shape from a parallelogram to a rectangle by making it stand upright.

DIFFERENTIATE INSTRUCTION

Support: Make an Angle leg model of the parallelogram for children who need visual support to build the shape.

Challenge: Invite children to be the construction foreman and give directions for how to build each specific shape.

DAY 4: RHOMBUS TO SQUARE

V.I.C.1. Names common shapes. V.I.C.2. Creates shapes. V.I.C.3. Compares shapes.

- Display "2-D Shapes" cards (square, rhombus). Invite children to name the shapes. Ask: How are they alike/different? Compare the square and rhombus to the parallelogram and rectangle. Tell children to orient the Angle legs to reflect the opposite sides on each shape. Ask: How are these shapes the same? Point out how each side is parallel to its opposite side.
- Invite children to make closed shapes by connecting four Angle legs (same size and color). Give children a pattern block and a pattern block. Invite children to adjust the angles of their four-sided Angle shape to look like each different type of pattern block. To do this, children can place the pattern block inside one of the corners of the Angle shape so the angles align. Explain that a rhombus becomes a square when it has right angles (angles shaped like an uppercase L).

DID YOU KNOW?

The main objective for this week is that children learn attributes that define each shape. Mathematical terms are for exposure not mastery.

DAY 5: IS IT A SQUARE?

V.I.C.1. Names common shapes. V.I.C.2. Creates shapes. V.I.C.3. Recognizes shapes in real world.

- Tell children to make a Venn diagram on chart paper. Make one circle red and the other blue. Display the "2-D Shapes" cards (rhombus, rectangle). Provide clues for which shape belongs in each circle.
- red circle: all four sides the same size
- blue circle: four angles all the same size (shaped like uppercase L)
- Display the remaining four-sided "2-D Shapes" cards (square, trapezoid, parallelogram, quadrilateral). Invite a volunteer to find the shape card that belongs in both circles (equal sides and equal angles). Confirm that a square shares attributes in common with a rectangle (all angles the same) and rhombus (all sides the same).
- Invite children to configure connecting cubes in the shape of an uppercase L. Have children fit the L-shape inside angles around the classroom, such as where two walls come together or the corners of a shelf meet, to determine if those angles are square. Record children's findings on chart paper.

Creative Me

LITERACY SMALL GROUPS

Week 1: Under Construction

MATERIALS

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Literacy Small Groups

Literacy lessons are short, small-group lessons that focus on a single learning goal. There is a literacy small-group lesson for each day of the week.

Day 1: Vocabulary

Day 2: Phonological Awareness

Day 3: Shared Writing

Day 4: Guided Writing

Day 5: Alphabet Knowledge

Teacher Guide Tour

STEAM • Closing Circle

Creative Me

STEAM

Week 1: Under Construction

SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

From Start to Finish

DAY 1: INTRODUCTION

Focus

Present the Problem

Brainstorm Ideas

VOCABULARY

MATERIALS

HIPS AND STRATEGIES

DAYS 2-4: EXPLORE

Open-Ended Questions to Guide Exploration

DAY 5: SHARE DISCOVERIES

Creative Me

STEAM

Week 1: Under Construction

SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

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DAY 5: SHARE DISCOVERIES

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STEAM

Each week children are presented with a problem to solve using the engineering design process.

Day 1: meet as a whole group to brainstorm solutions to the problem

Days 2-4: explore ideas at the STEAM center

Day 5: meet as a whole group to share discoveries

One lesson in each theme features Frog-E, the programmable robot. Children have the opportunity to learn how to speak Frog-E's language and program him to maneuver on the grid mat.



Creative Me

CLOSING CIRCLE

Week 1: Under Construction

SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

On Day 1, send home the "Under Construction" family letter.

MATERIALS

FAMILY CONNECTIONS

DAY 1

DAY 2

DAY 3

DAY 4

DAY 5

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Closing Circle

The last page of each week's lesson plan offers Closing Circle options for each day, including a reminder to check on commitments made during Greeting Circle, reflection questions, and a prompt to send home the weekly Family Connections letter.



NOTES

This week, children will explore the concept of change and its effects. Change can happen over a long period of time or in a moment. Some changes are hardly noticed and others make a big impact. Changes happen to everyone.

Getting Started 2

Big Ideas

Assessment

Family Connections

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Literacy Small Groups 20

Math and Science

Math Small Groups 22

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Closing Circle 26

BIG IDEAS

Thematic

- Change takes place all around us.
- Everyone experiences change.
- Some changes are hardly noticed and others make a big impact.
- Some changes happen quickly and others take a while longer.
- Some changes are mental changes (thoughts, knowledge) and others are physical changes.

Math, Science and Social Studies

- Events can be categorized as happening before, during, and after.
- Time can be measured by minutes, hours, days, weeks, and months.
- All living things grow and change through a series of life stages.
- People need food, clothing, and shelter.

Literacy

- Words that rhyme have the same middle and ending sounds.
- Sentences begin with an uppercase letter and end with a punctuation mark.
- Words and pictures communicate thoughts and ideas.
- Connecting text to personal experiences increases understanding.

VOCABULARY

after
before
calendar
change
clock
courage
during
life stages
matures
newborn
patience
sibling
tiny

ASSESSMENT OPPORTUNITIES

Social Emotional

- SF.A.1. Emotional Identification**
SF.A.4. Seeking Emotional Support
- SF.B.1. Self-Control Strategies**
Literacy Small Groups, Day 1 (p. 20)
Observe and interview 4-5 children daily, focusing on how they cope with change and waiting.
- SF.A.6. Identifying Abilities**
Read-Aloud #1, Day 4 (p. 17)
Literacy Small Groups, Day 4 (p. 21)
- SF.A.7. Self-Confidence**
Read-Aloud #1, Day 5 (p. 17)
Follow up the Read-Aloud, looking for how children show courage.

Language and Literacy

- LL.A.2. Speaking/Purposes and Situations**
LL.A.3. Word Meanings
Read-Aloud #1, Day 1 (p. 16),
Day 3 (p. 17)
Literacy Small Groups, Day 1 (p. 20)
- LL.B.4. Rhyming Words**
Literacy Small Groups, Day 2 (p. 20)
Use Checklist #8
- LL.B.8. Upper- and Lowercase Letters**
LL.B.9. Letter Sounds
Literacy Small Groups, Day 5 (p. 21)
Use Checklist #10

Cognition

- CM.A.1. Rote Counting**
Math Small Groups, Day 5 (p. 23)
Use Checklist #11
- CSS.B.1. Past, Present and Future**
Math Small Groups, Day 1 (p. 22)
Use Checklist #15

Physical

- PPMD.A.4. Tools and Object Manipulation**
Fine Motor Center (p. 9)

Changes

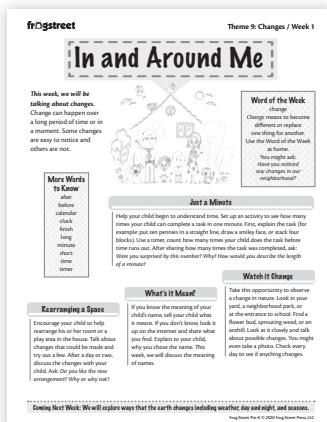
GETTING STARTED

Week 1: In and Around Me

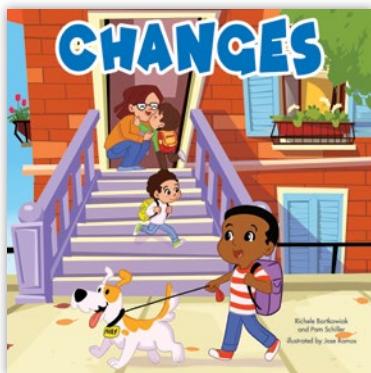
FAMILY CONNECTIONS

Send home the weekly family letter and this week's digital book for families to enjoy reading together.

WEEK 1: IN AND AROUND ME



CHANGES



LESSON PLANNER

WEEK 1: IN AND AROUND ME

Frog Street Preschool LESSON PLANNER					Wonderful Word of the Week
Theme 9: Changes Week 1: In and Around Me					Change
Day 1	Day 2	Day 3	Day 4	Day 5	
Greeting Circle	Unit 10: "Change" and "Who You Will"	Calm: S.T.A.R. Leader's choice			
Daily Sentence	I change because I am growing.	What does the weather do in our neighborhood?	How does the weather change?	Other changes have happened to you?	
Phonological Awareness	Change韵律诗	Reinforce韵律诗	Reinforce韵律诗	Reinforce韵律诗	
Music and Movement	Choose from these songs and action chants: "Poly Poly Caterpillar," "Measure Myself," "New Baby"				
Read-Aloud #1	1st read of book	Changes	Changes Are All Around	Can You Wait?	Identify changes children can see in their environment
Literacy Small Groups	Reinforce韵律诗	Identify changes in the story	Recognize changes that happen in our neighborhood	Recognize changes that happen in our neighborhood	Courage
Math	Measuring Tools	Phonological Awareness	Shared Writing	Guided Writing	Alphabet Knowledge
Read-Aloud #2	2nd read of book	Reinforce韵律诗	Making a Plan to Prepare	Read & Write	The Calendar
Practice Centers	Writer's Center: "Write the room" looking for target letters	Life Skills	Long or Short?	Explore how features of a place change over time	Explore how features of a place change over time
Outdoor Activities	Change Station: Change objects on the playground	Science	Distinguish between a long and short vowel sound	Some Changes Take Time	Number Knowledge
STEM	Play catch with a ball and then an object from nature (paperclip, leaf, weed pod); discuss how the change in objects changed the game	Technology Center: Technology Books	for a baby	They Think	Number Knowledge
Baby Play	Presenting	Listening Center: Change Listening Books	Explore how features of a place change over time	Discover what things grow and explore name origins	Number Knowledge
Closing Circle	How can we create a baby tag	Days 2-4: Explore	Review & Reflect	Review & Reflect	Review & Reflect

Download the Lesson Planner (Frog Street Portal) to customize your weekly lesson plans.



TRANSITIONS AND BRAIN BREAKS

Use these weekly ideas to create smooth transitions from one activity to another and to offer children movement opportunities throughout the day.

- Invite children to move from one location to another while pretending to be crawling toddlers.
- Have children move to the next activity by hopping on one foot and then changing to the other foot.
- Use a sand timer to measure how long it takes for children to move from one center to another. Make comparisons.
- Change the tone, volume, or pitch of your voice or shake a baby rattle.
- Change your look by putting on a silly hat to let children know it is time for Greeting Circle.
- Use a stopwatch to measure the time it takes children to get settled and show they are ready (listening ears, eyes watching) to begin a new activity. Record the time. Each day, challenge children to beat the time from the previous day.
- Change one thing in your daily routine. Novelty wakes up the brain.
- Pause for a few cross-lateral movements (crossing arms across the chest, passing left arm over right arm and then reverse).



Brain Booster

Young children frequently find it challenging to follow multistep directions. An effective strategy is to invite one child to paraphrase the directions he or she heard to a partner. The child verbalizing the directions has an opportunity to visualize the sequence while describing it to the partner.

Changes

WEEK AT A GLANCE

Week 1: In and Around Me

WORD of the WEEK

change

becoming different or replacing one thing for another

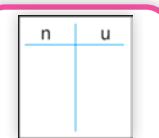


Cultural Responsiveness

Display the Word of the Week in multiple languages. Use languages spoken by families in your program. Use families as a resource to help with translations.

WEEKLY PRACTICE CENTERS

(pages 8–11)



WRITER'S CORNER

"Write the room" looking for target letters.



CREATIVITY STATION

Change the way coffee filters look.



FINE MOTOR

Investigate tools for moving small objects.



LANGUAGE AND LITERACY

Sequence "Life Stages" Card Set.



MATH

Time one-minute tasks.



SCIENCE

Explore water changes.

WEEKLY GREETING CIRCLE

BRAIN SMART® START

Pages 12–13

UNITE

"Change"

"I Wish You Well"

CALM

S.T.A.R. Leader's choice

CONNECT

"My Face Has a Gift for You"

COMMIT

Choose daily agreement to keep classroom safe

GREETING CIRCLE

MORNING MESSAGE

Day 1

I change clothes in the morning. When do you change clothes?

MUSIC & MOVEMENT



Introduction
Introduce Changes

READ-ALOUD #1

LITERACY SMALL GROUPS

Reinforce vocabulary: *change, patience, courage, newborn*

MATH

Measuring Time

Before, During, and After

Order events relative to another event

READ-ALOUD #2



Introduction
Introduce The Waiting Game

STEAM Baby Play

Present the Problem
How can we create a baby toy that is colorful and makes noise?

CLOSING CIRCLE

Changes

WEEK AT A GLANCE

Week 1: In and Around Me

Day 2

Day 3

Day 4

Day 5

BRAIN SMART® START

How have you changed in size?

What do you wait to do?

How does the weather change?

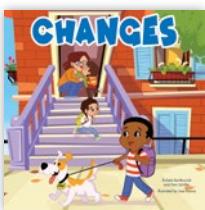
What changes have happened to you?

Phonological Awareness: Recognize and produce rhyming words.

Concepts of Print: Identify that sentences begin with an uppercase letter and end with punctuation.

Alphabet Knowledge: Distinguish between letters that can be easily confused because of their similarities.

Choose from these songs and action chants for the week: "Roly-Poly Caterpillar," "I Measure Myself," "New Baby"



Changes Are All Around

Identify changes in the story and own life



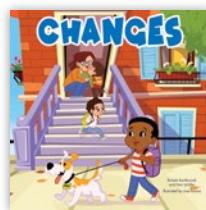
Can You Wait?

Recognize changes that require patience



What Have You Learned?

Identify changes children have experienced this year



Courage

Recognize changes that require courage

PHONOLOGICAL AWARENESS

Recognize and produce rhyming words

SHARED WRITING

Make a list of how to prepare for a baby

GUIDED READING/WRITING

"Read" I Can Little Book; create journal page

ALPHABET KNOWLEDGE

Identify names and sounds of letters with similar characteristics

Long or Short Wait?

Distinguish between a long and short length of time

In a Minute?

Categorize tasks by length of time to complete them

The Clock

Explore how features of a clock measure time

The Calendar

Explore how features of a calendar measure time



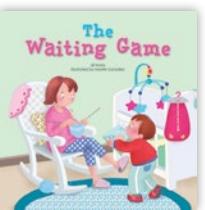
Life Stages

Identify seven life stages from newborn to senior



Name a Newborn

Discuss names for a newborn and explore name origins



Some Changes Take Time

Recognize changes that require patience



Tiny Things

Notice size difference in things that grow

Days 2-4: Exploration

Share Discoveries

Review and Reflect

Send home "In and Around Me" family letter

Changes

MATERIALS FOR THE WEEK

Week 1: In and Around Me

LITERATURE



LITTLE BOOK



(6 books)

PORTAL: MUSIC

- "I Wish You Well"
- "New Baby"

VOCABULARY CARDS



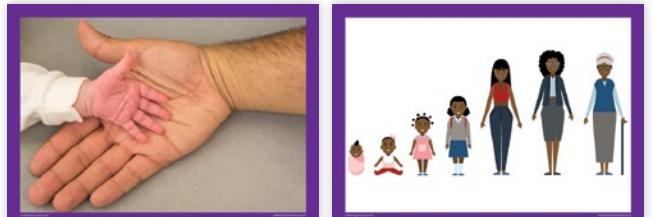
CUT-APART CARDS



"Changes" (8 cards)

"Rhyming" (8 cards)

PHOTO CARDS



#181 tiny hand

#182 life stages

CARD SETS



"Life Stages" (7 cards)

"School Routine" (9 cards)

SOUND CARDS



A, C, E, G, N, O, Z (21 cards)

BRAIN SMART® START

- Safekeeper Box
- Name Sticks
- "Calming Strategies" choice board
- "School Family Agreements" poster

Changes

MATERIALS FOR THE WEEK

Week 1: In and Around Me

LETTER CARDS



STRATEGY CARD

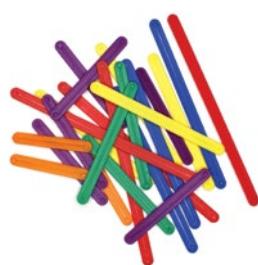


Rhyming Words

POSTER



MANIPULATIVES



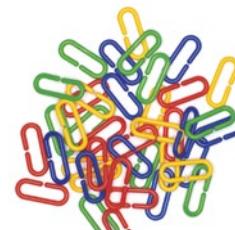
Fanny Frog



balance scale



Magnet Set



tweezers



plastic letters



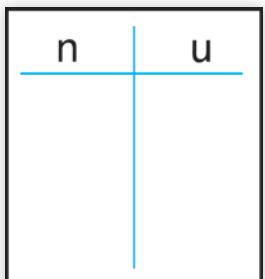
connecting cubes

PREPARE

Individual T-Charts

(Writer's Corner)

Create an individual T-chart for each child and label the top of each column with a letter. Choose two letters that have similar shapes and might be easily confused, such as n and u.



GATHER

- 12-month calendar
- bowls (small and wide-mouth)
- children's baby photos
- clock (analog)
- coffee filters
- eyedroppers
- food coloring
- nature items (seed pod, shell, pinecone, flower or leaf)

- one-inch straw segments
- personal baby photo
- ruler
- sand timer
- small balls
- water beads

STEAM SUPPLIES

- "Baby Toy" design criteria poster (Portal: Patterns)
- baby toys that make noise

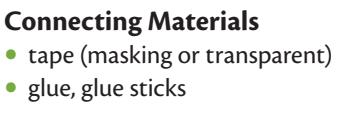


Noise-Making Materials

- metal washers
- wooden rings
- fish tank gravel
- small pebbles
- beads
- paper clips
- sand
- jingle bells

Art Materials

- recyclable items (small water bottles, bottle caps)
- construction paper
- paper towel rolls
- craft sticks
- tempera paint
- cording
- decorative tape
- wooden dowels or unsharpened pencils



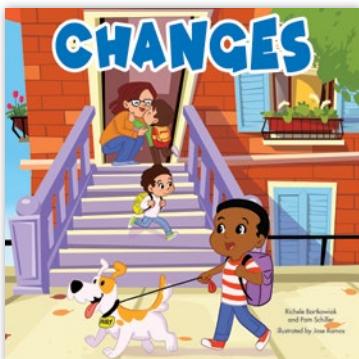
Tools

- scissors
- crayons, markers
- paintbrushes, sponges



LISTENING CENTER

- I.A.2. Takes care of classroom materials.
- IV.A.3. Understands text has meaning.
- IV.A.4. Practices proper book-handling skills.



TECHNOLOGY CENTER

- XI.A.1. Uses digital learning programs.
- XI.A.2. Names/uses digital tools.
- XI.A.4. Uses technology to access information.
- XI.A.5. Practices safe behavior using technology.

Provide activities via a website or educational software to address the letters Aa, Cc, Ee, Nn, Oo, Tt, Vv, Ww, Zz.

WRITER'S CORNER

- IV.C.1. Names letters.
- IV.C.3. Produces letter sounds.
- IV.E.2. Understands print directionality.
- V.C.4. Uses appropriate writing directionality.



MATERIALS

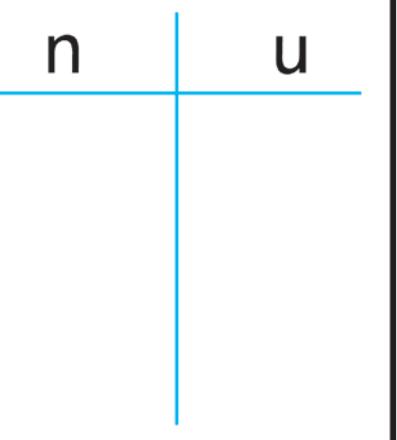
- writing tools
- Individual T-Charts (p. 7)

Provide individual T-charts and writing tools for children to "write the room" with words that include the two letters on their chart.

MIDWEEK OPTION

Change the target letters to other easily-confused letters, such as lowercase b and d. Or, customize charts using a pair of letters that are easily confused for specific children.

Reflect: Invite children to point to each target letter and say its name. Ask them to describe how the two letters are different.



SPECIAL NEEDS ADAPTATION

Provide children with word cards that include the letters on their chart. Invite children to circle the target letters in sentences or words on a larger T-chart created on a white board by the teacher.

CREATIVITY STATION

IX.A.1. Explores a variety of art materials. IX.A.2. Uses art for self-expression. VII.A.1. Explores changes in matter. VII.A.2. Investigates properties of materials.



MATERIALS

- coffee filters
- food coloring
- clear plastic cups (4) or muffin tin
- eyedroppers
- variety of “brushes” (feathers, bottle brushes, clothespin sponges) optional

Place a small amount of water in four small plastic cups or muffin tin sections. Add drops of red, blue, yellow, and green food coloring to the water, each in a different cup. Encourage children to use eyedroppers to drip colored water onto white coffee filters to create a colorful design.

Reflect: How did your coffee filter change? What makes the colors spread on the filter? What happens when two colors mix?

MIDWEEK OPTION

Provide a variety of “brushes” with different textures and widths. Invite children to paint a picture on drawing paper using the brushes. Ask them to describe the effect of each brush. Ask: How did changing the brush change the way your picture looks?



SPECIAL NEEDS ADAPTATION

Reduce the number of color choices. Post the color recipes from *What Will You Create?* (page 15) and invite children to mix two primary colors to make a secondary color.

FINE MOTOR

VII.D.2. Uses simple tools for investigating. X.C.1. Demonstrates control/strength of small muscles. X.C.2. Demonstrates eye-hand coordination.



MATERIALS

- tweezers
- tongs
- one-inch straw segments
- wide-mouth small bowls (2)
- connecting cubes
- Magnet Set
- pastry brush (optional)

Fill one small bowl with small objects (magnetic marbles, connecting cubes, straw pieces). Challenge children to use the tweezers and tongs to transfer each small object to another bowl.

Reflect: How did each tool change the activity? Which tool was easier to use? Could you move the objects in an easier way? What would you do?

MIDWEEK OPTION

Encourage children to transfer the small objects using different tools, such as a pastry brush or a magnetic wand. Children might discover they can empty the small objects from the bowl and use a pastry brush to sweep them into the other bowl while holding it just below the tabletop surface. If children use the magnetic wand, ask: Does the wand pick up all of the objects? Why or why not?



SPECIAL NEEDS ADAPTATION

Provide encouragement for children to complete this task by asking them to experiment with different tools you provide.



LANGUAGE AND LITERACY

VII.B.2. Recognizes plants/animals grow and change. VII.B.4. Investigates life cycles. X.C.2. Demonstrates eye-hand coordination. VII.B.3. Explores and categorizes living things. VIII.A.1. Compares and contrasts people.

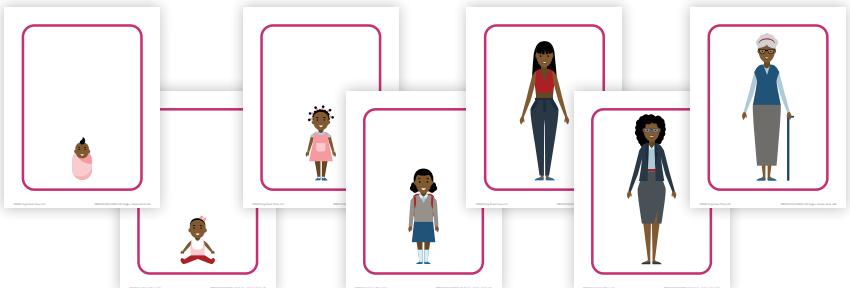


MATERIALS

- “Life Stages” Card Set
- “Changes” Cut-Apart Cards (optional)

Invite children to arrange the “Life Stages” Card Set in order: newborn (baby), toddler, young child, older child, teenager, adult, senior. Encourage children to name each life stage as they point to each card in order.

Reflect: *In what life stage are you? In what stage are your mom and dad? In what stage are your grandparents? In what stage are your siblings?*



MIDWEEK OPTION

Invite children to match the “Changes” Cut-Apart Cards to show how things grow or change. Encourage children to name the picture on both sides of the card once it is matched (puppy/dog, cake batter/cake, small tree/big tree, raw eggs/cooked eggs, bread/toast, kitten/cat, fruit/fruit salad, baby/adult).

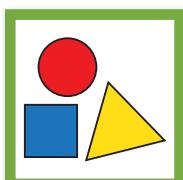


SPECIAL NEEDS ADAPTATION

Limit the number of “Life Stages” cards for children to sequence. Begin with only 4 cards and work up to all 7 cards.

MATH

VI.A.4. Counts objects one per count 1-10. VI.A.10. Compares quantities. VI.D.3. Uses time words.



MATERIALS

- chain links
- sand timer (or minute timer)
- marker
- paper
- “Alphabet Arc” poster (optional)

Encourage children to work with a partner. Invite one child to turn over a sand timer (or set a minute timer). The other partner connects chain links, adding one link at a time until the minute is up. Children then switch roles. Have children count and compare the number of links used to build their chains in one minute.

Reflect: *How many links did you use to build a chain in one minute? Did you use more, fewer, or about the same number of links as your partner?*



MIDWEEK OPTION

Invite children to see how many uppercase letters of the alphabet they can write in one minute. Have them repeat the task by writing lowercase letters. Invite them to compare how many uppercase letters they wrote in one minute with how many lowercase letters they wrote in one minute. Display the “Alphabet Arc” poster for children who need a visual cue of letter shapes.



SCIENCE

VII.D.1. Engages in scientific talk. VII.D.5. Plans and conducts experiments. VII.D.6. Makes observations. VII.D.7. Analyzes results and draws conclusions. VII.A.1. Explores changes in matter. VII.A.2. Investigates properties of materials.

**MATERIALS**

- water beads*
- small bowls
- eyedroppers
- yellow and blue play dough (optional)
- balance scale (optional)

Invite children to place some water beads in a small bowl and add water using an eyedropper. Set the beads aside to allow time for them to absorb the water. Ask: *What happened to the beads? How did they change?* Place the water-soaked beads in a sunny window and have children observe the slow change back to their original size.

Reflect: *What happened to the beads with they got wet? Where did the water go? What made the beads return to their original size?*

MIDWEEK OPTION

Prepare yellow and blue play dough balls that are about the same size. Invite children to experiment by kneading the play dough balls together to make a new color. Ask: *What changes when you knead two balls together?* Invite children to weigh the play dough balls on the balance scale comparing the single balls with a mixed ball of play dough. Ask: *Does the weight change when you mix two play dough balls together?*



***Note:** Nontoxic water beads in various sizes are readily available online and can be used for many explorations. They expand when soaked in water and shrink back down so they can be used again and again. As an alternative, small pieces of sponge material will also expand and shrink.

**OUTDOOR ACTIVITIES**

I.C.1. Demonstrates flexible thinking and behavior. VI.D.2. Compares weights. VII.B.2. Recognizes that plants/animals grow and change. VII.D.6. Makes observations. X.A.3. Demonstrates control/strength of large muscles. X.C.2. Demonstrates eye-hand coordination.

MATERIALS

- paper or nature journals
- pencils, crayons
- small balls
- nature items (seed pod, shell, pinecone, flower or leaf)

Switch It Up

Encourage children to try something new by changing up their choice of play during outdoor time. If they usually swing, suggest they tumble in the grass. If they usually climb on the play structure, have them build something in the sandbox. Challenge children to change their normal play routine.

**What's New?**

Guide children to look around the playground or neighborhood for something that is new. Maybe a flower is about to bloom or a bird is building a nest. Talk about how the plant, insect or animal may change or become different as the days or weeks go by. Take a photo of the subject and encourage children to draw a picture depicting it in their journals. Check on the subject in a few days and see if anything has changed. Take a photo and show children the comparison.

Nature Catch

Have children play catch with a partner using a small rubber ball. Then replace the ball with a seed pod, shell, pinecone, flower or leaf. Remind them that they have changed the way they play catch by replacing one thing for another. Ask: *Which was easier to catch? Does the shape, size, weight, or texture make a difference?*

WORD
of the
WEEK

change



MATERIALS

- "School Family Agreements" poster
- "Calming Strategies" choice board
- Vocabulary Card (change)
- Safekeeper Box
- Name Sticks
- Fanny Frog
- "I Wish You Well" (Portal: Music)

VOCABULARY

change

Cultural Responsiveness
Each day begins with a prompt to say the Pledge of Allegiance to the United States flag and/or your state flag. Remember to choose what is most appropriate for your classroom. If appropriate, allow a minute of silence for children to reflect or meditate following the pledges. Be sensitive to children who may choose to opt out of either of these activities.



UNITE

II.A.6. Feels a sense of belonging. II.B.5. Cares for others. II.D.5. Demonstrates empathy. IX.B.1. Participates in classroom music activities.

Enjoy singing "Change" and "I Wish You Well" this week.

Take a few minutes to have children think and talk about why we take time to do the Absent Child and Welcome Back Rituals. Ask: *When you put your hands on your heart and wish someone well, does anything inside you change? Do you think anything inside the person you are wishing well changes? If you have ever been absent and have received the Welcome Back Ritual, did anything inside you change when you were welcomed back?*

Explain that when you take time to wish someone well and send love from your heart, it helps you to be more kind and loving to yourself and others. Knowing that someone is happy to see you when you return to class also helps you feel loved and valued. Something inside you and others changes.

I Wish You Well

© Jack Hartmann and Becky Bailey

My heart to your heart
I wish you well.
My elbow to your elbow
I wish you well.
My back to your back
I wish you well.
My eyes to your eyes
I wish you well.

How can we help everyone we know?
How can we help each other grow?
Sometimes it's hard to know what to do.
Wishing them well connects me and you.
Wishing them well connects me and you.

(See complete lyrics in *Songs and Stories*.)

Change

Tune: "Five Little Ducks"

Four happy kids came over to play,
But things didn't look like yesterday.
The blocks were gone and the easel, too.
Everything was something new.

They looked all around for just one clue,
As they wondered what they ought to do.
They started to play then, one by one.
Soon they decided that change was fun.

Absent Child and Welcome Back Rituals

Ask Fanny Frog to help identify children who are absent and children who are returning from an absence.

Use the Absent Child and Welcome Back Rituals to send absent children well wishes and welcome back returning School Family members.

Invite volunteers to describe how these rituals are used and why they are important.


CALM

I.B.1. Controls impulses. I.A.3. Regulates own behavior. I.A.4. Manages emotions.

Review why we practice calming strategies every day. Ask children to choose one of the calming strategies they find helpful and turn to a partner and explain what changes inside and/or around them when they do it. With their partner, invite them to create a way to do their favorite calming strategy together.

Invite the S.T.A.R. Leader to lead children in a calming strategy from the choice board: Drain, Balloon, Bunny Breathing, Pretzel or S.T.A.R. Remind children to breathe in through their nose and exhale slowly through their mouth three times.

Calming Strategies

CONNECT

II.A.1. Respects personal boundaries. II.A.6. Feels a sense of belonging. II.D.5. Demonstrates empathy. II.B.1. Expresses emotions. II.B.2. Communicates feelings. II.B.3. Connects feelings with behaviors. II.B.5. Cares for others.

Perform the Absent Child Ritual and Welcome Back Ritual.

My Face Has a Gift for You

Demonstrate how to play this silly and fun connecting game. Put both of your hands behind your back and then bring them out in front of you. Call on a child to pick one of your hands to see that your face has a gift for them. Each time one of your hands is selected, briefly make a different funny face with a noise (laugh, giggle, snort, growl, sigh). Invite children to mimic you. Keep the pace of the game fairly rapid. Once children understand how to play, invite them to play with a partner. After playing, ask children to discuss what changes they noticed in and around them as they played the game.


COMMIT

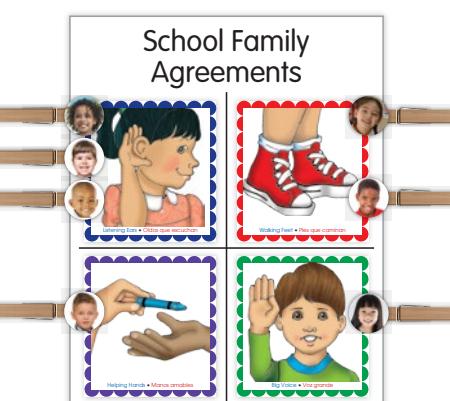
II.B.3. Connects feelings with behaviors. I.A.1. Follows classroom rules. I.A.3. Regulates own behavior. I.A.4. Manages emotions. II.D.1. Assumes role as classroom member.

Ask children if they notice any changes inside of them and around them when they do their jobs to help keep the classroom safe. Explain that their choices can have a positive (helpful) or negative (hurtful) effect on themselves and others. Ask them to turn to a partner and share how the commitment they are choosing today is helpful to them and to our School Family.

Activity to Commit

Display the "School Family Agreements" poster with four agreements posted. These four choices can be the core agreements children have been learning or you can customize the chart by replacing these agreements with ones that meet the specific needs of your classroom.

Remind children that we each do our job to help keep the classroom safe when we choose one agreement to focus on. Invite children to commit to one agreement each day. Remind them that this is a commitment to our School Family.



MATERIALS

- Letter Cards (A, a, C, c, D, d, E, e, G, g, N, n, O, o, W, w, V, v, Z, z)
- chart paper
- markers, highlighters
- Strategy Card: Rhyming Words

Day**Morning Message Sentences**

- I change clothes in the morning. When do you change clothes? (a, g, e)
- How have you changed in size? (a, e, g, z)
- What do you wait to do? (a, d, o)
- How does the weather change? (a, c, g, o)
- What changes have happened to you? (a, c, e, g, o, t)

**Step 1: Say the Sentence****Phonological Awareness****Focus: Rhyming**

- Say the sentence and ask children to repeat it.
- Connect the sentence content to the theme or children's experiences. For example, on Day 1, say: *We are going to be learning about how we change, how the weather changes, and more!* Invite children to answer the question each day.
- Say a group of three words, and invite children to identify the two words that rhyme. (Do not write these words. Recognizing rhyming words is an auditory skill.) Challenge children to think of another word that rhymes with the two words.

Day 1: car, do, boo**Day 2:** size, rise, bed**Day 3:** door, late, wait**Day 4:** how, girl, cow**Day 5:** cat, you, zoo**Step 2: Write the Sentence****Concepts of Print****Focus: Punctuation, Letter Case**

- Invite children to recall the first word of the sentence as you write the word. Continue writing one word at a time as children recall each word. Use a pointer or your hand to track print and "read" the sentence with the class.
- On Day 1, write the second sentence following the same procedure. Each day, record three or four of children's responses to the question.
- Invite volunteers to highlight and name the uppercase letter and ending punctuation mark.

**Step 3: Identify Letters****Alphabet Knowledge****Focus: Letter Names, Sounds, Formation**

- Invite a volunteer to circle the target letters in the Morning Message. Ask children to say the name and sound of the letters. Provide Letter Cards if needed as a visual cue.
- Invite volunteers to locate the target letters on the Letter Wall. Encourage them to say each letter name and picture sound.
- Display the following Letter Cards, inviting children to describe how they are alike and different.

Day 1: a, d, and g**Day 2:** Z and N; e and c**Day 3:** w, v, and z; A and V**Day 4:** a, d, and g; o and c**Day 5:** Review easily-confused letters from Days 1–4

III.B.3. Shares relevant information. III.B.4. Follows conversational rules. IV.B.5. Recognizes and produces rhyming words.

III.D.1. Uses words to label and describe. IV.E.2. Understands print directionality. IV.E.3. Identifies punctuation and letter case. IV.E.4. Understands that sentences are comprised of words separated by spaces.

IV.C.1. Names letters. IV.C.3. Produces letter sounds. IV.E.2. Understands print directionality.

Changes

MUSIC AND MOVEMENT

Week 1: In and Around Me

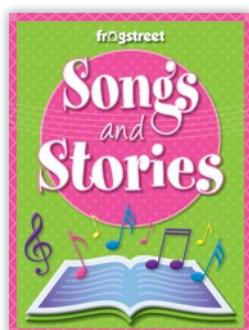
IX.B.1. Participates in classroom music activities. IX.B.2. Responds to music through movement. IX.C.1. Acts out stories. IX.C.2. Engages in dramatic play.

 **Note:** Songs available on the Frog Street Portal: Music.

Featured Musician



Joe Scruggs



Complete song lyrics are available in *Songs and Stories*.

New Baby

Joe Scruggs

There's a new baby at our house.
Things just haven't been the same.
If he's not crying, he's eating
Or getting his diaper changed.

Mommy's nice lap still hasn't come back
And when it does, she'll be rocking him.
I'm going to state my case.
Get him out of my place.
Call my mom and dad in.

And I'll say, "That's that!
I think we should take him back.
I just can't stand it anymore."

"I'll get his coat and hat.
His diaper bag's all packed.
We'll take him back to the baby store."

"I hope you kept the receipt.
We can say that he is sweet.
But I thought he was a little too fat."

"Don't tell them he cries.
That can be a surprise.
We'll trade him for a kitty cat."

Well mom and dad love this baby.
He's one of their prides and joys.
They've got a big card out in the front yard;
It says, "IT'S A BABY BOY!"

Well I guess he's sweet
When he's asleep.
But when he cries,
Oh, he sure can wail!

I got some markers of mine.
To their baby sign I added the words:
FOR SALE!

And I said, "Oh, no,
He going to have to go.
It's just the way I feel."

(See complete lyrics in *Songs and Stories*.)



I Measure Myself

I measure myself from my head to my toes.
(*point to head and then to toes*)

I measure my arms, starting right by my nose.
(*point to arm and then nose*)

I measure my legs and I measure me all.
(*point to legs and then open arms out to side*)

I measure to see if I'm growing tall.
(*stand on tiptoes and raise both arms*)

Roly-Poly Caterpillar

Tune: "Itsy Bitsy Spider"

Roly-poly caterpillar
Into a corner crept,
Spun himself a blanket
Then for a long time slept.
Roly-poly caterpillar
Wakening by and by,
Found himself with beautiful wings
Changed to a butterfly.



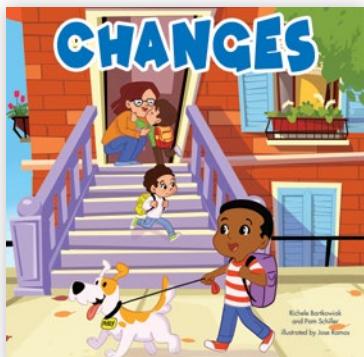
Dual/English Language Learners Scaffolding

Before inviting the group to sing and act out "Roly-Poly Caterpillar," talk about or use pictures to introduce unfamiliar vocabulary, such as *corner*, *crept*, and *blanket*. Discuss ways a blanket is similar to a chrysalis and how other vocabulary words relate to the metamorphosis of a butterfly.

CONSCIOUS DISCIPLINE • IN ACTION •

Toward the end of the school year, you might notice more "pop-up behaviors" as changes in routine and environment are anticipated. Continue to view misbehaviors as a call for help or love. Focus on what you want and notice helpful behavior.

CHANGES



MATERIALS

- Changes
- Vocabulary Cards (change, courage, patience)
- Frog Street Poems and Rhymes (optional)
- chart paper
- markers

VOCABULARY

change
courage
debris
patience
plenty

MORE READ-ALoudS

- A Gift from Abuela by Cecilia Ruiz
- Little Tree by Loren Long
- Wherever You Go by Pat Miller and Eliza Wheeler



LL.A.2.

LL.A.3.

DAY 1: INTRODUCTION

BEFORE

III.D.2. Understands words and meanings including words with multiple meanings. IV.D.6. Answers questions about informational text details. IV.D.12. Identifies characters/setting/events.

Display the Vocabulary Card (*change*). Define *change* as becoming different or replacing one thing for another. One way we see change is when something grows, such as a plant.



Display *Changes*. Explain that this story is about a boy who is worried and sad about change that is coming his way. Encourage children to listen to find out what this change is and to notice other types of changes in the story.

The word *change* presents an opportunity to point out that some words have more than one meaning. *Change* also describes money received back when making a purchase or a collection of coins.

DURING

IV.D.3. Responds to questions from read-aloud. IV.D.13. Experiences various types of literature.

Read the story. Pause on pages 2-3 and ask: *What change is the boy worried about?*

AFTER

II.B.4. Recognizes emotions in others. IV.D.3. Responds to questions from read-aloud. IV.D.16. Connects text to life experiences.

REMEMBERING

Ask: *Why was Braydon feeling sad?*

UNDERSTANDING

Ask: *What does Braydon's mother do to help him feel better?*

APPLYING

Ask: *How do you feel about leaving Pre-K?*



DAY 2: CHANGES ARE ALL AROUND

III.B.2. Engages in conversations. IV.D.5. Engages in group reading activities. IV.D.6. Answers questions about informational text details. III.B.3. Shares relevant information.

Read *Changes*. After reading, ask children if they have experienced any of the same changes in their neighborhood that Braydon did (new park, new neighbors, new pet).



Then ask children to brainstorm a list of other changes they have experienced, such as outgrowing clothes, seeing weather changes, getting a haircut, rearranging a room, getting a new pair of shoes, moving, noticing day turn to night, or baking cookies.

Extension: Share “Whether the Weather” (*Frog Street Poems and Rhymes*). Discuss weather changes. Point out that the two words *whether* and *weather* sound alike but are made up of different letters and have different meanings.

Dual/English Language Learners
Think Aloud

Refer to and talk about a change children have experienced as a class, such as the arrival of a new student, to help children generate additional ideas for what to share for the brainstorming exercise.



DAY 3: CAN YOU WAIT?

III.B.2. Engages in conversations. IV.D.5. Engages in group reading activities. III.B.1. Uses language to express self. III.B.3. Shares relevant information.



LL.A.2.
LL.A.3.

Read *Changes*. After reading, display the Vocabulary Card (patience). Point out that the child is waiting for cookies to bake. Remind children that having patience is being able to wait without becoming annoyed or upset.

Ask children which changes in the story took a while to happen. Invite children to share changes they have experienced that took a while and required their patience. Expand the discussion to other events children may have had to wait for, such as an amusement park ride, a visit from grandparents, a birthday party, or a playdate.

Extension: Share "After My Bath" with children. Ask: *What changes when we take a bath?*



After My Bath

After my bath I try, try, try
To rub with a towel till I'm dry, dry, dry.
Hands to dry and fingers and toes,
And two wet legs and a shiny nose.
Just think how much less time it'd take
If I were a dog and could shake, shake, shake!

(pretend to dry)
(dry fingers and toes)
(dry legs and nose)
(put index finger by cheek)
(shake like a dog)



DAY 4: WHAT HAVE YOU LEARNED?

III.B.2. Engages in conversations. IV.D.5. Engages in group reading activities. III.E.1. Uses complete sentences. III.E.2. Uses grammatical rules. III.B.3. Shares relevant information.



SF.A.6.

Read *Changes*. After reading, ask children to brainstorm a list of all the things they have learned this year. Invite children to look around the room for ideas. For example, children have learned how to get along with friends, write their name, count, recognize letters and words, use calming strategies, keep the classroom safe, and name characteristics of many animals.

Point out that making a list can help us keep track of things. Ask: *Do your parents make a grocery list to help them remember what to buy at the store?* Invite volunteers to demonstrate something from the list.

Extension: Share "When I Was One" with children.

What We Have Learned

write name

count

be kind

name letters

S.T.A.R.



DAY 5: COURAGE

III.B.2. Engages in conversations. IV.D.3. Responds to questions from read-aloud. III.D.1. Uses words to label and describe. III.D.2. Understands words and meanings including words with multiple meanings. III.D.3. Increases speaking vocabulary.



SF.A.7.

Display the Vocabulary Card (courage). Define courage as the strength and confidence to face a difficult situation. Invite children to listen to the story to notice who shows courage. Point out that we often gain confidence and strength when we find a way to adapt or accept a change.

Read *Changes*. After reading, ask: *Who showed courage? How do you know?*

Ask volunteers to describe times they were worried about or fearful of something. After they describe their fear or concern, ask: *What did you do? How did you show courage?*

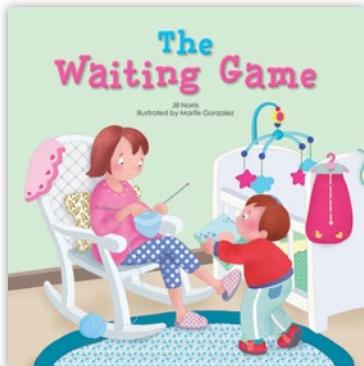
courage



SPECIAL NEEDS ADAPTATION

Provide children with the word cards, books, or other pictures that represent the concepts of change, patience, and courage.

THE WAITING GAME



MATERIALS

- *The Waiting Game*
- Vocabulary Cards (newborn, patience)
- Photo Cards (#181 tiny hand, #182 life stages)
- "Life Stages" Card Set
- Monarchs (optional)
- baby clothes (optional)

VOCABULARY

life stages
mature
newborn
patience
siblings
tiny

DAY 1: INTRODUCTION

BEFORE

III.D.2. Understands words and meanings including words with multiple meanings. III.D.4. Increases listening vocabulary. IV.D.13. Experiences various types of literature.

Display *The Waiting Game*. Explain that this book is about a family who is waiting for something special to happen. Invite children to predict what they think the family is waiting for.

Ask children if they have brothers or sisters at home. Explain to children that brothers and sisters in a family are called *siblings*.

DURING

IV.D.5. Engages in group reading activities. IV.D.11. Makes inferences and predictions. VII.D.4. Gathers information and makes predictions.

Read the story. Pause on pages 2-3 and again after pages 4-5. Ask: *What do you think the family is waiting for? Why do you think that?*

AFTER

III.B.1. Uses language to express self. IV.D.3. Responds to questions from read-aloud. IV.D.16. Connects literature text to life experiences.

Ask children if their predictions were correct.

REMEMBERING

Ask: *What does the boy do to prepare for the arrival of the baby?*

APPLYING

Ask: *What things do you do to help around your home?*

EVALUATING

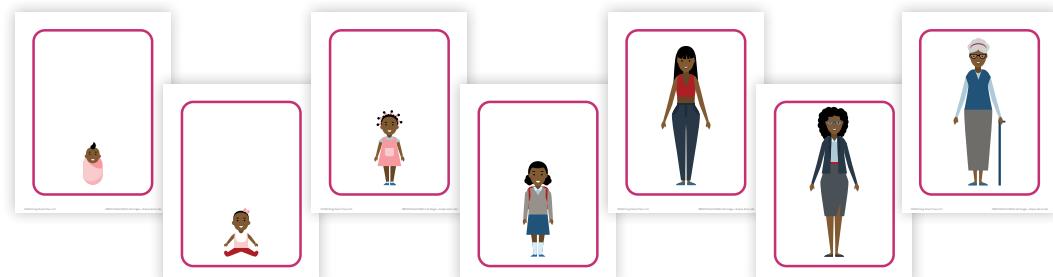
Ask: *Of all the jobs mentioned in the story, which one would you like to do? Why?*

DAY 2: LIFE STAGES

III.B.2. Engages in conversations. I.B.3. Maintains focus (group activity). VII.B.4. Investigates life cycles. VII.B.2. Recognizes plants/animals grow and change.

Before reading *The Waiting Game*, display the Vocabulary Card (newborn). Explain that a new baby is called a newborn and that this is the first stage of life for people. Display the Photo Card (#182 life stages). Ask a volunteer to point to the newborn. Explain each of the stages (newborn, toddler, young child, older child, teenager, adult, senior). Point out that everybody begins as a tiny baby (newborn). Each newborn matures and develops through each life stage.

Read *The Waiting Game*. After reading, encourage children to determine in which stage each character in the book belongs: baby (newborn), story narrator (young child), mom and dad (adults), grandma and grandpa (seniors). Display the "Life Stages" Card Set. Invite children to help you arrange the cards in the proper sequence.



**DAY 3: NAME A NEWBORN**

III.B.2. Engages in conversations. I.B.3. Maintains focus (group activity). IV.D.16. Connects literature text to life experiences.

Read *The Waiting Game*. After reading, revisit pages 8-9. Draw a T-chart and label the left column "Girls" and the right column "Boys." Encourage children to brainstorm names to record in each column.

Extension: Discuss names with children. Invite volunteers to tell what they know about their name. Ask: *Are you named after a relative? Are you named after someone famous? What is your full name? Do you have a nickname?* Offer examples of names along with their origin and meaning that might be applicable to your community. For example, Esperanza is a Spanish name that means hope. Kano is a Japanese name that means power. Akiiki is an African name that means friend.

Girls	Boys
Imani	Alejandro
Dolores	Miguel
Ada	

**DAY 4: SOME CHANGES TAKE TIME**

III.B.2. Engages in conversations. IV.D.3. Responds to questions from read-aloud. IV.D.4. Asks and answers questions about words. IV.D.5. Engages in group reading activities.

Read *The Waiting Game*. After reading, point out that some changes, such as waiting for a new baby to be born, take time.

Display the Vocabulary Card (patience). Invite children to notice what the child in the picture is doing (waiting for cookies to bake). Waiting for cookies to bake takes just a few minutes. Waiting for a baby to be born takes much longer. Invite children to represent a long amount of time by spreading their arms wide and then represent a small amount of time by pushing their hands very close to each other.



Explain that waiting for something to happen can require patience. Having patience means being able to wait for something to happen without becoming annoyed or upset.

Extension: Read the book *Monarchs*. Discuss the patience it takes for a butterfly to hatch.

**DAY 5: TINY THINGS**

IV.D.2. Tells how illustrations support text. VI.D.1. Measures and compares lengths/heights. IV.D.4. Asks and answers questions about words. IV.D.5. Engages in group reading activities.

Read *The Waiting Game*. After reading, display the Photo Card (#181 tiny hand). Invite children to notice the difference in size between the two hands. Explain that because newborns are so tiny, they need tiny things. Invite children to list tiny things that are used for newborn babies (diapers, rattles, blankets, clothes).



Encourage children to look for tiny things in the story illustrations as you picture walk back through *The Waiting Game*. Display a few baby clothing items, if available. Have a volunteer hold the clothing up to their torso to demonstrate the tiny size and also how much a child grows from birth to age 5. After discussion and demonstration, place the clothes in the Pretend and Learn Center for children to explore.

Tiny Things

I love tiny things
Seeds and beads
Mice and grains of rice
Baby toes and a budding rose
Seashells and jingle bells
Do you love tiny things?

Extension: Share the poem "Tiny Things" with children. Encourage children to brainstorm a list of other tiny things (flies, ladybugs, grains of sand, buttons).

**Dual/English Language Learners**
Dialogic Reading

Expand on children's contributions as they search for illustrations in *The Waiting Game* of items that are tiny. For example, if children identify the bib, use additional words to describe it: *Yes, the bib has a tiny elephant on it and will fit snug around the baby's neck.*

CONSCIOUS DISCIPLINE
• IN ACTION •

Notice the changes inside of *you* when *you* pause to breathe and wish well. Are you more willing to cooperate with others, be helpful, and understand someone else's point of view?

MATERIALS

Day 1

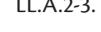
- Vocabulary Cards (change, patience, courage, newborn)
- personal baby photo
- children's baby photos



LL.A.2-3.

Day 2

- Strategy Card: Rhyming Words
- Changes*
- "Rhyming" Cut-Apart Cards



SF.A.1.

SF.A.4.

SF.B.1.

SF.B.1.

Day 3

- The Waiting Game*
- chart paper
- markers



Day 4

- Read-Aloud chart, Day 4
- I Can Little Books*
- blank books



Day 5

- Letter Cards (A, a, C, c, E, e, G, g, N, n, O, o, Z, z)
- Sound Cards (A, C, E, G, N, O, Z)



LL.B.4.

DAY 1: VOCABULARY

III.D.1. Uses words to label and describe. III.D.3. Increases speaking vocabulary. IV.D.16 Connects literature text to life experiences.

- Display the Vocabulary Card (change). Explain that *change* means becoming different or replacing one thing for another. Ask: *How do you think the seedling in the picture will change?*
- Display the Vocabulary Card (patience). Point out that the child is waiting for cookies to bake. Remind children that having patience is being able to wait without becoming annoyed or upset. Say: *I had to wait to play in the Construction Center because the center was full. I showed patience. When have you shown patience?*
- Display the Vocabulary Card (courage). Define *courage* as the strength and confidence to face a difficult situation. Say: *I was brave and showed courage when I learned to swim. When have you been brave and shown courage?*
- Display the Vocabulary Card (newborn). Explain that a new baby is called a newborn. Display your baby photo. Invite children to predict who the baby is in the photo. Ask children to describe how you have changed. Invite children to share their baby photos and describe how they have changed.



DIFFERENTIATE INSTRUCTION

Support

Offer a classroom connection for a Vocabulary Card before asking a child to make a connection. For example, say: *The Pretend and Learn Center is full. What could you do while you waited to go to that center?*

Challenge

Ask children to share about real-life brave and courageous people, such as firefighters or pretend superhero characters. Encourage children to share how a person/character showed courage.

DAY 2: PHONOLOGICAL AWARENESS

III.A.3. Listens to others. IV.B.5. Recognizes and produces rhyming words.

- Remind children that the book *Changes* is full of rhyming words. Say: *Rhyming words have the same middle and ending sounds.* Read the first two lines on page 2. Say the two rhyming words (*year, here*) and ask children to repeat the words. Say: *Year and here end with /eer/.*
- Read the text on page 5. Say the two words *new* and *two*. Ask children to repeat the words. Then say: *Tell me another word that rhymes with new and two.* (*boo, moo, zoo, do*)
- Read the text on page 12. Invite children to repeat the rhyming words (*lot, spot*). Read the sentences again. Pause at the end of the second sentence, and invite children to say the last word (*spot*).
- Invite children to match the "Rhyming" Cut-Apart Cards. Encourage children to say the rhyming pairs. Place the cards in the Language and Literacy Center for children to practice matching the rhyming pairs.

**Note:** Rhyming is an auditory skill that requires both listening and speaking.

DIFFERENTIATE INSTRUCTION

Support

Say the two rhyming words very clearly. Invite children to repeat the words. Remind them that the words have the same middle and ending sounds.

Challenge

Encourage children to match the rhyming pictures and provide another word that rhymes with the pair.

**DAY 3: SHARED WRITING**

IV.A.1. Engages in pre-reading/reading activities. IV.E.3. Identifies punctuation and letter case. V.B.1. Contributes to class writing projects. V.C.1. Writes own name.

- Picture walk through *The Waiting Game* to review the jobs the family does to prepare for a new baby.
- Share a task your family would do to prepare for the arrival of a new baby, such as buy diapers. Invite children to share what they would do to prepare for a new baby. Take their dictation and invite children to write their name after their response on the chart paper.
- Invite a volunteer to use a pointer to track the words as the small group “reads” the responses.
- Ask children to identify the uppercase letter at the beginning of each name.

How to Prepare for a Baby

Buy diapers (Will)
Paint the walls (Lea)
Find a crib (Layla)

DIFFERENTIATE INSTRUCTION**Support**

Assist children in writing their name. Ask them to name each letter.

Challenge

Invite children to share a task their family would do *after* the newborn comes home.

**DAY 4: GUIDED READING/WRITING**

IV.A.1. Engages in pre-reading/reading activities. V.A.1. Uses writing to communicate ideas. V.C.3. Uses some letter-sound correspondence when writing. IV.E.5. Recognizes some familiar words.

- Review the “What We Have Learned” list from Read-Aloud #1, Day 4 (p. 17).
- Give each child an *I Can* Little Book. Read the title and ask children what sound the letter c makes. Read each page and invite children to “read” with you.
- Read the writing prompt on the last page. Share an activity you learned to do when you were younger. Invite children to share what they have learned in Pre-K with the sentence stem: *I can _____.*
- Provide a blank book of four pages. Encourage children to illustrate their own *I Can* book. Invite children who are ready to copy the sentence stem and add their own words. Ask: *What is the first sound in your word? What letter makes that sound?* Support those who need assistance by taking their dictation.

**DIFFERENTIATE INSTRUCTION****Support**

Encourage younger learners to illustrate one thing they have learned in Pre-K. Take their dictation as they describe their accomplishment.

Challenge

Invite children to share their personal book with a partner and use TAG: **T**: tell something you like, **A**: ask a question, **G**: give a suggestion.

Note: Offer the blank books during center time for children to complete.

**DAY 5: ALPHABET KNOWLEDGE**

IV.C.1. Names letters. IV.C.2. Recognizes letter sounds. IV.C.3. Produces letter sounds.



LL.B.8.
LL.B.9.

- Invite children to match the Letter Cards (A, a, C, c, E, e, G, g, N, n, O, o, Z, z) to the letters on the Letter Wall. Ask children to say the name and sound of the letter as they match the card.
- Display only the lowercase Letter Cards, and invite children to match each with an uppercase Letter Card. Provide support as needed. Modify the number of Letter Cards based on the needs of the children in the small group.
- Encourage children to describe how lowercase e and lowercase c look different. Encourage them to describe how lowercase c and o look similar. Ask children to compare these letters: a and g, N and Z.
- Demonstrate what happens when the Letter Card is turned upside down. Remind children to hold the white space of the card in their hand so the letter is in the correct position.
- Display the Letter Cards. Model using the Letter Card N. Say: *N says /n/*. Invite children to choose a Letter Card, say its name, and make the letter’s sound.
- Invite children to sort the Sound Cards by beginning sound.



MATERIALS

- "School Routine" Sequence Cards
- AngLegs®
- sand timer
- ruler
- analog clock
- 12-month calendar
- markers
- chart paper

VOCABULARY

after
before
calendar
clock
day
during
finish
hour
long
minute
month
short
start
time
week

FOCUS

Measuring Time

This week, children will categorize parts of the day by what happens before, during, or after a benchmark event. Children will compare the duration of everyday events to a common unit, such as longer or shorter than a minute, and discuss other time words (hour, day, week, month).



DAY 1: BEFORE, DURING, AND AFTER

VI.D.3. Uses time words. VIII.A.3. Connects events/time/routines to own life. VIII.A.4. Identifies sequence of events in a day.

- Display the "School Routine" Sequence Cards. Remind children that a routine is a sequence of activities that are repeated each day.
- Invite a volunteer to find the picture that shows the boy making a pattern with red and yellow frog counters. Explain that the boy is working in small math group, just like the children are doing right now. Ask: *What activities do we do during math group? What routines do we do before we go to math group? What do we do after?* Invite children to sort the cards by routines the class does before, during (now), and after math time.
- Give each child a card. Encourage children to compare their card to a partner's card to determine which routine comes before or after. Continue having children select partners and compare when their routines occur.
- Invite children to arrange the full set of cards in the order the routines happen during your day.



Note: If your class uses different daily school routine cards, use them for the Day 1 lesson.

DIFFERENTIATE INSTRUCTION

Support

Identify a start (Morning Circle) and finish event (dismissal) in the sequence of routines so children can visualize the left-to-right line of the daily schedule. Have children add remaining cards.

Challenge

Invite children to name routines that are not represented in the card set. Challenge children to determine where the new card should be placed on the chart.



DAY 2: LONG OR SHORT WAIT?

III.D.2. Understands words and meanings including words with multiple meanings. VI.D.1. Measures and compares lengths/heights. VI.D.3. Uses time words. VIII.A.3. Connects events/time/routines to own life.

- Invite a volunteer to select two different AngLegs and compare them by length. Ask: *Which is shorter/longer? How do you know?* Remind children that long and short are attributes that describe the space between two points. Say: *Long is when there is more space and short is when there is less space.*
- Explain that the attributes long and short are also used to describe the length of time—how much time passes from start to finish.
- Label two columns on chart paper: "Long Wait" and "Short Wait." Invite children to brainstorm activities in which they have to wait a long amount of time versus a short amount time. Record children's responses on the chart. Discuss similarities and differences.

Long Wait	Short Wait
for bus to come travel to grandma's house until next birthday for winter to come	for turn on swing for mom to fix breakfast for TV commercial to end for elevator door to open

**DAY 3: IN A MINUTE?**

VI.D.3. Uses time words. VI.E.2. Collects and organizes data. VIII.A.3. Connects events/time/routines to own life.

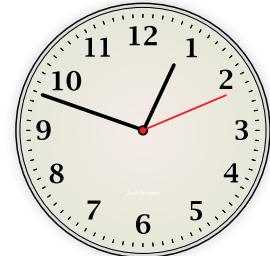
- Refer to the “Long Wait, Short Wait” chart created on Day 2. Discuss children’s familiarity with the word *minute*. Ask: *Have you ever been asked to wait a minute? Did the minute last a long or short amount of time? Why do you think so?*
- Display a minute sand timer. Explain that the amount of time it takes for the sand in the top chamber to empty into the bottom chamber is exactly one minute. Invite children to watch as you turn over the sand timer to measure how long a minute takes.
- Label 3 columns on chart paper: “Shorter than a minute,” “About a minute,” and “Longer than a minute.” Invite children to do tasks (write name, tie shoe, snap fingers, sing a song) and use the sand timer to see how long each task takes. Write the name of the task in the appropriate column on the chart.

Shorter than a minute	About a minute	Longer than a minute
Snap my finger. Open a door.	Tie my shoe. Wash my hands.	Paint a picture. Eat lunch.

**DAY 4: THE CLOCK**

VI.A.8. Recognizes and names numerals 0-9. VI.D.3. Uses time words. VII.D.2. Uses simple tools for investigating.

- Display an analog clock and a ruler. Invite children to describe features they see on both tools. Ask: *How are they alike/different?* Point out the hash marks and numerals 1-12 that go around the clock versus those that go across the ruler from left to right. Remind children that the distance between each numeral on a ruler is equal to an inch.
- Find the second hand on the clock. Show that the time it takes the hand to make one revolution around the clock is equal to how long the sand empties into the bottom chamber on the sand timer (one minute). Test this comparison using the sand timer.
- Explain that the marks around the clock count the number of minutes in one hour and the numerals count the hours. Invite children to take turns counting the numerals around the clock, starting at 1 and stopping when they reach 12.
- For a challenge, invite children to count around the clock two times, continuing the count at “thirteen” instead of “one” when they begin the second revolution. Explain that there are 24 hours in one day (12 hours in the AM and 12 in the PM).

**DAY 5: THE CALENDAR**

VI.A.3. Rote counts to 30. VI.A.8. Recognizes and names numerals 0-9. VI.D.3. Uses time words.



- Display a 12-month calendar. Ask: *What does a calendar show? What does it tell you about time?* Discuss the features on the calendar, highlighting the rows and columns of squares, the numerals, the names of the days of the week, and the name of the month.
- Display the current month of the year. Explain that each box represents one day and each row is one week (seven days). Invite children to help you count the number of days in the month. As you count, point out how the numerals are ordered from left to right, making special note of the return sweep back to the left from row to row.
- Invite a volunteer to locate the current date. Ask children to help you plot special events on the calendar, such as birthdays and field trips. Help children notice which events come before and after today’s date.

**★ DID YOU KNOW? ★**

While the calendar can be used to count and keep track of the number of days that have passed each month of the school year, preschoolers can more easily understand the passage of time measured by their daily schedule.

SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

MATERIALS

Materials

- “Baby Toy” design criteria poster (Portal: Patterns)
- baby toys that make noise

Noise-Making Materials

- metal washers
- wooden rings
- fish tank gravel
- small pebbles
- beads
- paper clips
- sand
- jingle bells

Art Materials

- recyclable items (small water bottles, bottle caps)
- construction paper
- paper towel rolls
- craft sticks
- tempera paint
- cording
- decorative tape
- wooden dowels or unsharpened pencils

Connecting Materials

- tape (masking or transparent)
- glue, glue sticks

Tools

- scissors
- crayons, markers
- paintbrushes, sponges

VOCABULARY

instincts
senses



DAY 1: INTRODUCTION

Focus

Ask children how many of them have younger brothers or sisters. Invite children to share special memories they might have of when a baby began to smile or “talk” with them. Discuss how quickly babies change and grow as they explore people and their surroundings. Explain that babies use their instincts to suck and grasp at first so they can eat and hold on to a finger. Instincts are what we are born with and do not have to be taught how to do. Then babies begin to use their senses to discover what is around them. Remind children that each of them went through these same steps as they grew and learned to do different things.



Present the Problem

Explain that once babies begin to hold items in their hands, they will look for anything to hold, especially something that makes noise and is colorful. As they use their senses, they can feel a toy in their hand, see its shapes and colors with their eyes, smell it with their nose, taste it with their mouth, and hear it with their ears. Tell children they will be designing and creating models of baby toys that can make noise.

Note: Explain to children that their toys will be models made out of available classroom materials. They will not be safe for a real baby. Discuss how in real life the models would be tested and created with safe materials.

Brainstorm Ideas

Invite children to brainstorm different baby toys they might know. Ask them if any of the toys make noise or could be made to make noise. Share some of the available baby toys with children and prompt them to look closely at the design elements, such as shape, color, and materials. Explain that the design criteria for their baby toys require that:

- A baby can hold on to it.
- It makes noise.
- It is colorful.

Display a variety of materials. Brainstorm some ideas for using these materials by asking questions and listening to children’s responses:

- How could you design your toy so a baby could hold on to it?
- How could you combine some of the materials together?
- Which materials would be good to make noise?
- How could you add color to your design?



SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

TIPS AND STRATEGIES

Resources

Provide real baby toys that make noise to help stimulate children's creativity in design.

Encourage families with young babies to send in photos of their babies playing with a toy that makes noise.

Take Photos

Remember to take photos of the entire process and final designs. Add photos to a display area of completed products. If possible, write down group members' thoughts about what they did, including their favorite part. Add these to the display next to each group's toy.



DAYS 2-4: EXPLORE

During the center rotation time, work with each small STEAM group to talk about the week's challenge and guide them to make their plan before they begin building at the STEAM Center. Explain that they will work in small groups with each group making one baby toy. Remind them that they will need to make sure everyone participates.

1. Invite children to share their ideas of what kind of baby toy they would like to make as well as the materials they want to use.
2. Help children create a visual plan for designing and creating their baby toy that includes materials to be used and each person's job. Remind them that they need to split up the jobs so they will be able to complete their project by the end of the week.
3. Make sure everyone in the group knows their job before sending them off to work at the STEAM Center. Display the "Baby Toy" design criteria in the STEAM Center.

Open-Ended Questions to Guide Exploration

Guide children's exploration by asking questions such as these and other "What," "How," and "Why" questions that encourage critical thinking and engage children to further explore:

- Why did you choose those materials for your design?
- How will you connect materials together?
- What part of your design will allow a baby to hold on to the toy?
- How could you add more color to your design?
- What will make noise and how will it happen?



DAY 5: SHARE DISCOVERIES

- After all projects are complete, ask each group to share their baby toy and tell about their design and the steps to create it. Have the class decide if the group's design met the design criteria. Invite children to ask questions of the group. This will provide an opportunity for children to work on asking and responding to questions.
- Display the real baby toys. Have groups decide which type of baby toy their design would be most like. Compare similarities and differences.
- After all groups have shared, celebrate by having a concert of baby toy noise!



Dual/English Language Learners

Visual Cues

Make a T-chart to list children's explanations of how their designs are alike and different from real baby toys. Label one column, "alike," and add two dots the same color. Label the other column, "different," and add two dots that are different colors. Use a sentence stem as you compare: *Group A's toy is similar to a real rattle because it _____.* *It is different because _____.*"

MATERIALS

- Vocabulary Cards (change, courage, patience)
- Photo Card (#182 life stages)
- “What We Have Learned” chart (p. 17)

III.D.2. Understands words and meanings. I.B.4. Retains and recalls information. III.B.1. Uses language to express self. III.B.2. Engages in conversations. III.B.3. Shares relevant information. III.B.4. Follows conversational rules.

End each day with a Closing Circle to check on commitments made during Greeting Circle and review concepts presented during the day.

DAILY

- Check on commitments made during Greeting Circle. If children were successful, have them say: *I did it!* If children were not successful, help them narrow their commitment to a more specific behavior. Encourage children to say: *Oops! Time to practice. Tomorrow I will _____.*
- Display the Word of the Week (change). Ask a volunteer to use *change* in a sentence.

DAY 1

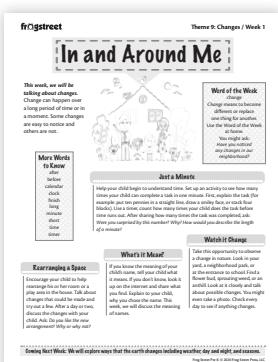
- Ask: *Why was the little boy in Changes sad? How did his mother help him feel better?*

DAY 2

- Display Photo Card (#182 life stages). Ask: *Which stage of life comes first?* Invite a volunteer to name each of the life stages (newborn, toddler, young child, older child, teenager, adult, senior).
- Ask: *What is the family in The Waiting Game waiting for? What did the mom do while she was waiting?*
- Invite volunteers to produce a word that rhymes with their name. (Accept nonsensical words that rhyme.)

**FAMILY CONNECTIONS**

On Day 1, send home the “In and Around Me” family letter.

**DAY 3**

- Say: *Waiting for a batch of cookies to bake takes patience. Can you think of another change that requires patience?*

DAY 4

- Display the Vocabulary Card (patience). Ask: *What are some changes that take patience?*
- Ask volunteers to share their *I Can* book.
- Revisit the “What We Have Learned” list created in today’s Read-Aloud.

DAY 5

- Display the Vocabulary Card (courage). Ask: *What does it mean to have courage? What kinds of change might require us to show courage to accept the change?*
- Ask children to identify the first letter in the Vocabulary Cards (change, courage, patience).
- Invite volunteers to place each card under the appropriate letter on the Letter Wall. Encourage children to say the name and sound of the first letter in the word. Ask children to name words on the Letter Wall that begin with the letters c and p.

What We Have Learned

write name

count

be kind

name letters

S.T.A.R.

This week, children will explore earth changes that include weather, day and night, and seasons. They will explore the sun's power and energy to notice the changes it brings to the earth.

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Big Ideas

Assessment

Family Connections

Transitions

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Music and Movement 41

Literacy

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Math and Science

Math Small Groups 48

STEAM Exploration 50

Closing Circle 52

BIG IDEAS

Thematic

- There are four seasons: winter, spring, summer and fall.
- The sun warms the earth.
- The rotation of the earth creates night and day.
- The weather and seasons affect our clothing choices.

Math, Science and Social Studies

- A cycle is a repeating pattern.
- Patterns can be represented in a circle or in a line.
- Patterns can be coded (classified and described) by the order of their elements, such as AB, ABB, and ABC.

Literacy

- Words can be separated into two parts (onset and rime) and blended back together.
- Sentences begin with an uppercase letter and end with a punctuation mark.
- Each letter of the alphabet has a unique name, sound, and shape.
- Words can be classified into groups.

VOCABULARY

atmosphere
change
cycle
earth
fall
pattern
seasons
spring
summer
water cycle
weather
winter

ASSESSMENT OPPORTUNITIES

Social Emotional

- SF.A.5. Conflict Resolution Strategies**
Observe 4-5 children daily in contexts that require cooperation and negotiation, such as during outdoor play and Practice Centers.

- SF.B.8. Play/Work with Peers**
Pretend and Learn Center (p. 36)
Outdoor Activities (p. 37)
Observe 4-5 children daily.

- SF.B.10. Creativity and Self-Expression**
Creativity Station (p. 35)

Language and Literacy

- LL.A.4. Word Relationships**
Literacy Small Groups, Day 1 (p. 46), Day 3 (p. 47)
- LL.A.5. Sentences**
LL.A.8. Inflections
Literacy Small Groups, Day 4 (p. 47)
Science Center (p. 37)
Interview 4-5 children daily about the experiment at the Science Center.
- LL.B.5. Syllables/Onsets and Rimes/Phonemes**
Literacy Small Groups, Day 2 (p. 46)
Use Checklist #8

Cognition

- CM.B.4. Identifying, Extending, Creating Patterns**
Math Center (p. 36)
Math Small Groups, Day 2 (p. 48), Day 5 (p. 49)
Use Checklist #12
- CS.A.2. Explore, Examine, Investigate**
Science Center (p. 37)

Physical

- PPMD.A.1. Locomotor Skills**
Music and Movement (p. 41)
Observe 4-5 children daily.
- PPMD.B.1. Personal Care and Basic Hygiene**
Pretend and Learn (p. 36)
Observe children's facility putting on and taking off the dress-up clothing.

Changes

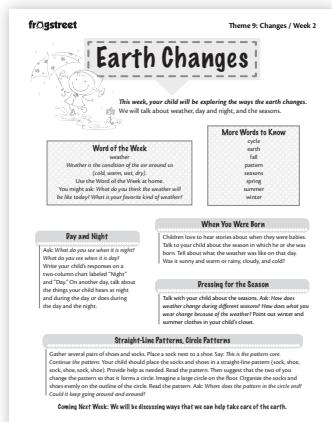
GETTING STARTED

Week 2: Earth Changes

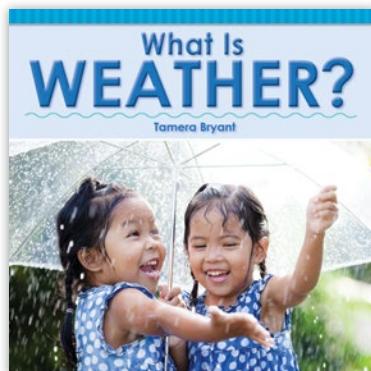
FAMILY CONNECTIONS

Send home the weekly family letter and this week's digital book for families to enjoy reading together.

WEEK 2: EARTH CHANGES



WHAT IS WEATHER?



LESSON PLANNER

WEEK 2: EARTH CHANGES

Frog Street LESSON PLANNER				
Theme 9: Changes / Week 2				
Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle		Calm, S.T.A.R. Leader's choice		Conversational daily agreement to keep classroom safe
Music: Song: "It Starts in the Heart" and "The Weather Song"	Converse: Classroom Discipline Rituals, "My Turn"			
Morning Message	What is the weather today? What is the weather today? What is the weather today?	What is the weather today? What is the weather today? What is the weather today?		
Daily Sentence	What is the weather today? What is the weather today? What is the weather today?	What is the weather today? What is the weather today? What is the weather today?		
Phonemic Awareness	Identify that words begin with the same sound. Blend vowel and rime to form a "mystery word".			
Concepts of Print	Identify that words begin with the same sound. Blend vowel and rime to form a "mystery word".			
Alphabetic Knowledge	Chorus from these songs: "I'm a Little Frog", "I'm a Little Bee", "I'm a Little Raindrop", "I'm a Little Star", "What's the Weather Outside?", "What's the Weather Doing Now?", "Sing a Summer Song", and "My Chance to Dance".			
Math	What is the weather? Graphing weather	Water Cycle	Wind	Storms
Read-Aloud #1	The Sun Warms the Earth	Participate in a rotation of seasons and weather	Discover types of wind speed	Explore causes of storms and storm safety
Literacy Small Group	Practice reading decodable words related to weather	Shared Writing	Wind	Storms
Writing	Write a sentence about the weather.	Guided Reading/Writing	Alphabet Knowledge	Explore causes of storms and storm safety
Classifying Patterns	Create a circle day-night pattern	Weather-related words	Letters and order	Alphabet Knowledge
Read-Aloud #2	Goodbye Autumn, Hello Winter	Create a four-square cycle in the sky	Compare pattern similarities	Letters and order
Math	Seasons	A Year's Life	Code patterns using color	Letters and order
Practice Centers	Observe a tree change	Day and Night	Code patterns using color	Letters and order
Outdoor Activities	Explore weather	Hibernation and Migrate	Discover ways animals hibernate or migrate	
STEAM	Practicing the Problem	Science: Make a rain cloud		
Closing Circle	Get Out of the Rain	Technology: Create a weather-related mobile		

Download the Lesson Planner (Frog Street Portal) to customize your weekly lesson plans.



TRANSITIONS AND BRAIN BREAKS

Use these weekly ideas to create smooth transitions from one activity to another and to offer children movement opportunities throughout the day.

- Invite children to imagine they are jumping over mud puddles.
- Invite children to say a sequence of alternating letters or colors that match the left-right pattern of their walk (A-B, A-B, A-B or blue-red, blue-red, blue-red).
- Invite children to move their bodies to show changes in the sun's position in the sky from dawn (squatting low with hands covering their heads), noon (standing with arms raised to the sky), to dusk (sitting quietly with feet crossed, arms folded, ready to listen).
- Take pictures of steps to complete for a daily routine activity. Arrange the photos in a circular display on a poster. Attach a stick-on note to a photo when children complete that step in the activity cycle.
- Invite children to sing a familiar song. Singing wakes up the brain as it requires the intake of oxygen and uses both hemispheres of the brain at the same time.



Brain Booster

The purpose of having a memory is not to just remember the past but to learn how to navigate the present by applying prior knowledge. Give children plenty of opportunities to use what they already know in as many new and interesting contexts as possible. The young brain is highly stimulated by novelty and creativity.

Changes

WEEK AT A GLANCE

Week 2: Earth Changes

WORD of the WEEK

weather

the condition of the air around us
(cold, warm, wet, dry)



Cultural Responsiveness

Display the Word of the Week in multiple languages.
Use languages spoken by families in your program.
Use families as a resource to help with translations.

WEEKLY PRACTICE CENTERS

(pages 34–37)



WRITER'S CORNER

Draw/write about clothing that suits the weather.



CREATIVITY STATION

Create sponge clouds.



FINE MOTOR

Transfer "stars" from night to day sky.



PRETEND AND LEARN

Explore seasonal clothing.



MATH

Create a chain link pattern.



SCIENCE

Make a rain cloud.

WEEKLY GREETING CIRCLE

BRAIN SMART® START

Pages 38–39

UNITE

"It Starts in the Heart"
"The Weather Song"

CALM

S.T.A.R. Leader's choice

CONNECT

"Mr. Sun"

COMMIT

Choose daily agreement to keep classroom safe

Day 1

GREETING CIRCLE

What is the weather today?
Today is _____.

MORNING MESSAGE



MUSIC & MOVEMENT

READ-ALOUD #1

LITERACY SMALL GROUPS

MATH

Classifying Patterns

READ-ALOUD #2



STEAM

Get Out of the Rain

CLOSING CIRCLE

Introduction
Introduce
What Is Weather?

VOCABULARY
Practice using a glossary to understand word meanings

Pattern in a Circle
Create a circular day-night pattern

Introduction
Introduce
Goodbye Autumn, Hello Winter

Present the Problem
How can we create a temporary, waterproof shelter?

Changes

WEEK AT A GLANCE

Week 2: Earth Changes

Day 2

Day 3

Day 4

Day 5

BRAIN SMART® START

What is the weather today?
Today is _____.

Phonological Awareness: Blend onset and rime to form a “mystery word.”

Concepts of Print: Notice that sentences begin with an uppercase letter and end with punctuation.

Alphabet Knowledge: Review name, sound, and formation strokes for letters.

Choose from these songs for the week: “It’s Fall Again,” “Sunscreen,” “It’s Raining, Raining,” “What’s the Weather Outside?”, “What’s the Weather Doing Now?”, “Sing a Summer Song,” “My Chance to Dance”



The Sun Warms the Earth

Explore how the sun affects seasons and weather



Water Cycle

Participate in demonstration of water cycle



Wind

Discover various types of wind speed



Storms

Explore characteristics of storms and storm safety

PHONOLOGICAL AWARENESS

Blend onset and rime to say a “mystery word”

SHARED WRITING

Make a word web of weather-related words

GUIDED READING/WRITING

“Read” Weather Little Book; add journal page

ALPHABET KNOWLEDGE

Identify letters by clues; practice ABC order

Pattern in a Line

Create a straight-line pattern that continues in rows

Four Seasons Cycle

Create a four seasons cycle in a circle and a line

Comparing Patterns

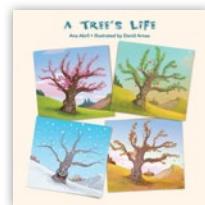
Compare pattern similarities and differences

Coding Patterns

Code patterns using color words and letters



Seasons
Define unique characteristics of each season



A Tree's Life
Observe a tree's changes through a year



Day and Night
Explore why we have day and night



Hibernate and Migrate
Discover ways animals prepare for winter

Days 2-4: Exploration

Share Discoveries

Review and Reflect

Send home “Earth Changes” family letter

Changes

MATERIALS FOR THE WEEK

Week 2: Earth Changes

LITERATURE



LITTLE BOOK



PORTAL: MUSIC

- "The Alphabet Song"
- "It's Fall Again"
- "Sunscreen"
- "It's Raining, Raining"
- "What's the Weather Outside?"
- "What's the Weather Doing Now?"
- "Sing a Summer Song"
- "My Chance to Dance"
- "It Starts in the Heart"

VOCABULARY CARDS

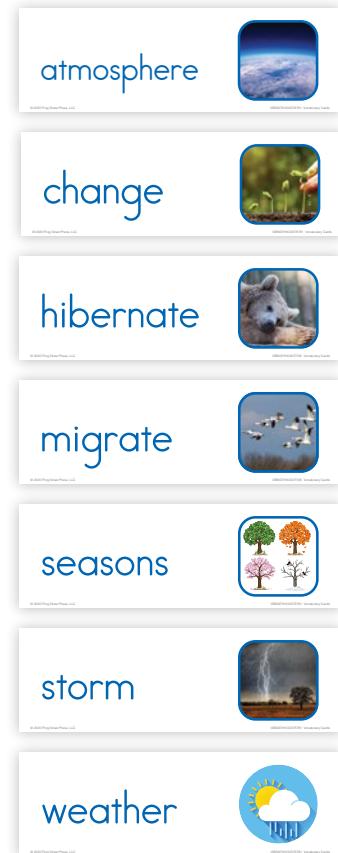


PHOTO CARDS



STRATEGY CARDS



Alphabet Knowledge

Patterning

Onset and Rime

CARD SET



"Onset and Rime" (22 cards)

PORTAL: PATTERNS

- "Pattern Core Cards 1, 2, 3, 4"
- "Number Dots 1-6"
- "Alphabet Code Pattern Cards"
- "Around the Clock Game Board"
- "Rain Shelters"

BRAIN SMART® START

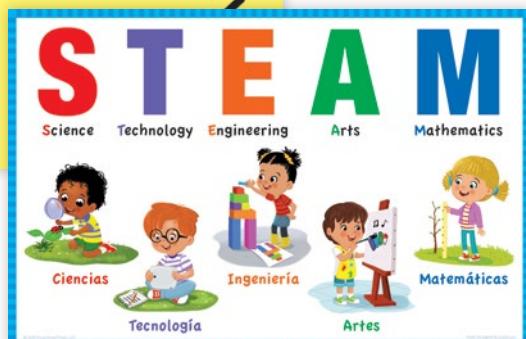
- Safekeeper Box
- Name Sticks
- "Calming Strategies" choice board
- "School Family Agreements" poster

Changes

MATERIALS FOR THE WEEK

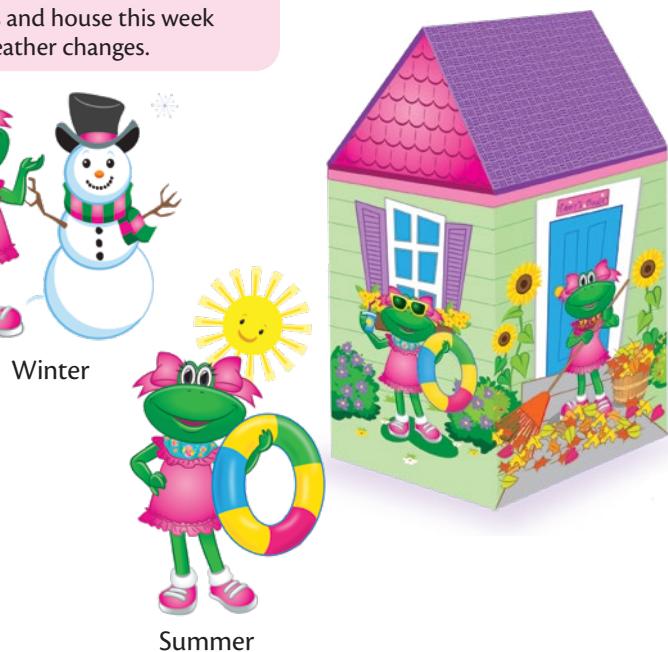
Week 2: Earth Changes

POSTERS

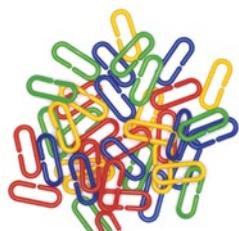


FANNY FROG AND FANNY'S HOUSE

Use Fanny's clothing choices and house this week to discuss seasonal weather changes.



MANIPULATIVES



chain links



connecting cubes



eyedropper



Pocket Cube

PREPARE

Cloud-Shaped Sponges

(Creativity Station)

Cut sponges into cloud shapes. Attach a clothespin to each shape so children can use it as a handle when dipping the sponges in paint.



Number Dot Cube

(Math Lesson, Day 1)

Print and cut apart the "Number Dots 1-6" (Portal: Patterns). Place one card in each of the six pockets on a Pocket Cube.

GATHER

- ball
- planting containers
- dot stickers
- flashlight
- food coloring
- ice cube trays
- mason jar
- muffin tin
- one-minute sand timer
- potting soil
- rock salt
- rocks
- seeds
- shaving cream
- stick-on notes
- storm demonstration supplies (quart-size mason jar, baby oil, white tempera paint, glitter, Alka-Seltzer tablets)
- summer seasonal clothing (sun hats, shorts, sunglasses)
- tissues
- water cycle demonstration supplies (large and small clear bowls, boiling water, measuring cup, plastic wrap, ice, salt)
- water spritzer
- white tempera paint in a shallow tray
- winter seasonal clothing (hats, coats, gloves, mittens, scarves)
- year-long calendar (in a bound, booklet display)

STEAM SUPPLIES

"Rain Shelters" (Portal: Patterns)

- toy figures (under 6 inches tall)
- water absorbent materials (paper towels, felt, paper, cotton balls, sponge, tissue)
- water repellent materials (plastic wrap, aluminum foil, waxed paper, cellophane, bubble wrap)
- spray bottle with water
- trays or containers

Construction Materials

- construction paper
- craft sticks
- wooden dowels
- chenille stems
- straws
- cording
- foam pool noodle cut into 1" slices, floral foam
- absorbent and repellent materials

Learning through active exploration and play is an essential part of the *Frog Street Pre-K* curriculum. Each week, options for Practice Centers provide ways to integrate the week's learning goals into practice time. Practice Centers give children an opportunity to explore their interests, learn cooperatively, make their own choices, and develop independence.

In addition to the six Practice Centers described on pages 34-37, you may choose to offer additional center choices based on materials and options available in your classroom.



TECHNOLOGY CENTER

XI.A.1. Uses digital learning programs. XI.A.2. Names/uses digital tools. XI.A.4. Uses technology to access information. XI.A.5. Practices safe behavior using technology.

Provide activities via a website or educational software to explore weather and the letters Hh, Oo, Qq, Ss.

WRITER'S CORNER

III.D.5. Classifies words into groups. V.A.1. Uses writing to communicate ideas. V.C.3. Writes words or parts of words. VII.C.6. Notices the effects of weather/seasons on daily life.



MATERIALS

- "Four Seasons" poster
- Photo Cards (#183 spring, #184 summer, #185 fall, #186 winter)
- drawing tools
- drawing paper

Display the "Four Seasons" poster. Invite children to choose a season and illustrate what type of clothing they might wear for that season. Encourage them to label their drawings with the season's name or any other words or letters they think fit their drawing.

MIDWEEK OPTION

Display the Photo Cards (#183 spring, #184 summer, #185 fall, #186 winter) in the center. Invite children to display their illustration under the appropriate photo.

Reflect: Ask children to describe their clothing choices. Invite them to discuss the types of weather that are common during the season they choose.



Dual/English Language Learners TPR (Total Physical Response)

Invite children to pretend to put on clothing they might wear in different seasons of the year. Use words to describe children's dramatizations: *It must be winter because you are shivering and wrapping a scarf around your neck.*



CREATIVITY STATION

IX.A.1. Explores a variety of art materials. IX.A.2. Uses art for self-expression. VII.A.1. Explores changes in matter. VII.A.2. Investigates properties of materials.

**MATERIALS**

- white tempera paint in a shallow tray
- Cloud-Shaped Sponges (p. 33)
- construction paper (blue)
- jar lids (optional)
- construction paper (yellow) optional
- chenille stems (orange, 2-inch lengths) optional
- scissors (optional)



SF.B.10.

Invite children to dip cloud-shaped sponges into white tempera paint and press them on a sheet of blue construction paper to create a cloudy sky. On another day, children can make a cooperative mural by stamping white clouds on a larger sheet of blue bulletin board paper.

Reflect: How many clouds did you put in your sky? Do any of your clouds look like an animal? What color would these clouds be if it was a rainy day?

MIDWEEK OPTION

Invite children to create a sun. Encourage children to trace a circle on yellow paper using a jar lid as a template. Have them cut out their sun shape and glue it onto blue construction paper and add orange chenille stems for the sun's rays. Invite children to add drawings of things they like to do on a sunny day. Remind children when using glue that "only a dot will do!"

**FINE MOTOR**

VII.D.2. Uses simple tools for investigating. X.C.1. Demonstrates control/strength of small muscles. X.C.2. Demonstrates eye-hand coordination. VII.C.2. Identifies objects in day and night sky.

**MATERIALS**

- tweezers
- rock salt
- construction paper (black, white)
- wiggle eyes (optional)

Invite children to use tweezers to move "stars" (rock salt) from a night sky (black construction paper) to a day sky (white construction paper). Children will notice that it is hard to see the white "stars" on the white paper just like we cannot see the stars in the sky during the daytime.

Reflect: Why can't we see stars during the day?

MIDWEEK OPTION

Provide sets of six or eight wiggle eyes. Have children drop the eyes onto blue construction paper and use one-to-one correspondence to determine if there are more nighttime sleepy eyes (eyes landing facedown) or daytime wakeful eyes (eyes landing face up). Point out that sleeping is a nighttime activity that allows our bodies to rest so we can be healthy.

SPECIAL NEEDS ADAPTATION

Take children out to see the day sky and encourage families to take children out to see the night sky. Ask children to share what they saw at night and what they saw during the day.



PRETEND AND LEARN

X.D.1. Practices personal safety. IX.C.2. Engages in dramatic play. VII.D.3. Compares and categorizes.



MATERIALS

- winter seasonal clothing (hats, coats, gloves, mittens, scarves)
- summer seasonal clothing (sun hats, shorts, sunglasses)
- rainy weather clothing (rubber boots, raincoats, rain hats) optional

SF.B.8.
PPMD.B.1.

Invite children to explore the differences between winter and summer clothing choices. Encourage them to compare how thick or lightweight fabrics are and how the clothes feel on their skin as they have fun dressing up in the clothing. Encourage children to sort clothing by season when they finish dressing up.

Reflect: Why is winter clothing heavy and thick? How is it different from summer clothing? Why do we wear hats in the winter? Why do we wear hats in the summer? Why do we wear sunglasses?

MIDWEEK OPTION

Invite children to explore rainy weather clothing. Point out how rainy weather clothing is waterproof.

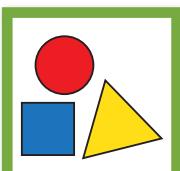


SPECIAL NEEDS ADAPTATION

Some children may not want to try on clothes or take off certain clothes. Know your children and what their preferences may be. For example, some children may prefer long pants and sleeves in all seasons.

MATH

VI.A.10. Compares quantities. VI.D.3. Uses time words. VI.E.5. Creates and extends patterns.



MATERIALS

- "Pattern Core Cards 1, 2, 3, 4" (Portal: Patterns)
- one-minute sand timer
- chain links



CM.B.4.

Invite children to select a "Pattern Core Card." Tell children to turn over a one-minute sand timer. As the sand pours from the top chamber to the bottom, have children create and connect as many pattern cores as they can using chain links. Remind children to stop as soon as all of the sand is out of the top chamber of the timer. Invite children to break apart the pattern into individual cores to determine how many cores they made in one minute.



Reflect: How many more cores do you think you could make if you had another minute? How many cores would that be altogether? What would happen if you selected a pattern core with fewer/more colors?

MIDWEEK OPTION

Encourage children to create their own patterns without referring to a "Pattern Core Card."

SPECIAL NEEDS ADAPTATION

Children may perform this task more successfully with a partner who is watching the timer rather than being distracted by looking at the time while manipulating chain links. Some children will enjoy just being the timekeeper.

SCIENCE

VII.D.1. Engages in scientific talk. VII.D.5. Plans and conducts experiments. VII.D.6. Makes observations. VII.D.7. Analyzes results and draws conclusions. VII.D.2. Uses simple tools for investigating.

**MATERIALS**

- shaving cream
- eyedroppers or pipettes
- food coloring
- muffin tin
- mason jar
- clipboards (optional)
- drawing paper (optional)
- markers (optional)

LL.A.5.
LL.A.8.
CS.A.2.

Under adult supervision, invite children to experiment with a “cloud” in a jar. Fill a mason jar $\frac{3}{4}$ full of water. Fill the rest of the jar with shaving cream so it extends about an inch and a half above the top of the jar to create a “cloud.” Fill muffin tin compartments with water and add a few drops of food coloring to each compartment. Invite children to use eyedroppers and pipettes to drop colored water on top of the shaving cream “cloud” and watch it drip through like colored rain to the water below.

Reflect: *What happens to the colors when you drop them on the cloud?*

MIDWEEK OPTION

Provide clipboards, paper, and markers. Invite children to sit by a window to look outside as they draw a picture that depicts the weather they observe: *Is it sunny? Cloudy? Rainy? Windy?*

Dual/English Language Learners
Think Aloud

Use detailed and descriptive vocabulary to model how a scientist might report on or talk about an observation: *The food coloring seeps through the shaving cream, making parts of the “cloud” change color as it swirls into the water below.*

**MATERIALS**

- tissues (1 per child)
- plastic squeeze bottles (optional)
- potting soil
- seeds
- rocks
- containers for planting (can, plastic container, dishpan, plastic cup, bottom of a milk jug, bucket)
- spray bottle with water

SF.B.8.

OUTDOOR ACTIVITIES

VII.C.1. Investigates earth materials. VII.C.2. Identifies objects in day and night sky. VII.C.6. Notices effects of weather/seasons on daily life. X.B.2. Guides body motions relative to others/objects.

Miniature Gardens

Growing a garden is a great way to connect with the earth. If you don’t have space to plant a garden, children can still enjoy the experience of gardening by creating miniature gardens. Punch holes in the bottom of a container and add a layer of rocks for proper drainage. Invite children to add potting soil (that does not say “keep out of reach of children”) and seeds. Water lightly by spraying water on the seeds daily. Select a spot where the plant can get about 4 hours of sunlight. Watch the magic happen!

Floating Clouds

Invite children to a large open area outdoors. Demonstrate how to tilt your head back, place a tissue above your face, and give a soft blow to create a gentle breeze to lift the “cloud” (tissue). Give each child a tissue to try blowing their “cloud” with a gentle breeze and then with a gale force wind. Invite children to work in pairs to blow their “cloud” (tissue) back and forth between them. After the activity, be kind to the earth by picking up all the tissues. For a challenge, give children squeeze bottles to see if they can keep their “clouds” floating in the air by forcing air out of the bottle.

Shadow Tag

On a sunny day, invite children to play a game of tag by touching a classmate’s shadow. If players need a break, they can find a shady place to rest where there are no shadows. Encourage resting players to lie down and look for shapes in the clouds.

**WORD
of the
WEEK**
weather**MATERIALS**

- "School Family Agreements" poster
- "Calmng Strategies" choice board
- Vocabulary Card (weather)
- Safekeeper Box
- Name Sticks
- Fanny Frog
- ♪ "It Starts in the Heart" (Portal: Music)

VOCABULARY
 change
 seasons
 weather
**UNITE**

II.A.6. Feels a sense of belonging. II.D.6. Interacts with variety of peers. VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life. IX.B.1. Participates in classroom music activities.

Enjoy singing "The Weather Song" and "It Starts in the Heart" this week.

It Starts in the Heart

© Jack Hartmann and Becky Bailey

 It starts in the heart
 Way down in the soul
 It starts in the heart

 (cross hands over heart)
 (push hands down toward the floor)
 (cross hands over heart)

Verse 1:
 Brick by brick and stone by stone
 We all find a way to build a wall
 And all we get is more alone
 Can you see the stones have got to fall
 We can let them stand but then nobody wins
 We can work together and find somewhere to begin.

 (tap one fist on top of other repeatedly)
 (build pretend wall palms facing out)
 (continue building wall)
 (bring both hands slowly down to sides)
 (crisscross hands back and forth index fingers pointing up)

Chorus:
 It starts in the heart
 Way down in the soul
 That's the only place the seeds of love can grow
 Then you realize that we're not that far apart
 We can build a bridge
 It starts in the heart
 Way down in the soul
 It starts in the heart

 (cross hands over heart)
 (push hands down toward the floor)
 (extend hands overhead and out)
 (extend arms out to the side)
 (hold hands around the circle)
 (cross hands over heart)
 (push hands down toward the floor)
 (cross hands over heart)
(See complete lyrics in *Songs and Stories*.)**The Weather Song**

Tune: "Clementine"

Verse 1:
 Sunny, sunny, sunny, sunny,
 It is sunny in the sky.
 S-u-n-n-y, sunny,
 It is sunny in the sky.
Verse 2:
 Cloudy, cloudy, cloudy, cloudy,
 It is cloudy in the sky.
 C-l-o-u-d-y, cloudy,
 It is cloudy in the sky.

Sing additional versions about a rainy or foggy day.

Absent Child and Welcome Back Rituals

Ask Fanny Frog to help identify children who are absent and children who are returning from an absence.

Use the Absent Child and Welcome Back Rituals to send absent children well wishes and welcome back returning School Family members.

Invite volunteers to describe how these rituals are used and why they are important.


CALM

I.B.1. Controls impulses. I.A.3. Regulates own behavior. I.A.4. Manages emotions.

Ask children what breathing strategy they might use if their insides were feeling "stormy." Invite children to invent a new strategy, such as Wind Breaths, to help them feel calm and "sunny."

Invite the S.T.A.R. Leader to lead children in a calming strategy from the choice board: Drain, Balloon, Bunny Breathing, Pretzel or S.T.A.R. Remind children to breathe in through their nose and exhale slowly through their mouth three times.

Calming Strategies

CONNECT

II.A.1. Respects personal boundaries. II.A.6. Feels a sense of belonging. II.D.5. Demonstrates empathy. II.B.1. Expresses emotions. II.B.2. Communicates feelings. II.B.3. Connects feelings with behaviors. II.B.5. Cares for others.

Perform the Absent Child Ritual and Welcome Back Ritual.

Introduce "Mr. Sun" to children by demonstrating with a partner. Have your partner face you while holding the back of their hand out. Use your finger to draw a sun on the back of the child's hand as you sing. Another option is to use a marker to draw a sun on the child's hand. If you choose this option, provide enough markers for each pair of children to have one.

Mr. Sun

Oh Mr. Sun, Sun
Mr. Golden Sun,
Won't you smile down
On my friend (say the child's name)?
Oh Mr. Sun, Sun
Mr. Golden Sun,
Won't you shine down
On my friend (say the child's name)?

SPECIAL NEEDS ADAPTATION

Provide children with sensory integration challenges an option that is calming for them based on their individual needs. For example, a child who does not wish to be touched can have "Mr. Sun" drawn in the air.


COMMIT

II.B.3. Connects feelings with behaviors. I.A.1. Follows classroom rules. I.A.3. Regulates own behavior. I.A.4. Manages emotions.

Activity to Commit

Display the "School Family Agreements" poster with four agreements posted. These four choices can be the core agreements children have been learning or you can customize the chart by replacing these agreements with ones that meet the specific needs of your classroom.

Remind children that we each do our job to help keep the classroom safe when we choose one agreement to focus on. Invite children to commit to one agreement each day. Remind them that this is a commitment to our School Family.

School Family Agreements

CONSCIOUS DISCIPLINE • IN ACTION •

Our emotions can be like the weather, changing quickly and unexpectedly from one moment to another. Notice and name your feelings: "I feel ____" instead of "I am ____." Unlike the weather, you can manage your feelings. Breathe and name them.

MATERIALS

- Strategy Card: Onset-Rime
- ♪ “The Alphabet Song” (Portal: Music)
- chart paper
- markers, highlighters

Day

Morning Message Sentences

- 1 What is the weather today? Today is _____.
- 2 What is the weather today? Today is _____.
- 3 What is the weather today? Today is _____.
- 4 What is the weather today? Today is _____.
- 5 What is the weather today? Today is _____.



Step 1: Say the Sentence

Phonological Awareness

Focus: Onset and Rime

This week is a review of onset and rime. The **onset** is the initial consonant (or consonant cluster) of a word. The **rime** is the vowel and consonants that follow it. For example, in the word *sun*, /s/ is the onset and /un/ is the rime. Refer to Strategy Card: Onset-Rime for additional strategies.

1. Say the sentence and ask children to repeat it.
2. Connect the sentence content to the theme or children's experiences. For example, on Day 1, you might demonstrate looking out the window and describing the weather: *Today is a sunny day*. Each day, invite volunteers to check outdoors and describe the weather condition.
3. Invite children to listen for a “mystery word” as you repeat the sentence. Say the mystery word's onset and rime. Invite children to blend the sounds and say the word.

Day 1: /w/eather

Day 2: /s/unny

Day 3: /r/ain

Day 4: /h/ot

Day 5: /c/old

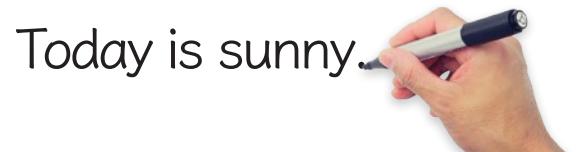
Step 2: Write the Sentence

Concepts of Print

Focus: Punctuation, Letter Case

1. Write the question each day prior to the lesson. Track the words with a pointer as you read the question. Invite children to turn to a neighbor and ask the question. Encourage the partner to respond.
2. On Day 1, model how to check the weather and then say the sentence: Today is _____.
3. Use prompts as you write the sentence: *Where should I start writing? Oops! I ran out of space! What should I do? Which type of punctuation mark do I write?* Write the sentence one word at a time and ask children to “read” it with you.
4. Invite volunteers to highlight a word and ending punctuation marks. Ask: *How are a word and a letter different?*

Today is sunny.



IV.B.7. Blends onset and rime. VII.C.5. Notices and describes changes in weather/seasons. VII.C.7. Describes temperature.

IV.E.2. Understands print directionality. IV.E.3 Identifies punctuation and letter case. IV.E.4. Understands that sentences are comprised of words separated by spaces. VII.C.5. Notices and describes changes in weather/seasons.

Step 3: Identify Letters

Alphabet Knowledge

Focus: Letter Names, Sounds, Formation

1. Invite a volunteer to point to the letters on the Letter Wall as the class sings “The Alphabet Song.”
2. Ask for three or four volunteers to find and circle a letter in the Morning Message that is also in their name. Encourage the class to say the letter name and letter sound.
3. Ask volunteers to demonstrate how to form their letter on the chart. See Welcome Guide for letter formation strokes.



SPECIAL NEEDS ADAPTATION

Offer children individual whiteboards and markers to practice making letters using the letter formation strokes.

IV.C.1. Names letters. IV.C.2 Recognizes letter sounds. IV.E.2. Understands print directionality.

Changes

MUSIC AND MOVEMENT

Week 2: Earth Changes

♪ Note: Songs are available on the Frog Street Portal: Music.

Featured Musicians



Don Monopoli



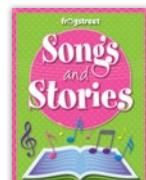
Stephen Fite



Charity Kahn



Ronno



Complete song lyrics are available in *Songs and Stories*.

MORE SONGS

- "Sunscreen" (Don Monopoli)
- "What's the Weather Outside?" (Stephen Fite)
- "It's Fall Again" (Don Monopoli)

VII.B.2. Recognizes plants/animals grow and change. VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life. IX.B.1. Participates in classroom music activities. IX.B.2. Responds to music through movement. X.A.2. Coordinates sequence of movements. X.D.1. Practices personal safety.

My Chance to Dance Ronno

I'm a little seed, sleeping in the ground
Winter winds are blowing all around.
But I'm safe and warm here, curled up tight
And I dream that someday, I just might
Get my chance, get my chance to dance!

Chorus:

I'll poke my head up high
Point my leaves at the sun
I'll twirl 'round and 'round
And have so much fun!
I'll bend down low
When the warm winds blow
I'll dance and dance
And grow and grow.
It's my chance
It's my chance to dance!

I'm a little plant, growing in the ground
Springtime rain is falling all around
I can hold my head up! Look at me!
I've got soil in my eyes, but I can see.
I'm gonna get my chance, get my chance to dance!

(See complete lyrics in *Songs and Stories*.)



PPMD.A.1.

What's the Weather Doing Now? Stephen Fite

What's the weather?
What's the weather?
What's the weather doing now?
Can you tell me?
Can you tell me?
What's the weather doing now?

Is it sunny? Is it cloudy?
Is it rainy? Is it dry?
Is it windy?
Oh, please tell me
What's the weather doing now?

MUSIC AND MOVEMENT

It's Raining, Raining Don Monopoli

Water can in hand, pour it out like showers.
Let's pretend it's rain watering the flowers.

Chorus:

Rain from our water can.
Rain, touch it with your hand.
It's raining, raining, raining, raining. It's raining, raining.
It's raining, raining, raining, raining, raining. It's raining, raining.

Pour it very gently, hear the pitter patter.
Watch the many sprinkles hardly even splatter.

Repeat chorus.

Pretend the sky is grey now. It's getting very cloudy.
The rain is falling faster. Hear the sprinkles loudly.

Repeat chorus.

Pretend the storm has passed now. The sky is turning clear.
Very lightly sprinkling is all that you will hear.

Rain from our water can.
Rain, touch it with your hands.
It's raining, raining, raining, raining.



Sing a Summer Song Charity Kahn

Sing a summer song, sing it for the earth.
Sing it for the flowers and sing it for the dirt.
Sing it for the singing birds and for the green trees.
Sing it for the wiggly worms and for the honey bees.

Chorus:

Sing a summer song, sing a summer song.
Sing a summer song for you and me.
Sing a summer song, sing a summer song.
The way we love the world is everything.

Sing it for the long days and for the tiny nights.
Sing it for the June bugs and for the fireflies.
Sing it for the gardens and sing it for the rain.
Sing it for the sunshine. We love them both the same.

(See complete lyrics in *Songs and Stories*.)



WHAT IS WEATHER?



MATERIALS

- *What Is Weather?*
- Vocabulary Cards (change, weather, atmosphere, storm)
- Songs and Stories
- water cycle demonstration (large and small clear bowls, boiling water, measuring cup, plastic wrap, ice, salt)
- storm demonstration (quart-size mason jar, baby oil, white tempera paint, glitter, Alka-Seltzer tablets)
- half sheet of poster board
- *Frog Street Poems and Rhymes* (optional)

VOCABULARY

atmosphere
change
storm
weather

MORE READ-ALoudS

- *Thank You, Earth: A Love Letter to Our Planet* by April Sayre
- *Kate, Who Tamed the Wind* by Liz Scanlon and Lee White
- *We are Grateful: Otsaliheliga* by Traci Sorrell

READ-ALoudS
BOOK #1

DAY 1: INTRODUCTION

BEFORE

III.D.2. Understands words and meanings including words with multiple meanings. IV.D.6. Answers questions about informational text details.

Display the Vocabulary Card (*change*). Remind children that *change* means becoming different or replacing one thing for another. A plant changes when it grows.



Display the Vocabulary Card (*weather*). Weather describes the condition of the air around us (cold, warm, wet, dry). Weather changes. One day it is sunny and the next day it can be raining. It is cold in the winter and warm in the summer.



Display *What Is Weather?* Invite children to listen carefully to find out amazing true facts about weather.

DURING

IV.D.13. Experiences various types of literature. VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life.

Read *What Is Weather?* Pause on page 2 to count all the words that describe weather.

AFTER

IV.D.3. Responds to questions from read-aloud. IV.D.8. Connects informational text to life experiences.

Invite children to answer the question on page 19: *What is your favorite kind of weather?*

REMEMBERING

Ask: How does the sun affect the air around us?

UNDERSTANDING

Ask: What is a water cycle?

APPLYING

Ask: How would you describe the weather today? Is it hot? Cold? Wet? Dry?



DAY 2: THE SUN WARMs THE EARTH

IV.D.8. Connects informational text to life experiences. VII.C.2. Identifies objects in day and night sky. VII.C.3. Observes changes in earth and sky. VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life. X.D.1. Practices personal safety.

Read *What Is Weather?* After reading, discuss the role of the sun in warming the earth. The earth circles around the sun. Ask: *When can you see the sun? When are you not able to see the sun?* Explain that the reason we don't see the sun for a portion of each day (during the night) is because the earth is spinning as it circles the sun.

When the earth is tilted closer to the sun, we see the sun for more hours in the day and the weather is warmer. Invite children to discuss things they do when it is warm and sunny outside.

Talk with children about the importance of wearing sunscreen and drinking plenty of water when playing outdoors on a sunny day. Remind children that it is important to think about the weather to decide what clothes to wear and what games to play before going outdoors. Ask: *What would you wear when it is hot outside? What would you wear on a snowy day? What would you wear on a rainy day?*

Extension: Invite children to participate as you tell the "Weather Action Story" (*Songs and Stories*).





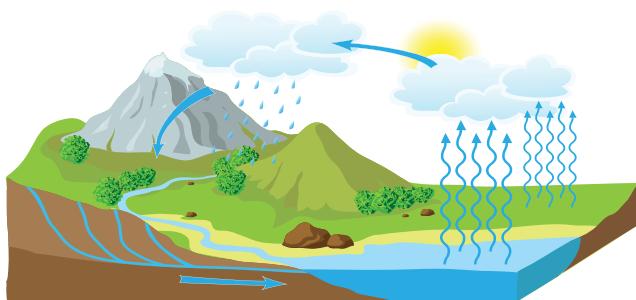
DAY 3: WATER CYCLE

VII.D.1. Engages in scientific talk. VII.C.1. Investigates earth materials. VII.C.2. Identifies objects in day and night sky. VII.C.3. Observes changes in earth and sky. VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life.

Before reading *What Is Weather?* invite children to help you set up a water cycle demonstration. Carefully pour one cup of boiling water in a large, clear bowl. Invite a volunteer to add a sprinkle of salt. This water will represent the ocean. Place a small clear bowl (custard cup size) inside the larger bowl to represent land. Invite a volunteer to help you cover the large bowl with plastic wrap to represent the clouds. Invite another volunteer to place three or four ice cubes on top of the "clouds" to represent the colder atmosphere (air). This demonstration needs about 10 minutes to begin showing a simulated water cycle.

While waiting, read *What Is Weather?* After reading, revisit pages 10-11 to explore the facts about the water cycle.

After 10 minutes, remove the ice cubes and take off the "clouds" (plastic wrap). The condensation created by the hot water and the cold "atmosphere" (ice cubes) will have dripped onto the "land" (inside the small custard cup) like rain. Water droplets have fallen from the "clouds."



DAY 4: WIND

VII.B.2. Engages in conversations. VII.D.1. Engages in scientific talk. III.D.1. Uses words to label and describe. III.B.3. Shares relevant information. VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life.

Read *What Is Weather?* After reading, revisit pages 4-5 and 14-15. Display the Vocabulary Card (atmosphere). Atmosphere is the air around us. The air can be warm or cool. It can be still or it can move. Air can move gently or be a strong force.



Demonstrate the three types of wind named in the book: breeze, gale, and gust. Move a half sheet of poster board up and down to create each type of wind. Fan the poster board gently and steadily to create a breeze. Fan it rapidly and many times to create a gale. Fan it rapidly but only once to create a gust. After demonstrating each type of wind, invite volunteers to do the same demonstration.

Extension: Share "The March Wind" (*Frog Street Poems and Rhymes*).

SPECIAL NEEDS ADAPTATION

Use a fan with three different speeds to show wind types. Have children stand in front of the fan to feel the breeze, gale, and gust!



Dual/English Language Learners Anchor Text

Refer back to the descriptive words on page 14 of *What Is Weather?* after you demonstrate each of the three types of wind: "quickly" for gale, "slowly" and "softly" for breeze, and "rushes" and "stops" for gust.

storm



Invite children to help you demonstrate a snowstorm. Invite a volunteer to pour baby oil into a quart-size mason jar until it is $\frac{3}{4}$ full. (Place a piece of tape at the $\frac{3}{4}$ mark on the outside of the jar before pouring in the oil or premeasure the amount the child will pour.) Invite a volunteer to mix one tablespoon of white tempera paint with a cup of water. Ask another volunteer to pour that mixture into the jar of baby oil. Invite another volunteer to add a tablespoon of glitter to the jar. Let the glitter and the paint settle to the bottom of the jar. Then invite volunteers to begin dropping pieces of a crushed Alka-Seltzer tablet into the mixture. Watch the snow!

Extension: Children may not be familiar with all types of storms, but many may have experienced a thunderstorm. Share "Thunderstorm" (*Frog Street Poems and Rhymes*). Discuss the onomatopoeia sounds.

GOODBYE AUTUMN,
HELLO WINTER

MATERIALS

- *Goodbye Autumn, Hello Winter*
- A Tree's Life
- "Four Seasons" poster
- Vocabulary Cards (seasons, weather, hibernate, migrate)
- Photo Cards (#172 wren, #180 brown bear, #183 spring, #184 summer, #185 fall, #186 winter)
- *Frog Street Poems and Rhymes* (optional)
- ball
- marker
- flashlight
- chart paper (optional)

VOCABULARY

autumn
chrysanthemums
daisies
hibernate
ice cycle
juniper
migrate
personification
seasons
winter
wispy



DAY 1: INTRODUCTION

BEFORE

III.D.2. Understands words and meanings including words with multiple meanings. III.D.4. Increases listening vocabulary. VII.C.5. Notices and describes changes in weather/seasons.

Display *Goodbye Autumn, Hello Winter*. Explain that this book is about the changing seasons. Display the "Four Seasons" poster. Name each season and explain that each season has characteristics that are unique and make it special. Discuss how the tree on the poster looks different in each season. Point out that another name for the fall season is autumn. Display the Vocabulary Card (seasons).



Display the Vocabulary Card (weather). Remind children that weather is the condition of the air around us (cold, warm, wet, dry). Weather is different in each of the four seasons. Encourage children to listen to the story to find out about weather conditions in autumn and winter.



DURING

IV.D.5. Engages in group reading activities. IV.A.3. Understands text has meaning.

Read the story. Pause to describe unfamiliar vocabulary.

AFTER

IV.D.3. Responds to questions from read-aloud. VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life.

REMEMBERING

Ask: Which season was described at the beginning of the story? Which one was described at the end?

APPLYING

Ask: What do you do in the summer?

EVALUATING

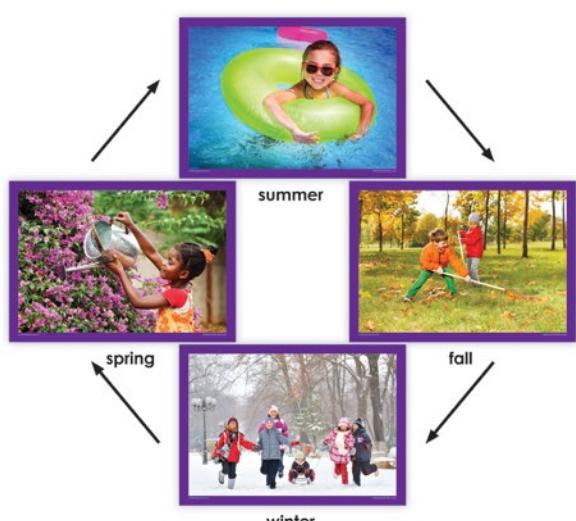
Ask: What is different between fall and winter?



DAY 2: SEASONS

I.B.3. Maintains focus (group activity). VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life. VII.D.1. Engages in scientific talk.

Display the Photo Cards (#183 spring, #184 summer, #185 fall, #186 winter). Use the information on the back of the Photo Cards to discuss characteristics of each of the four seasons. Explain that each season lasts for about three months. Summer is the warmest season and winter is the coldest.



Invite four volunteers to each hold one of the Photo Cards. Invite all other children to help guide you to place the children in a line to represent the order of the seasons (summer, fall, winter, spring). Then invite the children who are holding the Photo Cards to stand in a circle to show that the seasons repeat over and over each year.

Read *Goodbye Autumn, Hello Winter*.

Extension: Share "Fall Leaves" and "Falling Leaves" (*Frog Street Poems and Rhymes*). Invite children to discuss their experiences with fall leaves.

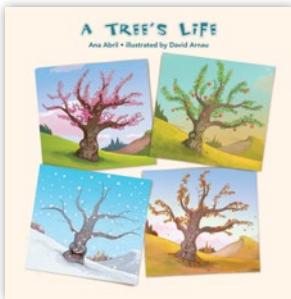
**DAY 3: A TREE'S LIFE**

I.B.3. Maintains focus (group activity). VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life. VII.D.1. Engages in scientific talk.

Display the cover of *A Tree's Life*. Introduce the author and illustrator. Point out that this story is told from the perspective of one tree throughout all the seasons of the year. Remind children that when a character that is not human, such as a tree, a dog, or a car, is given human characteristics, it is called personification. Invite children to listen carefully to the story to find out which season is the tree's favorite. Read the story.

After reading, ask: *Which season was the tree's favorite? Which season is your favorite? Why?*

The most visible change of the tree in each season is the leaves. Invite children to describe the leaves during each season.

**Dual/English Language Learners
Scaffolding**

Point out and say with emphasis the word *person* embedded within the word *personification* to help children associate and connect how the two are related.

**DAY 4: DAY AND NIGHT**

III.B.2. Engages in conversations. IV.D.3. Responds to questions from read-aloud. IV.D.4. Asks and answers questions about words. IV.D.5. Engages in group reading activities. VII.C.6. Notices effects of weather/seasons on daily life.

Read *Goodbye Autumn, Hello Winter*. After reading, revisit the spreads that describe what animals do to prepare for winter. Robins and cardinals fly far south. The horse, sheep and deer grow thicker fur and stay inside the stables.

Display the Vocabulary Cards (hibernate, migrate). Ask children to tell or act out what each word means. Display the Photo Cards (#172 wren, #180 brown bear). Ask: *Which animal hibernates? (bear)* *Which animal migrates? (bird)* Remind children that bears hibernate and birds migrate to move to warmer places. Other hibernating animals include ground squirrels, bees, bats, and some turtles.

Extension: Share "Mr. Brown Bear" from *Frog Street Poems and Rhymes*.

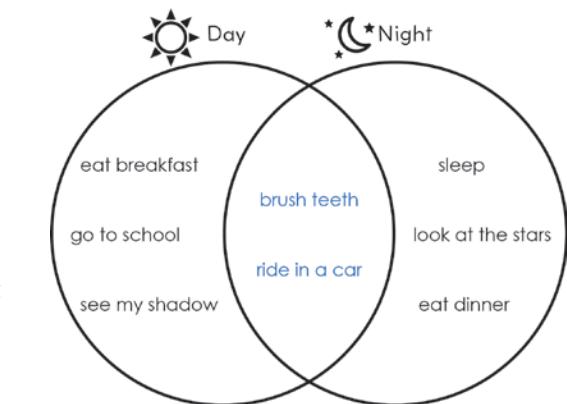
**DAY 4: DAY AND NIGHT**

VII.C.5. Notices and describes changes in weather/seasons. VII.C.6. Notices effects of weather/seasons on daily life. VII.C.2. Identifies objects in day and night sky. VII.C.3. Observes changes in earth and sky. VII.D.3. Compares and categorizes.

Read *Goodbye Autumn, Hello Winter*. After reading, picture walk back though the book and invite children to notice the daytime and nighttime scenes.

Demonstrate how the earth rotates to create day and night. Make an X on one side of a ball. Tell children that the X on the ball marks the place on the earth where we live. Ask a volunteer to shine a flashlight (sun) on the X on the ball. Explain that when the sun is shining on the place where we live, it is daytime. Slowly turn the ball until the X is no longer receiving the flashlight "sun rays." Explain that the earth spins in one full circle each day. When the X (where we live) is turned away from the light of the sun, it is nighttime. It is cooler at night because we are not in the direct light of the sun. It may seem like the sun is moving, but it is the earth that is spinning while the sun stays in place. Ask: *What do you think it would be like if there were no nighttime? What would it be like if there were no daylight?*

Extension: Create a Venn diagram. Have children brainstorm activities they do during the day and during the night. Record their ideas on the chart, placing activities that are done in the day and night in the overlapping circles.



hibernate



migrate



MATERIALS

Day 1

- *What Is Weather?*

Day 2

- “Onset and Rime” Card Set

Day 3

- *What Is Weather?*
- chart paper
- markers

Day 4

- Weather Little Books
- journals
- writing tools
- word web from Day 3

Day 5

- Strategy Card: Alphabet Knowledge
- “Alphabet Arc” poster
- stick-on notes
- flashlight



DAY 1: VOCABULARY

III.D.1. Uses words to label and describe. IV.D.1. Uses book information. IV.D.2. Tells how illustrations support text.

- Display the glossary in the back of *What Is Weather?* Explain that a glossary helps us understand the words in the book.
- Read a word, such as *atmosphere*, and its definition. Model how to picture walk through the book to locate the page with the word and photo. For example, turn to page 4 and read the text.
- Highlight the words *cloud*, *tornado*, and *wind* in the glossary. Read each word and its definition. Invite a volunteer to picture walk through the book to locate the page with the word and photo. Read the text that supports the word.



DIFFERENTIATE INSTRUCTION

Support

Work with a child individually. Turn to page 9. Read the definition of *cloud* and ask the child to point to and say *cloud*. Continue with *tornado* and *wind*.

Challenge

Suggest children picture walk through the book and identify additional types of weather. Invite them to compare the weather recorded in the Morning Message to a picture in the book.



DAY 2: PHONOLOGICAL AWARENESS

III.A.3. Listens to others. IV.B.7. Blends onset and rime. IV.C.2. Recognizes letter sounds.

- Display the “Onset and Rime” card (door). Say the onset /d/ and invite children to repeat it. Say: **Door** begins with /d/. Say the rime /oor/ and invite children to repeat it. Say: **Door** ends with /oor/.
- Display the pictures (two, four, five, six, seven, nine, door, book, skate, net) from the “Onset and Rime” Card Set. Say the onset, pause, and then say the rime for a picture. Invite children to guess the mystery word by pointing to the picture. Encourage them to say the word. Repeat for all pictures.
- Model this chant with children. Have children practice onset and rime using the chant. Pause at the end of the second line of the chant to give children the opportunity to blend and say the word.



My word begins with /f/ and ends with /all/.

Put them together and the word is fall!!

/f/ /og/	fog
/r/ /ain/	rain
/c/ /old/	cold
/h/ /ot/	hot
/s/ /unny/	sunny

Note: When a letter is shown between slash marks, such as /f/, say the letter’s sound rather than its name.

DIFFERENTIATE INSTRUCTION

Support

Work with a child individually. Say the onset. Say the rime. Point to the picture and say the word. Encourage the child to say the word parts and word with you.

Challenge

Suggest children say the onset and rime for each picture card with a partner. Encourage the partner to identify the mystery word. Invite children to identify an object in the classroom to segment and blend.

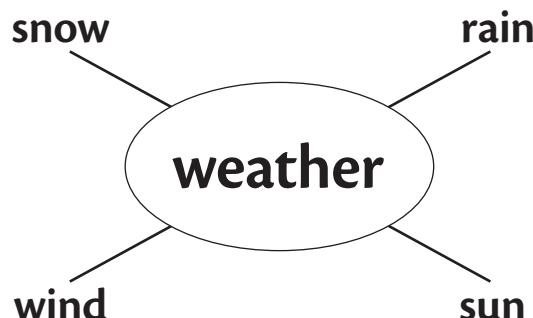


LL.A.4.

DAY 3: SHARED WRITING

IV.A.1. Engages in pre-reading/reading activities. V.A.1. Uses writing to communicate ideas. V.B.1. Contributes to class writing projects.

- Draw a word web on chart paper. Write *weather* in the center circle. Invite children to share weather words to add to the web.
- Review the chart and invite children to “read” their contributions on the word web. Post the chart for children to reference as needed.

**DIFFERENTIATE INSTRUCTION****Support**

Encourage children to select pictures from *What Is Weather?* to describe.

Challenge

Suggest children write their own words on a weather word web. Observe their progress in sounding out words as they write.

LL.A.5.
LL.A.8.**DAY 4: GUIDED READING/WRITING**

IV.A.1. Engages in pre-reading/reading activities. V.A.1. Uses writing to communicate ideas. V.C.3. Uses some letter-sound correspondence when writing. IV.E.5. Recognizes some common high-frequency words.

- Review the word web created on Day 3. Picture walk through the *Weather* Little Book. Invite volunteers to point to the word *see* on each page.
- Give each child a *Weather* Little Book. Read the title and ask children what sound the letter W makes. Read each page and invite children to “read” with you.
- Read the writing prompt on the last page. Share an activity you do on a rainy day, such as *I like to read a book on a rainy day*. Encourage children to share what they would do on a rainy day.
- Invite children to illustrate their rainy-day activity on the first blank page of their journal. For children who might be ready, suggest they label their activity. Support those who need assistance by taking their dictation.

**DIFFERENTIATE INSTRUCTION****Support**

Share two pages from *Weather* for children to choose their favorite weather.

Challenge

Encourage children to complete the sentence stem: On a rainy day, I _____. Invite them to share their journal response with a partner and use TAG to discuss their entry.

**DAY 5: ALPHABET KNOWLEDGE**

IV.C.1. Names letters. IV.C.2. Recognizes letter sounds. IV.C.3. Produces letter sounds.

Invite volunteers to lead the small group in ABC activities:

- Point to each letter on the Letter Wall while the group names the letters.
- Place a stick-on note over a letter. Invite a volunteer to point to each letter as the group sings “The Alphabet Song.” Be sure to stop on the letter with the stick-on note.
- Play “Sing Your Way to ____”. Whisper a letter name to a volunteer, reminding her to stop on that letter as the class sings the alphabet song.
- Give a child a clue about a letter. Ask the child to shine a flashlight on the letter and then tell the letter’s name and sound. For example: *I am looking for a letter that has straight lines and makes the /n/ sound. What is it?* Continue with clues for additional letters.

DIFFERENTIATE INSTRUCTION**Support**

Ask children to identify and name letters on the “Alphabet Arc” poster. Ask: Which letter comes before B? Which letter comes after B?

Challenge

Encourage children to provide the clues to locate a letter on the Letter Wall: *I am looking for a letter that has _____ and makes the sound _____.*

MATERIALS

- Photo Cards (#183 spring, #184 summer, #185 fall, #186 winter)
- Strategy Card: Patterning
- Number Dot Cube (p. 33)
- Portal: Patterns "Alphabet Code Pattern Cards" "Around the Clock Game Board"
- year-long calendar (in a bound, booklet display)
- connecting cubes
- ice cube trays
- ball
- flashlight
- dot stickers
- crayons

VOCABULARY

code
cycle
day
month
order
pattern
year

SPECIAL NEEDS ADAPTATION

On Day 1, provide a light-colored paper circle with yellow cubes and a gray-colored paper circle with black cubes to demonstrate night and day time hours.

Refer to
Strategy Card:
Patterning



FOCUS

Classifying Patterns

This week, children will use objects, symbols, and words to describe how patterns change. Children will discover that patterns can be created in a straight line or in a circle. They will discover that patterns can be labeled using colors or letters, such as AB, ABB, ABC, or ABCD.

SMALL GROUP

DAY 1: PATTERN IN A CIRCLE

VI.A.7. Counts objects in any order. VI.E.4. Recognizes patterns. VI.E.5. Creates and extends patterns.

- Place two different color dot stickers on opposite ends of a ball ("earth"). Demonstrate the day-night cycle by inviting a volunteer to shine a flashlight ("sun") on the ball as you rotate it. Explain that when it is day on one side of the earth, it is night on the other side. Discuss how this day-night cycle is a pattern. Ask: *What happens after daytime?* (nighttime) *What happens after nighttime?* (daytime) Emphasize that this day-night sequence repeats over and over.
- Display the "Around the Clock Game Board." Explain that the hands on a clock also turn, just like the earth turns as it rotates around the sun. Invite children to take turns rolling the Number Dot Cube and placing that many yellow cubes on the numerals in order from 1 to 12 around the clock. When children reach the 12, they start a new rotation, stacking a black cube (night) on top of each yellow cube (day). The game ends when children have traveled around the clock twice.



DIFFERENTIATE INSTRUCTION

Support

Invite children to place one cube on each dot on the Number Dot Cube. Children can remove the connecting cubes from the Number Dot Cube and arrange them one-to-one on a corresponding numeral on the game board.

Challenge

After children roll the Number Dot Cube, encourage them to estimate which numeral the set of cubes will reach on the game board. For example, if there are 3 cubes on the board and they roll 4, they will reach 7.

SMALL GROUP



CM.B.4.

DAY 2: PATTERN IN A LINE

VI.A.7. Counts objects in any order. VI.E.4. Recognizes patterns. VI.E.5. Creates and extends patterns.

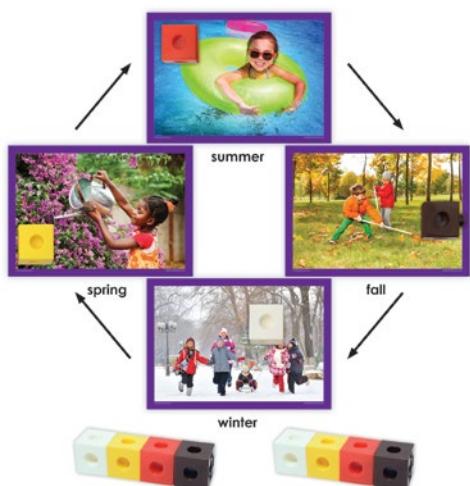
- Flip through each month of a year-long calendar, saying the name of each month in order. Explain that when all 12 months have passed a full year is complete.
- Remind children that one square on the calendar represents one day and one row of 7 squares is one week. Highlight the top row of the current month and recite the 7-day sequence from Sunday through Saturday.
- Find the current day of the week (Tuesday) on the calendar. Place a yellow-black (day-night) core inside the square. Invite children to make 6 more yellow-black cores to place inside the other squares (Wednesday through Monday) to show how the progression of days continues in a left to right direction with a sweep back to the left.
- Invite children to create a pattern of their choice, that follows from left to right and sweeps back to the left, by placing connecting cubes in an ice cube tray.



**DAY 3: FOUR SEASONS CYCLE**

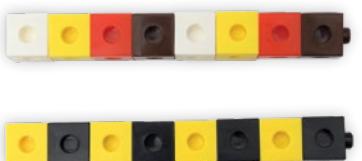
VI.C.5. Uses location words. VI.E.4. Recognizes patterns. VI.E.5. Creates and extends patterns.

- Review the four seasons from the Read-Aloud #2 lesson on Day 2 (p. 44). Invite a volunteer to arrange the Photo Cards (#183 spring, #184 summer, #185 fall, #186 winter) in a line and then in a circle to show the predictable cycle that repeats like a pattern. Remind children that some patterns, such as the numerals on a clock, repeat in a circle. Other patterns, such as the days on a calendar, go from left to right in a line and sweep back to the left.
- Assign a connecting cube color to each season (winter=white, spring=yellow, summer=red, fall=brown). Invite children to make a white-yellow-red-brown pattern core with connecting cubes to represent the four seasons cycle. Connect each core to show how the cycle can be shown in a line. Invite volunteers to break apart the pattern in cores as you count each year.

**DAY 4: COMPARING PATTERNS**

VI.E.4. Recognizes patterns. VI.E.5. Creates and extends patterns. VI.F.1. Connects math to the real world.

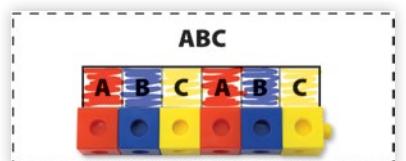
- Have children work in two teams. Assign one team the four seasons pattern from Day 3 (white-yellow-red-brown) and the other team the day-night pattern (yellow-black) pattern from Day 1. Invite each team member to make one pattern core for their assigned pattern. Combine each team's cores together. Compare both patterns. Ask: *How are the patterns alike/different?* Draw attention to similarities (both patterns have the color yellow) and differences (the day-night pattern has a two-color core and the white-yellow-red-brown pattern has a four-color core).
- Have the four-season team use different color connecting cubes to create another four-part sequence. They might choose a familiar four-part sequence, such as a dismissal routine (closing circle, get backpack, line up at door, say goodbye). Invite the team to select one color cube to represent each of the four parts. Have children each create a pattern core and then connect them together.
- In the same manner, invite the day-night team to use different color connecting cubes to create another two-part routine. They might choose a left-right walking pattern using red and blue connecting cubes.
- Challenge volunteers from each team to explain how the new pattern they created is like the original pattern they were given.

**DAY 5: CODING PATTERNS**

VI.E.1. Sorts and describes objects. VI.E.4. Recognizes patterns. VI.E.5. Creates and extends patterns.



- Display the two connecting cube patterns from Day 4 (white-yellow-red-brown and yellow-black). Demonstrate how to use letters to label the colors in the four-color pattern. Explain that each color will have its own letter. Label the pattern core ABCD. Ask children what letter the second white cube should be when you reach it. It will also be "A" since that is the letter name of the first white cube. Continue labeling the pattern with letters. When finished, point out that the pattern has 4 different letter names just as it has 4 different colors. As a group, chant the pattern using color words and then alphabet letters.
- Repeat the steps to assign letter names to the yellow-black pattern (AB).
- Give each child an "Alphabet Code Pattern Card." Have children assign each letter a color by using a crayon to color the box with that letter. Then invite children to build their pattern by placing the same color connecting cubes in the spaces below the letters. Invite children to read their pattern using color words and then letter names.



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MATERIALS

- “Rain Shelters” (Portal: Patterns)
- “STEAM” poster
- toy figures (under 6 inches tall)
- water absorbent materials (paper towels, felt, paper, cotton balls, sponge, tissue)
- water repellent materials (plastic wrap, aluminum foil, waxed paper, cellophane, bubble wrap)
- spray bottle with water
- trays or containers



Construction Materials

- construction paper
- craft sticks
- wooden dowels
- chenille stems
- straws
- cording
- foam pool noodle cut into 1" slices, floral foam
- absorbent and repellent materials

Connecting Materials

- masking tape
- glue, glue sticks

Tools

- scissors
- crayons, markers

VOCABULARY

absorb
permanent
repel
temporary

I.B.2. Persists in task (individual). I.D.2. Exhibits creativity in thinking. VI.D.1. Measures and compares lengths/heights. VII.A.2. Investigates properties of materials. VII.D.8. Uses engineering and process skills to solve problems.

This week, children will design a temporary shelter that will keep rain out.

DAY 1: INTRODUCTION

Focus

Ask children if they have ever been outside when it started to rain. Invite them to share what they did to stay dry. Discuss different types of rain gear and the kinds of materials that are used. Explain that certain materials will keep rain out and others will allow rain to come through. Introduce the words *absorb* (soak in) and *repel* (keep out). Tell children they will learn about materials that absorb or repel water so they can complete this week’s STEAM project.



Display paper towels and plastic wrap, and have children predict which material will absorb or repel water. Explain that in order to make it a fair test, they need to spray the same number of pumps from a spray bottle in the same spot on each sample. Test predictions by spraying three pumps of water in the center of each material. Invite children to observe what happens and share their observations. Guide children to conclude that the paper towel absorbs water and the plastic wrap repels water.

Present the Problem

Ask children if they have ever been out in the rain without an umbrella, a raincoat, or being near a building for shelter. Introduce the words *temporary* (able to last for a short amount of time) and *permanent* (able to last for a very long time) and give examples of each as they relate to being caught in the rain. Explain that they will design and create a temporary shelter that will keep a toy figure dry from the “rain.” They will need to use their knowledge of which materials absorb and repel water when designing.

Brainstorm Ideas

Brainstorm some different ideas for creating temporary shelters. After children have an opportunity to express their ideas, explain that their temporary shelters must:

- Fit on a tray or in a container.
- Be large enough for a toy figure to fit inside safely.
- Keep the toy figure dry.

Display the “Rain Shelters” ideas along with a variety of project materials.

Brainstorm some ideas for using these materials by asking questions and listening to children’s responses:

- Which materials would be best to use for different kinds of temporary shelters?
- How can you make the design large enough and tall enough for the toy figure?
- How can you connect the materials to create a shelter?
- How can you keep the toy figure from “rain” collecting in the tray or container?



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TIPS AND STRATEGIES

Connections

Encourage children to find examples of shelters around their community as well as in books or on television. Challenge them to decide if the shelters they find are permanent or temporary. Invite children to explore at the Pretend and Learn Center to create their own shelters using blankets or sheets.

Take Photos

Remember to take photos of the entire process and final designs. This will be very important as groups conduct their “rain” testing. Add photos to a display area for families and other students to view.



DAYS 2-4: EXPLORE

During the center rotation time, work with each small STEAM group to talk about the week’s challenge and guide them to make their plan before they begin building at the STEAM Center. Explain that they will work in small groups with each group making one temporary shelter. Remind them that they will need to make sure everyone participates.

1. Have each group choose the toy figure they will use to keep dry in their shelter.
2. Invite children to share their ideas of which type of temporary shelter they want to build and what kind of materials they plan to use.
3. Help children create a visual plan for their temporary shelter that includes materials to be used and each person’s job. Remind them that they will need to split up the work in order to finish their project by the end of the week.
4. Make sure everyone in the group knows their job before sending them off to work at the STEAM Center. Display the “Rain Shelters” ideas at the center.

Open-Ended Questions to Guide Exploration

Guide children’s exploration by asking questions such as these and other “What,” “How,” and “Why” questions that encourage critical thinking and engage children to further explore:

- How did your group decide which temporary shelter to design and create?
- Why did you choose these materials?
- How will you keep your toy figure dry during the “rain” testing?
- What makes your shelter temporary?
- How did you connect your materials to be sure the shelter is safe and rain can’t get inside?



DAY 5: SHARE DISCOVERIES

- When projects are complete, have each group share their design and create a “rain” test. Remind children that testing needs to be fair. Use the same spray bottle, the same three pumps of water, and the same location to test each shelter. After testing, have someone check the toy figure to make sure it is dry. Invite the class to decide if each group met the design criteria.
- Ask children to think about how they worked through the steps to solve this problem. Encourage the class to identify the different STEAM components they needed to use in the process. Children learned about the property of materials (science) including the ability of the materials to absorb or repel water. Explain that there are real people called Materials Engineers who develop and test materials used to make different products.



Dual/English Language Learners Visual Cues

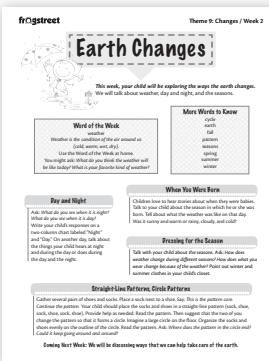
Encourage children to refer to the illustrations on the “STEAM” poster when they point out and explain which components in STEAM they used to help them to complete their project.

MATERIALS

- Vocabulary Cards (seasons, change, weather, hibernate, migrate)
- Photo Cards (#183 spring, #184 summer, #185 fall, #186 winter)

FAMILY CONNECTIONS

On Day 1, send home the "Earth Changes" family letter.

**DAY 1**

- Ask children to describe one way the weather changes.
- Ask a volunteer to name the four seasons.
- Invite children to share something they enjoy doing in each season.

DAY 2

- Ask: *How does the water cycle work?*
- Say: *My word begins with /f/ and ends with /all/. Put them together and the word is fall!*
Continue with other seasonal and weather words.

DAY 3

- Ask: *How did the leaves on the tree change from season to season?*
- Invite a volunteer to place the four seasons Photo Cards in order in a row. Then ask children how the cards would be arranged in a circle.

DAY 4

- Ask: *What causes day to turn to night?*
- Encourage children to share their journal entries in the whole group.
- Have children use their breath and arm movements to show different types of wind.

DAY 5

- Display the Vocabulary Cards (hibernate, migrate). Ask: *What does **hibernate** mean? What does **migrate** mean? Which animals hibernate? Which animals migrate?*
- Ask children to identify the first letter in the Vocabulary Cards (seasons, change, weather, hibernate, migrate). Invite volunteers to place each card under the appropriate letter on the Letter Wall. Encourage children to say the name and sound of the first letter in the word. Ask children to name words on the Letter Wall that begin with c, h, m, s, and w.

This week, children will explore and appreciate the beauty and resources of the earth. They will discover ways to protect animals, plants, and all the natural resources the earth provides us.

Getting Started 54

Big Ideas

Assessment

Family Connections

Transitions

Week at a Glance 56**Materials for the Week 58****Practice Centers 60****Greeting Circle 64****Morning Message 66****Music and Movement 67****Literacy****Read-Alouds Book #1 68****Read-Alouds Book #2 70****Literacy Small Groups 72****Math and Science****Math Small Groups 74****STEAM Exploration 76****Closing Circle 78**

BIG IDEAS

Thematic

- Experiencing nature and all of its beauty will make us more likely to become conservators of the earth's resources.
- Recycling reduces trash and pollution.
- Pollution is the action of making land, air or water dirty and unsafe to use.
- Everyone is responsible for taking care of the earth.
- Animals and plants need people to protect them.

Math, Science and Social Studies

- Sets can be broken apart and rearranged into smaller groups.
- Equal shares are sets that each have the same number (quantity).
- Even if a set is arranged into smaller groups, the number in the original set does not change.

Literacy

- Two phonemes (sounds) can be blended to make a one-syllable word.
- Sentences begin with an uppercase letter and end with a punctuation mark.
- Each letter of the alphabet has a unique name, sound, and shape.
- Information can be gathered from many sources (literature, informational text, poems, songs).

VOCABULARY

atmosphere
conservation
 conservator
 ecosystem
 endangered
 extinct
 litter
 nature
 nurture
 pollution
 recycle
 reduce
 responsibility
 reuse

ASSESSMENT OPPORTUNITIES

Social Emotional

- S.F.A.2. Response to a Distressed Peer**
 Observe 4-5 children daily in contexts that involve interaction with peers, such as during outdoor play and Practice Centers.

- S.F.B.3. Following Directions**
S.F.B.4. Information Recall and Connection
S.F.B.5. Using Logic
 STEAM: Days 2-4 (p. 77)
 Observe 4-5 children each day.

Language and Literacy

- LL.B.1. Responds to Questions about a Text**
 Literacy Small Groups, Day 3 (p. 73)
LL.B.6. Initial/Final/Medial Sounds
 Literacy Small Groups, Day 2 (p. 72)
 Use Checklist #9
LL.B.8. Upper- and Lowercase Letters
 Literacy Small Groups, Day 5 (p. 73)
 Use Checklist #10

Cognition

- CM.A.2. Object Counting**
CM.A.3. Making Sets
CM.A.4. Subitizing
 Math Small Groups, Day 2 (p. 74), Days 3-5 (p. 75)
 Use Checklist #11
CS.A.1. Examining, Describing, Classifying Data
 Science Center (p. 63)
 Observe 4-5 children each day.

Physical

- PPMD.A.3. Perceptual/Spatial Awareness**
 Gross Motor Center (p. 62)
 Use Checklist #16
PPMD.B.1. Personal Care and Basic Hygiene
 Outdoor Activities (p. 63)
 Interview children about which items are safe to handle.

Changes

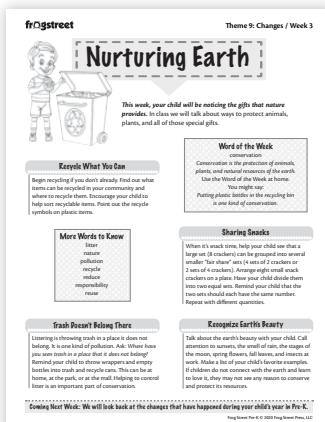
GETTING STARTED

Week 3: Nurturing Earth

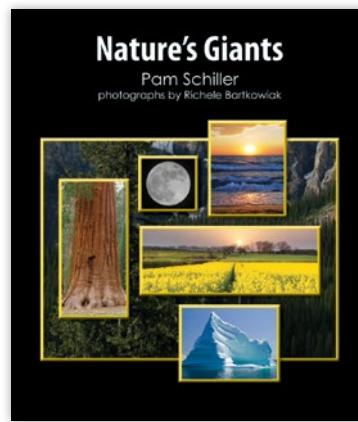
FAMILY CONNECTIONS

Send home the weekly family letter and this week's digital book for families to enjoy reading together.

WEEK 3: NURTURING EARTH



NATURE'S GIANTS



LESSON PLANNER

WEEK 3: NURTURING EARTH

Frog Street Preschool PLANNER				Wonderful Word of the Week
Theme 8: Changes Week 3: Nurturing Earth				conservation
Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Circle <small>(A.S.L., Hand Signals, Greetings)</small>				
Under Sing "I Love the Mountains" and "How Was Helpful?"			Calm S.T.A.R. Leader's Choice	
Connect: Adult Child Ritual, Welcome Back Ritual, "Round and Round the Garden"			Connect: Choose daily agreement to keep classroom safe	
Morning Message <small>H.A.L.H.B.A., H.W.M.C.L., H.C.L., H.E.L., H.Z.C.</small>				
Daily Sentence	Polar bears are the largest land mammals. <small>Science</small>	Some trees can be trained to grow in different ways. <small>Science</small>	Remember to turn off the lights!	How can you help our world change?
Phonological Awareness	Blow bubbles and pop them with your mouth and with your hands.	Blow bubbles.		
Alphabet Knowledge	Review name, sound, and formation strokes for letters.			
Music <small>H.A.L.H.B.A., H.W.M.C.L., H.C.L., H.E.L., H.Z.C.</small>	Choose from these songs: "Keep a Green Tree in Your Head," "We'll Get the Whole World," "My Brother, the Whale," and "We Love Everyone."			
Read-Aloud #1 <small>H.A.L.H.B.A., H.W.M.C.L., H.C.L., H.E.L., H.Z.C.</small>	Name Game	What is Pollution? <small>Definitions</small>	America, the Beautiful <small>Definitions</small>	Animal Ned Protection <small>Definitions</small>
Literacy Small Groups	Vocabulary Practice using a glossary to learn new words.	Photographs <small>Definitions</small> What effect does pollution have on our environment?	Brainstorm and record ways to reduce pollution.	Writing Guide <small>Directions</small>
Math "Taking Apart"	Arranging Set of 9 in three equal rows	Sharing & Cookies <small>Definitions</small> Explore sharing equally	Sharing 7 <small>Definitions</small> Sharing is always possible.	Sub-Code Cubes <small>Directions</small> Use the sub-codes to connect cubes
Read-Aloud #2 <small>H.A.L.H.B.A., H.W.M.C.L., H.C.L., H.E.L., H.Z.C.</small>	Read "Do You Suppose?"	Ready "They Said"	Reach "In Our Home"	Solving Sub-Cube Puzzles <small>Directions</small> Use a puzzle cube to solve puzzles
Practice Centers	Writer's Center: Illustrate and label a "plant" in construction paper.	Green Motor: Tie recycled paper to a tree.	Math: Create a circular pattern with a pattern cone.	Taking Responsibility <small>Directions</small> Help a student in our class
STEAM	How can we help a robot move through an obstacle course?	Present the Problem	Days 2-4: Explore	Share Discoveries
Frog and the Mountain Course <small>H.A.L.H.B.A., H.W.M.C.L., H.C.L., H.E.L., H.Z.C.</small>				
Closing Circle				

Download the Lesson Planner (Frog Street Portal) to customize your weekly lesson plans.



TRANSITIONS AND BRAIN BREAKS

Use these weekly ideas to create smooth transitions from one activity to another and to offer children movement opportunities throughout the day.

- Invite children to move like a seed drifting in the air, walk like an elephant, or fly like an eagle.
 - Invite children to reduce noise pollution by taking soft steps and speaking in quiet voices.
 - Make an “attention getter” by placing paper clips in an empty coffee can and shaking the can.
 - Use a soft voice to invite children to listen intently for sounds of nature (birds chirping, water or rain hitting the window).
 - The color yellow helps keep the brain focused. Place yellow objects or placemats in areas where you want children to maintain focus.
 - Offer short brain breaks along with deep breathing or movement exercises to help children recharge.



Brain Booster

Children are motivated to learn more when they recognize they are moving, one step at a time, *towards* making a discovery. Do not start a lesson by revealing what children are going to discover! Doing this is similar to telling the ending of the story before reading it to children. Do not take the "ah-ha" moment out of an exciting learning opportunity.

CONSCIOUS DISCIPLINE • IN ACTION •

IN ACTION

Remember to take time for some self-care, especially when you are experiencing high levels of stress. Identify three healthy, stress-relieving activities that you can do throughout the week to lower stress: exercise, connect with a friend, listen to music or read.

Changes

WEEK AT A GLANCE

Week 3: Nurturing Earth

WORD of the WEEK

conservation

the protection of animals, plants, and natural resources of the earth



Cultural Responsiveness

Display the Word of the Week in multiple languages. Use languages spoken by families in your program. Use families as a resource to help with translations.

WEEKLY PRACTICE CENTERS

(pages 60–63)



WRITER'S CORNER

Illustrate and label a "giant" in nature.



CONSTRUCTION

Build a city by a river.



FINE MOTOR

Pick up "trash" using tweezers.



GROSS MOTOR

Toss recycled paper into a box.



MATH

Create a circular pattern using a pattern core.



SCIENCE

Examine rocks and shells.

WEEKLY GREETING CIRCLE

BRAIN SMART® START

Pages 64–65

UNITE

"I Love the Mountains"
"That Was Helpful"

CALM

S.T.A.R. Leader's choice

CONNECT

"Round and Round the Garden"

COMMIT

Choose daily agreement to keep classroom safe

GREETING CIRCLE

MORNING MESSAGE

Day 1

What do you see in nature?



Introduction
Introduce
Nature's Giants

MUSIC & MOVEMENT

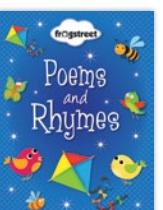
READ-ALOUD #1

LITERACY SMALL GROUPS

MATH

Taking Apart

READ-ALOUD #2



Introduction
Read "Do You Suppose?"

STEAM

Frog-E and the Obstacle Course

CLOSING CIRCLE

VOCABULARY
Practice using a glossary to understand word meanings

Rearranging Set of 9
Arrange 9 into three equal sets

Present the Problem
How can we help Frog-E move through an obstacle course?

Changes

WEEK AT A GLANCE

Week 3: Nurturing Earth

Day 2

Day 3

Day 4

Day 5

BRAIN SMART® START

Polar bears are the largest bears and live on ice.

Some trash can be recycled. What could you recycle?

Remember to turn off the lights!

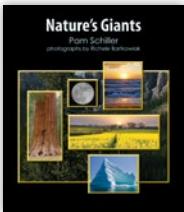
How can you help keep our world clean?

Phonological Awareness: Blend phonemes (sounds).

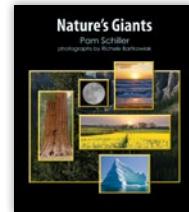
Concepts of Print: Identify that sentences begin with an uppercase letter and end with punctuation.

Alphabet Knowledge: Review name, sound, and formation strokes for letters.

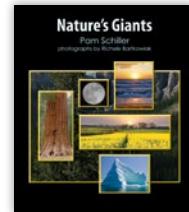
Choose from these songs for the week: "Keep a Green Tree in Your Heart," "We've Got the Whole World," "My Brother the Whale," "We Love Everyone"



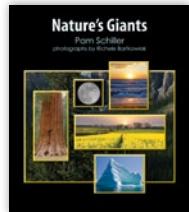
What Is Pollution?
Demonstrate how pollution can affect our food



America, the Beautiful
Notice the earth's beauty and bounty



Animals Need Protection
Explore endangered animals



What Is an Ecosystem?
Make a terrarium

PHONOLOGICAL AWARENESS
Blend two phonemes (sounds) to make a word

SHARED WRITING
Brainstorm and record ways to protect the earth

GUIDED WRITING
Create a poster with an idea for protecting the earth

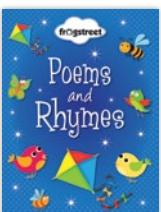
ALPHABET KNOWLEDGE
Contribute a page for a class Alphabet Book

Sharing 8 Cookies
Explore ways to divide 8 equally

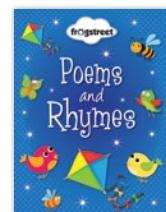
Sharing 7?
Discover that equally dividing is not always possible

Six-Cube Designs
Build and draw a design with six connecting cubes

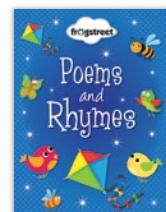
Solving Six-Cube Puzzles
Arrange cubes on a puzzle outline



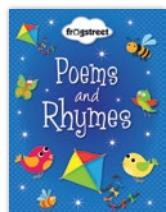
Growing Things
Read "Tiny Seed"



Taking Care of Our Home
Read "Earth Is Our Home"



The Three R's
Read "Reduce, Reuse, Recycle"



Taking Responsibility
Read "We've Got the Whole World in Our Hands"

Days 2-4: Exploration

Share Discoveries

Review and Reflect
Send home "Nurturing Earth" family letter

Changes

MATERIALS FOR THE WEEK

Week 3: Nurturing Earth

LITERATURE

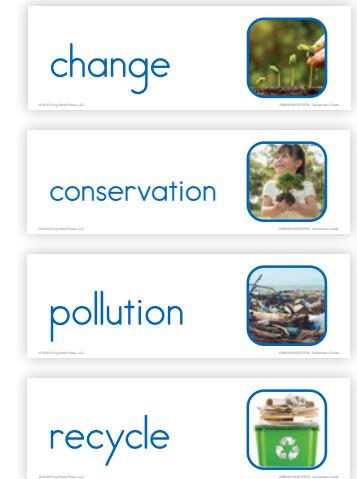


CARD SET



"Phonemes" (11 cards)

VOCABULARY CARDS



STRATEGY CARDS



Alphabet Knowledge

Blend Phonemes

Number Operations

PORTAL: MUSIC

- "That Was Helpful"
- "I Love the Mountains"
- "Keep a Green Tree in Your Heart"
- "My Brother the Whale"
- "We've Got the Whole World"
- "We Love Everyone"

PORTAL: PATTERNS

- "Pattern Core Cards 1, 2, 3, 4"
- "Around the Clock Game Board"
- "Shape Cookies"
- "Graph Paper"
- "Arrangements of 6"

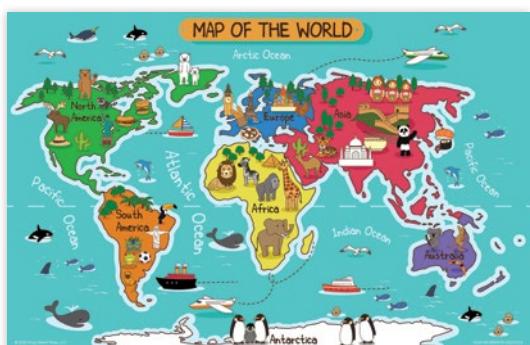
PHOTO CARDS



BRAIN SMART® START

- Safekeeper Box
- Name Sticks
- "Calming Strategies" choice board
- "School Family Agreements" poster

POSTERS



MANIPULATIVES



frog counters



connecting cubes



Fanny Frog



tweezers, eyedroppers



plastic letters

STEAM SUPPLIES

- Frog-E
- building blocks and boxes
- masking tape



PREPARE

Alphabet Book

(Literacy Small Group, Day 5)

Write one letter on each blank page with the sentence stem: A is for _____. B is for _____. through the letter M.

B is for _____.

GATHER

- 3 x 5 cards
- beads or buttons
- bits of paper
- blocks
- bulletin board paper (blue)
- box
- chenille stems or yarn
- coffee can lid
- discarded paper
- disposable gloves
- essential oils
- flashlight
- flowers
- garbage bags
- masking tape
- pollution experiment (jar, celery stalk with leaves, blue food coloring)
- recyclables (boxes, cardboard tubes, pie tins, soda bottles/cans)
- rocks, shells
- rubber or plastic animals
- sack (small)
- stick-on notes
- terrarium (large glass jar, pebbles, charcoal, soil, small plants)

Learning through active exploration and play is an essential part of the *Frog Street Pre-K* curriculum. Each week, options for Practice Centers provide ways to integrate the week's learning goals into practice time. Practice Centers give children an opportunity to explore their interests, learn cooperatively, make their own choices, and develop independence.

In addition to the six Practice Centers described on pages 60-63, you may choose to offer additional center choices based on materials and options available in your classroom.



TECHNOLOGY CENTER

XI.A.1. Uses digital learning programs. XI.A.2. Names/uses digital tools. XI.A.4. Uses technology to access information. XI.A.5. Practices safe behavior using technology.

Provide activities via a website or educational software to explore the earth and the letters Cc, Dd, Ee, Ff, Gg, Pp.

WRITER'S CORNER

III.D. 1. Uses words to label and describe. V.A.1. Uses writing to communicate ideas. V.C.2. Uses some letter-sound correspondence when writing. V.C.3. Writes words or part of words.



MATERIALS

- *Nature's Giants*
- drawing paper
- drawing tools

Invite children to illustrate and label a "giant" found in nature. Encourage children to use images in the *Nature's Giants* book for ideas. Encourage children to attempt to sound out the word as they label their illustration. Assist those who need writing support.

MIDWEEK OPTION

Encourage children to add a drawing of themselves to their illustration. Invite children to compare the size of their nature's giant to their own size in the drawing.

Reflect: Encourage children to share and describe their illustration using size vocabulary, such as *huge, enormous, gigantic, tall, small, and tiny*.



CONSCIOUS DISCIPLINE • IN ACTION •

If you notice that you sometimes react to certain children, nurture those relationships. Add in more one-on-one connection activities throughout the day, such as *There Was a Little Mouse* and *Here's the Bunny*.

CONSTRUCTION

II.D.3. Engages in pretend play with peers. III.A.3. Listens to others. X.A.3. Demonstrates control/strength of large muscles.

**MATERIALS**

- rubber or plastic animals
- blue bulletin board paper
- recyclables (boxes, cardboard tubes, pie tins, soda bottles/cans)
- masking tape (optional)

Encourage children to build a city by a “river” (blue bulletin board paper) using recyclable materials. Suggest they build houses, factories, and stores in their city. Suggest they place animals on the other side of the river.

Reflect: *What will you do to keep the river banks clear and the water free of pollution?*

MIDWEEK OPTION

Invite children to build sculptures or robots with recyclable materials.

SPECIAL NEEDS ADAPTATION

Team children with special needs with collaborative peers.

**FINE MOTOR**

VII.D.2. Uses simple tools for investigating. X.C.1. Demonstrates control/strength of small muscles. X.C.2. Demonstrates eye-hand coordination.

**MATERIALS**

- tweezers
- blocks
- small sack
- bits of paper
- ads or magazines (optional)

Invite children to build a house with small blocks. Provide bits of paper (dime size) to sprinkle around the block house. Invite children to use tweezers to pick up the litter (paper) and drop it in a small bag.

Reflect: *How did the tweezers work as a tool for clean up?*

MIDWEEK OPTION

Invite children to cut out pictures from ads or magazines to create a collage. Remind them that they are recycling by using something again in a new way.

SPECIAL NEEDS ADAPTATION

Provide a box large enough for children to sit inside while cutting paper. Students with fine motor challenges will enjoy cutting away in an environment that won't require much clean up.



GROSS MOTOR

X.A.1. Demonstrates coordination/balance. X.A.2. Coordinates sequence of movements. X.A.3. Demonstrates control/strength of large muscles. VII.D.3. Compares and categorizes.



MATERIALS

- discarded paper
- box or basket
- masking tape
- cardboard tubes (optional)
- two planks (optional)
- craft supplies (buttons, ribbons, chenille stems, rubber bands, buttons, markers) optional



PPMD.A.3.

Use masking tape to create a throw line on the floor. Place a box or basket five feet away. Invite children to crumple discarded paper and try to toss it into the basket.

Reflect: What other ways could we recycle used paper? Can you think of another game we could play with the paper?

MIDWEEK OPTION

Invite children to decorate cardboard tubes using available craft supplies. Invite children to roll their creations down a plank. Suggest they invite a friend to have a race.

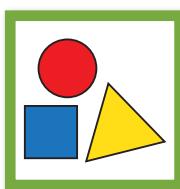
SPECIAL NEEDS ADAPTATION

Invite children with motor challenges to toss from a throw line that is only 2-3 feet away from the target. They can move farther away as they gain success.



MATH

VI.A.10. Compares quantities. VI.B.3. Separates items up to 10 into equal groups. VI.E.5. Creates and extends patterns.



MATERIALS

- ❑ Portal: Patterns "Pattern Core Cards 1, 2, 3, 4" "Around the Clock Game Board"
- frog counters
- stick-on notes
- markers

Make available a variety of "Pattern Core Cards 1, 2, 3, 4". Invite children to select one card and use frog counters to create the pattern on the "Around the Clock Game Board." Encourage children to figure out how many pattern cores they will need to make their pattern go all the way around from 1 to 12. Invite children to "read" their pattern by calling out the colors, such as yellow-red-blue, yellow-red-blue. For an additional challenge, invite children to use stick-on notes to label their pattern using alphabetic code (A=yellow, B=red, C=blue). Invite children to "read" their pattern by calling out the letters, such as A-B-C, A-B-C.

Reflect: How many AB cores did you use to make the pattern? Why does it take fewer ABCD cores than AB cores to go all the way around the clock?

MIDWEEK OPTION

Invite children to create their own pattern without referring to a "Pattern Core Card."

Around the Clock Game Board



SCIENCE

VII.D.1. Engages in scientific talk. VII.D.5. Plans and conducts experiments. VII.D.6. Makes observations. VII.D.7. Analyzes results and draws conclusions. VII.D.2. Uses simple tools for investigating. VII.A.2. Investigates properties of materials.

**MATERIALS**

- rocks
- shells
- flashlight
- air freshener supplies (oranges, cloves, ribbon, skewer) optional



CS.A.1.

Invite children to use a flashlight to examine a collection of rocks and shells. Encourage them to notice if the light shines through the objects they are examining. Suggest they look for patterns in the collection. For example, some shells have stripes and some have ripples that look like a fan.

Reflect: Did you notice anything special about any of the rocks and shells? Did the light shine through any of these things?

MIDWEEK OPTION

Invite children to make a natural air freshener. Give each child an orange with a ribbon tied across it. Invite children to make a pattern on the orange with a marker. Use a wooden skewer to make holes on the pattern. **Safety note:** Only an adult should poke holes with the skewer. Have children insert cloves into their design. The orange will last for several weeks. Suggest that children dispose of the decomposed orange by adding it to a garden to enrich the soil.

**SPECIAL NEEDS ADAPTATION**

Assist children with touch and smell sensory challenges to place a few cloves and then clean their hands.

**OUTDOOR ACTIVITIES**

VII.C.4. Demonstrates environmental awareness. IX.A.1. Explores a variety of art materials. IX.A.2. Uses art for self-expression. X.A.3. Demonstrates control/strength of large muscles. X.C.2. Demonstrates eye-hand coordination.

MATERIALS

- garbage bags
- chenille stems or yarn
- beads or buttons
- essential oils
- flowers
- disposable gloves (one pair for each child)
- eyedropper



PPMD.B.1.

Outdoor Clean Up

Encourage children to clean up the playground or school grounds. When they have finished the cleanup, point out that they have transformed the outdoor environment. **Safety Note:** Talk to children about things they should not pick up, such as sharp glass or metal pieces.

Adopt a Tree

Find a tree to adopt on your school grounds. The children can hug it, sit under its leafy branches in the shade to read a story, or do a bark rubbing on paper. Watching the leaves rustling in the wind is very relaxing and helps children see how amazing nature is around us and how to appreciate it more. Encourage children to make gifts for the tree to encourage respect. Invite children to string beads or buttons onto chenille stems or yarn to make beautiful hanging decorations. They can then be hung on the tree as gifts from the children.

Potpourri

Look around your school yard or neighborhood for flowers. Be sure to ask permission before picking flowers that are not on your school grounds. Ask families to contribute some flowers from their yards as well. Once gathered, have children carefully pull the petals from the flowers and lay them on a flat surface to dry for 5-7 days. After they have dried, place them in a container and have children add scented oils using an eyedropper. Gently mix the fragrant dried flower petals and display them inside the classroom to enjoy their beauty and scent.

**WORD
of the
WEEK**
conservation**MATERIALS**

- “School Family Agreements” poster
- “Calming Strategies” choice board
- Safekeeper Box
- Vocabulary Card (conservation)
- Name Sticks
- Fanny Frog Portal: Music “That Was Helpful” “I Love the Mountains”

VOCABULARY

changes
conservation
conservator
resources

**UNITE**

II.A.6. Feels a sense of belonging. II.B.5. Cares for others. III.D.3. Increases speaking vocabulary. III.D.4. Increases listening vocabulary. IX.B.1. Participates in classroom music activities.

Enjoy singing “I Love the Mountains” and “That Was Helpful” this week.

That Was Helpful

© Jack Hartmann and Becky Bailey

Chorus:

That was helpful.
You helped somebody today.
That was helpful.
You helped to make a better way.

Verse 1:

You picked up the toys, so no one would fall.
That was helpful.
You used your big voice, so your friends could learn.
That was helpful.
You held the door open, so we could walk in.
That was helpful.
You shared a marker, so your friend could draw.
That was helpful.

Repeat chorus.

Verse 2:

You wiped up the spill, so the table was clean.
That was helpful.
You moved to the side, so your friends had more space.
That was helpful.
You worked quietly, so others could hear.
That was helpful.
You said “thank you,” so your friends knew you cared.
That was helpful.

Repeat chorus.

(See complete lyrics in *Songs and Stories*.)

I Love the Mountains

Boom-de-otta, boom-de-otta,
Boom-de-otta, boom-de-otta.
Boom-de-otta, boom-de-otta,
Boom-de-otta, boom-de-otta.

I love the mountains.
I love the rolling hills.
I love the flowers.
I love the daffodils.

Boom-de-otta, boom-de-otta,
Boom-de-otta, boom-de-otta.
Boom-de-otta, boom-de-otta,
Boom-de-otta, boom-de-otta.

I love the rivers.
I love the winding streams.
I love the sunshine.
I love the moonlit beams.

Boom-de-otta, boom-de-otta,
Boom-de-otta, boom-de-otta.
Boom-de-otta, boom-de-otta,
Boom!

Absent Child and Welcome Back Rituals

Ask Fanny Frog to help identify children who are absent and children who are returning from an absence.

Use the Absent Child and Welcome Back Rituals to send absent children well wishes and welcome back returning School Family members.

Invite volunteers to describe how these rituals are used and why they are important.

SPECIAL NEEDS ADAPTATION

Allow children with sensory integration challenges to participate in the chant with a choice of being tickled or not.


CALM

I.B.1. Controls impulses. I.A.3. Regulates own behavior. I.A.4. Manages emotions.

Invite the S.T.A.R. Leader to lead children in a calming strategy from the choice board: Drain, Balloon, Bunny Breathing, Pretzel or S.T.A.R. Remind children to breathe in through their nose and exhale slowly through their mouth three times.

Calming Strategies

CONNECT

II.A.1. Respects personal boundaries. II.A.6. Feels a sense of belonging. II.D.5. Demonstrates empathy. II.B.1. Expresses emotions. II.B.2. Communicates feelings. II.B.3. Connects feelings with behaviors. II.B.5. Cares for others.

Perform the Absent Child Ritual and Welcome Back Ritual.

"Round and Round the Garden" was introduced in Theme 7. Invite children to find a partner. Hum the cadence of the chant without saying the words to see if children remember what actions to do with their partner. Then enjoy saying the chant together as children use gentle touches with their partner.

Round and Round the Garden

Round and round the garden goes the teddy bear.
(hold partner's hand with their palm facing up; use fingers of other hand to make tickling motion on partner's open palm)

One step . . . two steps . . . tickle under there!
(slowly walk the "teddy bear" up partner's arm a few steps at a time and do a gentle tickle somewhere on partner's body, such as under their chin or arm)


COMMIT

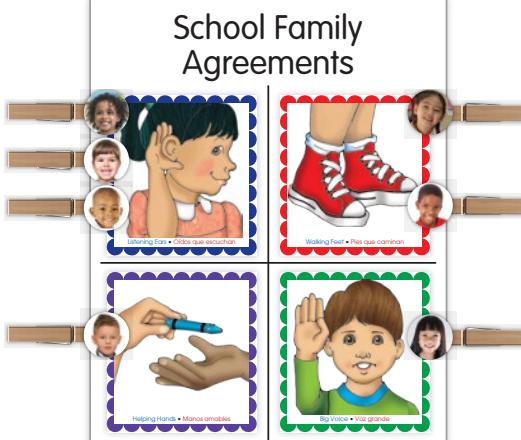
II.B.3. Connects feelings with behaviors. I.A.1. Follows classroom rules. I.A.3. Regulates own behavior. I.A.4. Manages emotions.

Ask children to think of and share ways they will help to nurture the earth when playing outside today. There are many ways to be helpful inside as well as outside.

Activity to Commit

Display the "School Family Agreements" poster with four agreements posted. These four choices can be the core agreements children have been learning or you can customize the chart by replacing these agreements with ones that meet the specific needs of your classroom.

Remind children that we each do our job to help keep the classroom safe when we choose one agreement to focus on. Invite children to commit to one agreement each day. Remind them that this is a commitment to our School Family.

School Family Agreements


MATERIALS

- Strategy Card: Blend Phonemes
- chart paper
- markers, highlighters

Day**Morning Message Sentences**

- 1 What do you see in nature?
- 2 Polar bears are the largest bears and live on ice.
- 3 Some trash can be recycled. What could you recycle?
- 4 Remember to turn off the lights!
- 5 How can you help keep our world clean?

**Step 1: Say the Sentence****Phonological Awareness****Focus: Blend Sounds (Phonemes)**

1. Say the sentence and ask children to repeat it.
2. Connect the sentence content to the theme or children's experiences. For example, on Day 1, ask the question and guide children to respond with things they see outdoors in nature. Tell children they will be learning about outdoors all week.
3. Invite children to listen for a "mystery word" from the sentence. Say the word, and then say the word with a clear pause between the two sounds (phonemes). Say the word's two sounds (phonemes) slowly. Continue to say the two phonemes faster until children can blend the sounds and say the word.

Day 1: /s/-/ē/ see
Day 2: /ī/-/s/ ice
Day 3: /b/-/ē/ be
Day 4: /t/-/ū/ to
Day 5: /y/-/ū/ you

III.A.3. Listens to others III.B.3. Shares relevant information.
IV.B.8. Blends spoken phonemes.

Step 2: Write the Sentence**Concepts of Print****Focus: Punctuation, Letter Case**

1. Use prompts as you write the sentence: *Where should I start writing? Oops! I ran out of space! What should I do? Which type of punctuation mark do I write?* Write the sentence one word at a time and ask children to "read" it with you.
2. On Days 1, 3, and 5, invite children to turn to a neighbor and share an answer to the question. Take dictation of three or four volunteers to post on the chart.
3. Invite volunteers to highlight a word and ending punctuation marks. Ask: *How is a word different from a letter?*

What do you



IV.E.2. Understands print directionality. IV.E.3 Identifies punctuation and letter case. IV.E.1. Distinguishes between letters/words/pictures.

Step 3: Identify Letters**Alphabet Knowledge****Focus: Letter Names, Sounds, Formation**

1. Invite a volunteer to point to the letters on the Letter Wall as the class sings "The Alphabet Song."
2. Ask for three or four volunteers to find and circle a letter in the Morning Message that is also in their name. Encourage the class to say the letter name and letter sound.
3. Ask volunteers to demonstrate how to form their letter on the chart. See *Welcome Guide* for letter formation strokes.

**SPECIAL NEEDS ADAPTATION**

Invite children to use their name card to find a letter in the Morning Message that is also in their name.

IV.C.1. Names letters. IV.C.2 Recognizes letter sounds. IV.E.2. Understands print directionality.

VII.B.2. Recognizes plants/animals grow and change. IX.B.1. Participates in classroom music activities. IX.B.2. Responds to music through movement.

 **Note:** Songs are available on the Frog Street Portal: Music.

Featured Musicians



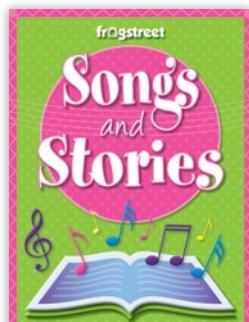
Charity Kahn



Don Monopoli



Ronno



Complete song lyrics are available in *Songs and Stories*.

MORE SONGS

- "We Love Everyone" (Charity Kahn)

We've Got the Whole World **Don Monopoli**

We've got the whole world in our hands. (4x)
We've got our moms and our dads in our hands. (3x)
We've got the whole world in our hands.

Other verses:

We've got our brothers and our sisters in our hands.
We've got our aunts and our uncles in our hands.
We've got our grandmas and our grandpas in our hands.
We've got the little bitty babies in our hands.
We've got the earth and the water in our hands
We've got the mountains and the valleys in our hands.
We've got the oceans and the rivers in our hands.

My Brother the Whale **Ronno**

Chorus:

My brother, the whale
My sister, the tree
You are a part of my family.
What happens to you,
Happens to me.
I will look after you.
I sing to you, each living thing
Animal, plant and tree.
This is a song for all of you.
This is a song for me.

Repeat chorus.

Some of us need to spread our wings.
Some need the deep blue sea.
All of us need a healthy home.
We're a community.

Repeat chorus.

All living things, you make my world
A beautiful place to be.
I know that I depend on you.
You can depend on me.

Repeat chorus.



Keep a Green Tree in Your Heart **Charity Kahn**

Chorus:

Keep a green tree in your heart
And maybe the singing bird will come
And when she comes you better love her well
Oh, the stories she can tell.

When you were a tiny seed
Mother Earth met all your needs
So you put down roots, uncurled a sprout
And poked your tiny head right out.

You stretched and strained to reach the light
Sometimes left, and sometimes right
And you spread your arms as if to fly
Hugging Earth and kissing the sky.

Repeat chorus.

You drank the rain, danced in the breeze
Caught the sunlight with your leaves
And performed a magic alchemy
To purify the air we breathe.

You grew up strong and fine and true
Your story there in the shape of you
And you shared your heart with a honey bee
And all the singing birds like me.

Repeat chorus.

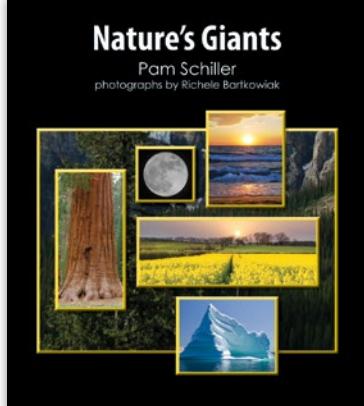
Now seasons come and seasons go
You listen, breathe, watch and grow
You make a new seed, give it to the ground
And the circle of life goes 'round and 'round.

And when you've grown up wise and old
Your work all done, your story told
You'll fall back down to where you came from
I will hear you. I will come.

Repeat chorus.



NATURE'S GIANTS



MATERIALS

- Nature's Giants
- Frog Street Poems and Rhymes
- Vocabulary Cards (change, pollution, conservation)
- Photo Cards (#73 elephant, #151 whale, #163 polar bear, #166 seahorse, #187 eagle, #188 rain forest)
- terrarium (large glass jar, pebbles, charcoal, soil, small plants)
- pollution experiment (jar, celery stalk with leaves, blue food coloring)

VOCABULARY

change
conservation
contaminated
ecosystem
endangered
extinct
pollution

MORE READ-ALoudS

- The Earth Book by Todd Parr
- Anywhere Farm by Phyllis Root
- The Water Princess by Susan Verde



DAY 1: INTRODUCTION

BEFORE

III.D.2. Understands words and meanings including words with multiple meanings. IV.D.6. Answers questions about informational text details. VII.C.4. Demonstrates environmental awareness.

Display the Vocabulary Card (change). Remind children that *change* means becoming different or replacing one thing for another.

Display the Vocabulary Card (pollution). Explain that pollution is something that makes land, air or water dirty and unsafe to use. One way this happens is when we litter (throw trash in a place it does not belong). Invite children to share where they have seen trash in a place it does not belong.

Display the Vocabulary Card (conservation). Remind children that conservation is the protection of animals, plants, and natural resources of the earth.

Display *Nature's Giants*. Encourage children to listen to the story and notice the photographs so they can see why it is important to care for the earth.

DURING

IV.D.13. Experiences various types of literature. VII.C.2. Identifies objects in day and night sky.

Read the story. For this first reading, read only the poetry text and not the facts in the small boxes.

AFTER

IV.D.3. Responds to questions from read-aloud. IV.D.8. Connects informational text to life experiences.

REMEMBERING

Ask: Which giant in the story lives in the sea? Which giants are in the sky?

APPLYING

Ask: Which of these have you seen?

EVALUATING

Ask: Which giant was your favorite? Why?



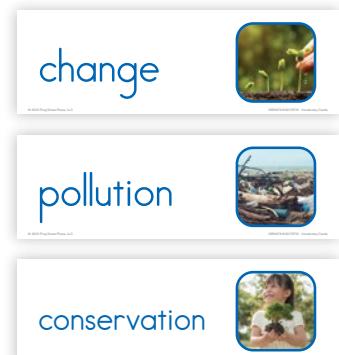
DAY 2: WHAT IS POLLUTION?

III.B.2. Engages in conversations. III.B.3. Shares relevant information. VII.C.4. Demonstrates environmental awareness.

Read *Nature's Giants* including the facts in the small boxes. After reading, display the Vocabulary Card (pollution). Remind children that pollution is the action of making land, air or water dirty and unsafe to use.

Explain to children that when we plant crops in polluted soil and water them with contaminated water, our food can become contaminated (dirty and unsafe).

Demonstrate how toxins get into our food supply when we contaminate the earth's water and soil. Invite a volunteer to place a few drops of blue food coloring in a jar of water. Explain that the food coloring represents toxins (poisons) that can get into our water systems. Use scissors to snip off the tip at the bottom of the celery stalk. Invite a volunteer to place the freshly cut end in the jar of blue water with the celery leaves extending upward. Place the jar on a windowsill in the sunshine where children can observe it. The blue water will begin to travel up the celery stalk turning the leaves at the top blue within a few days.



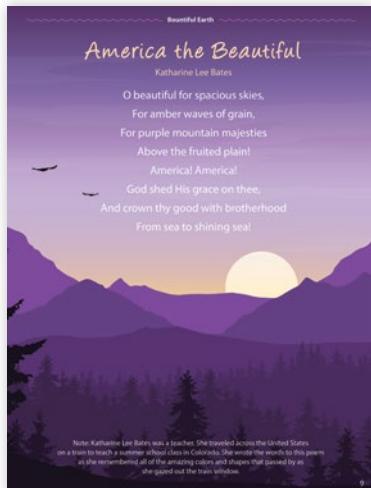
**DAY 3: AMERICA THE BEAUTIFUL**

III.B.2. Engages in conversations. VII.D.1. Engages in scientific talk. VII.C.1. Investigates earth materials. VII.C.4. Demonstrates environmental awareness.

Have children observe the results of the celery experiment that you set up on Day 2. Cut the celery stalk about an inch from the bottom and examine the newly exposed portion of the stalk as well as the leaves at the top of the stalk. Ask: *What do you see? Why is the celery stalk blue?* Remind children that this is the way toxins (poisons) get into our food. These same toxins can impact fish and other water animals if the water they live in is polluted.

Read *Nature's Giants*. Continue to encourage children to notice the earth's beauty to inspire them to help care for and protect it.

Extension: Share the song lyrics for the patriotic song "America the Beautiful" (*Frog Street Poems and Rhymes*). After reading the poem, add meaning to the text by offering support for the vocabulary. For example, invite children to open their arms wide and reach toward the sky to represent "spacious skies." Explain that "amber" describes the color of the grain that grows in the field. It is another word for *gold*.

**DAY 4: ANIMALS NEED PROTECTION**

III.B.2. Engages in conversations. VII.D.1. Engages in scientific talk. III.D.1. Uses words to label and describe. III.B.3. Shares relevant information. VII.C.4. Demonstrates environmental awareness. VII.B.5. Investigates relationship between living things/environment.

Read *Nature's Giants*. After reading, revisit pages 4-5 and page 13. Invite children to name the animals on these pages (polar bear, elephant, whale, eagle, seahorse).

Display Photo Cards (#73 elephant, #151 whale, #163 polar bear, #166 seahorse, #187 eagle) and ask children to name the animals. Point out that animals are part of the beauty of the earth and they need us to protect them and take care of their home (earth). Explain that some animals are endangered. *Endangered* means there are not very many of this type of animal left and it could become extinct (die out completely). Endangered animals need our help to protect them.



Ask: *Why do you think some animals are endangered?* Explain that some animals are endangered because they are hunted. Others are endangered because their environment has been damaged.

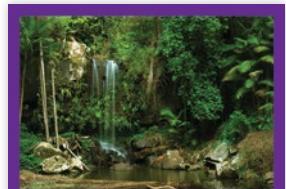
Ask: *What do you think people can do to help protect endangered animals?* Explain that everyone can help by keeping our earth clean and respecting its beauty.

Extension: Share "Hurt No Living Thing" (*Frog Street Poems and Rhymes*) as well as other animal poems.

**DAY 5: WHAT IS AN ECOSYSTEM?**

III.B.2. Engages in conversations. VII.D.1. Engages in scientific talk. III.D.1. Uses words to label and describe. VII.C.4. Demonstrates environmental awareness.

Read *Nature's Giants*. After reading, discuss ecosystems. Define *ecosystem* as a whole group of living and nonliving things that are in an environment and affect each other. Tell children that this is like their family home. Their home is filled with living and nonliving things that all work together to support everyone in the home. Invite children to name living and nonliving things in *Nature's Giants* and in their homes.



A rain forest is an example of an ecosystem. Living and nonliving things in this area affect each other. Tropical rain forests are one of the most endangered ecosystems in the world. Display the Photo Card (#188 rain forest).

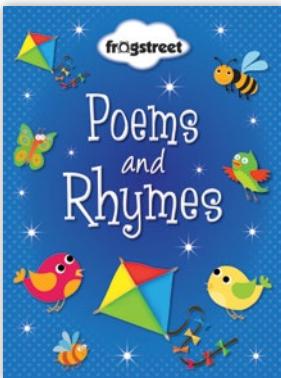
Invite children to help you build a terrarium, which is a miniature model of an ecosystem.

Build a Terrarium

1. Fill the bottom of the jar with pebbles.
2. Cover the pebbles with a layer of charcoal.
3. Layer soil on top.
4. Add small plants.
5. Add more pebbles or stones.
6. Add some water and a lid.
7. Place the terrarium in direct sunlight.



FROG STREET POEMS AND RHYMES



MATERIALS

- Frog Street Poems and Rhymes
- Vocabulary Cards (conservation, recycle)
- Photo Cards (#189 apple orchard, #190 field of flowers, #191 vegetable garden)
- “Map of the World” poster or globe
- recyclables with recycle symbol (plastic containers, boxes, soda cans)
- disposable gloves (one pair for each child)
- lunch sacks (optional)
- markers and drawing paper (optional)
- coffee can lid

VOCABULARY

change
conservation
conservator
earth
personification
pollution
recycle
reduce
reuse



DAY 1: INTRODUCTION

BEFORE

III.D.2. Understands words and meanings including words with multiple meanings. III.D.4. Increases listening vocabulary. IV.D.13. Experiences various types of literature. IV.D.16. Connects literature text to life experiences. VII.C.4. Demonstrates environmental awareness.

Use the poetry you share with children this week to help them begin to be mindful of the earth’s resources and beauty so they will learn to love the earth and therefore work to protect it. Ask: *What do you love about the earth?*

Display the Vocabulary Card (conservation). Remind children that conservation is the protection of animals, plants, and natural resources from the earth. People who help conserve the earth’s resources are called *conservators*. Ask: *How do you protect animals or plants?*

conservation



Display the poem “Do You Suppose?” (*Frog Street Poems and Rhymes*). Explain that this poem looks at things we do and enjoy from the earth’s point of view.

DURING

IV.D.5. Engages in group reading activities. IV.A.3. Understands text has meaning.

Read the poem. Pause to define unfamiliar words (prickle, swoon, beam, gratitude). Point out the examples of personification (giving human characteristics to nonliving objects). For example, the poem suggests that grass might laugh and the sun might blink and offer a hug.

AFTER

IV.D.3. Responds to questions from read-aloud. IV.D.4. Asks and answers questions about words.

REMEMBERING

Ask: Who did the author think might give us a hug?

APPLYING

Ask: Have you walked barefoot in the grass? How did it feel?

CREATING

Ask: If the ocean was mentioned in the poem, what might the author have said about it?



DAY 2: GROWING THINGS

III.B.2. Engages in conversations. I.B.3. Maintains focus (group activity). VII.B.2. Recognizes plants/animals grow and change. VII.D.1. Engages in scientific talk. VII.C.4. Demonstrates environmental awareness.

Share “Tiny Seed” (*Frog Street Poems and Rhymes*). After reading the poem once, read it again and invite children to show the action of the growing seed with body movements. Have children tuck themselves into a ball as you begin to read the poem and then slowly unfold their bodies until they are standing tall with arms stretched overhead at the end of the poem.



Invite children to think of things that grow (flowers, trees, plants, vegetables, fruits). These growing things share the earth with animals and with us. Display the Photo Cards (#189 apple orchard, #190 field of flowers, #191 vegetable garden). Invite children to share what they see in the photos. Point out that these growing things are part of earth’s resources that we should treasure. They provide shade for us to escape the hot sun. They give us pleasure with their beauty. Many of them also provide food for us and for animals. Use the information on the back of the cards to stimulate additional conversation about growing things.

Display the Vocabulary Card (conservation). Ask a volunteer to remind everyone what this means. Point out that taking care of growing things makes us conservators.

conservation



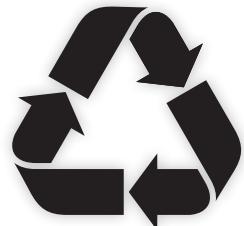
**DAY 3: TAKING CARE OF OUR HOME**

III.B.2. Engages in conversations. VII.D.1. Engages in scientific talk. IV.D.8. Connects informational text to life experiences. VII.C.4. Demonstrates environmental awareness.

Share "Earth Is Our Home" (*Frog Street Poems and Rhymes*). Display the "Map of the World" poster or a globe. Point out that the earth is where people and animals live. Some animals live on land and some live in the sea. Invite volunteers to point to land and the sea on the map or globe.

Discuss with children some specific things they can do to take care of our home (earth):

- Put all trash in a trash or recycle bin at home and at school so it does not become litter.
- Display the Vocabulary Card (recycle). Explain that *recycle* means to make something new from something that has been used before. Some types of plastic and paper "trash" can be recycled. Call attention to the recycle symbol. Provide a few recyclables. Invite children to help locate the recycle symbol on each item.
- Provide disposable gloves for children to wear as they pick up litter on a neighborhood walk.



Extension: Invite children to use markers and crayons at the Creativity Station to decorate paper lunch sacks to use as a trash bag in their car.

**DAY 4: THE THREE R'S**

III.B.2. Engages in conversations. I.B.3. Maintains focus (group activity). IV.D.3. Responds to questions from read-aloud. VII.C.4. Demonstrates environmental awareness.

Read "Reduce, Reuse, Recycle" (*Frog Street Poems and Rhymes*). After reading the poem, discuss examples of each of the three R's from the poem.

Reduce: turn off lights and water, take own bag to grocery store

Reuse: give clothes you outgrow to someone else

Recycle: look for the recycle symbol and place those items in the recycle bin

Invite children to share their experiences reducing, reusing, or recycling and offer additional ideas:

- Display a coffee can lid. Ask: *What could we make from this lid so we can use it again?*
- Display a sheet of drawing paper. Ask: *How can we keep from using too much paper? Could we draw on both sides?*
- Ask: *What do you do with a broken toy? Could you repair it instead of getting a new one?*
- Ask: *How could you reuse a cardboard box? Could you make a pet bed or a place to store toys?*
- Ask: *How can you reduce how much water you use at home? Do you turn off the water while you brush your teeth?*
- Ask: *Do you shut off the lights when you leave a room at home? Do we shut off the lights when we leave the classroom?*

**DAY 5: TAKING RESPONSIBILITY**

III.B.2. Engages in conversations. IV.D.3. Responds to questions from read-aloud. IV.D.4. Asks and answers questions about words. IV.D.5. Engages in group reading activities. VII.C.4. Demonstrates environmental awareness.

Read "We've Got the Whole World in Our Hands" (*Frog Street Poems and Rhymes*). Help children understand that the responsibility of caring for the earth is in everybody's hands. That means it takes everyone working together to take care of the earth. If everyone does just a little something, it helps the earth.

Ask children if they have ever passed clothes they have outgrown onto someone else or received clothes that someone else passed onto them. Ask: *Have you ever given a toy that you were done playing with to someone or have you received a toy that someone else no longer wanted?* Explain that donating items we no longer need helps protect the earth because we are reusing them instead of throwing them away.

Ask children to name one thing they will do to help take care of the earth, such as pick up litter, donate clothes or toys, or turn off water and lights.

Extension: Have children draw a picture of the one thing they will do to help take care of the earth.

SPECIAL NEEDS ADAPTATION

Provide a child with visual choices of how to help take care of the earth.

MATERIALS

Day 1

- *Nature's Giants*

Day 2

- "Phonemes" Card Set
- connecting cubes
- Strategy Card: Blend Phonemes

Day 3

- Vocabulary Card (recycle)
- *Frog Street Poems and Rhymes*
- chart paper
- markers
- pointer

Day 4

- Shared Writing chart Day 3
- drawing tools

Day 5

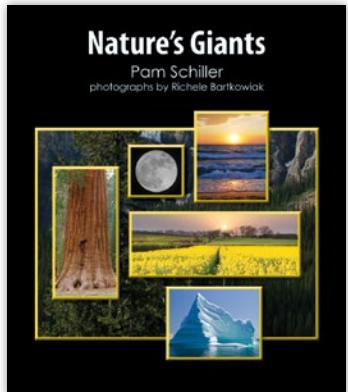
- Strategy Card: Alphabet Knowledge
- "Alphabet Arc" poster
- drawing paper
- writing and drawing tools
- Alphabet Book pages (p. 59)
- alphabet books (optional)



DAY 1: VOCABULARY

III.D.1. Uses words to label and describe. IV.D.1. Uses book information. IV.D.2. Tells how illustrations support text.

- Display the glossary in the back of *Nature's Giants*. Explain that a glossary helps us understand the words in the book.
- Read a word and its definition. Model how to picture walk through the book to locate the page with the photo. For example, read the definition of *iceberg* on page 24. Then picture walk through the book until you see a photo of an iceberg. Read the facts about an iceberg on page 11.
- Focus on the words *lake*, *mountain*, *ocean*, *river*, and *waterfall*. Read each word and its definition. Invite a volunteer to picture walk through the book to locate the page with the photo.
- Share your experiences with one of the words in the glossary. Invite children to share their experiences.



DIFFERENTIATE INSTRUCTION

Support

Work with a child individually. Read the definition of *waterfall* from the glossary. Turn to page 17 and ask the child to point to and say *waterfall*. Ask the child how it would feel to stand close to a waterfall.

Challenge

Suggest children picture walk through the book and identify additional landforms. Challenge them to find nature's giants in the water and in the air.



DAY 2: PHONOLOGICAL AWARENESS

III.A.2. Follows directions. IV.B.8. Blends spoken phonemes.



LL.B.6.

- Display the "Phonemes" card (bee). Say *bee*, and then say the word slowly with a clear pause between the two phonemes (sounds): /b/-/ē/. Invite children to repeat the word with the clear pause between the sounds. Push one connecting cube forward as you say /b/. Pause and push a second connecting cube forward as you say /ē/.
- Give each child two connecting cubes. Display the "Phonemes" Card Set one card at a time as you repeat the procedure you used for the card (bee).

key	/k/-/ē/
egg	/e/-/g/
saw	/s/-/aw/
pea	/p/-/ē/
ice	/ī/-/s/



DIFFERENTIATE INSTRUCTION

Support

Display the "Phoneme" card (bee). Ask a child to say the word. Say: *Bee* has two sounds /b/ and /ē/. Use one hand for each phoneme (sound) and bring your hands together when you blend the word. Continue with the phonemes in *key* and *ice*.

Challenge

Provide opportunities to blend one-syllable words with and without picture support using the "Phonemes" Card Set (knee, toe, two, cow, pie). Encourage children to say the beginning phoneme, pause, and say the ending phoneme.

**DAY 3: SHARED WRITING**

IV.A.1. Engages in pre-reading/reading activities. IV.D.8. Connects informational text to life experiences. V.B.1. Contributes to class writing projects. V.C.1. Writes own name.



- Display the Vocabulary Card (recycle). Explain that *recycle* means to make something new from something that has been used before.
- Read "Reduce, Reuse, Recycle" (*Frog Street Poems and Rhymes*) again. Share ways to recycle. Drink cans and plastic bottles can be cleaned and reused. Invite children to share ways they could recycle.
- Share ways to protect the earth, such as put litter in trash cans. Invite children to share ways they could protect the earth.
- Record children's responses on a chart. Invite a volunteer to track the print as the group "reads" the responses. Invite children to write their name after their response.

**DIFFERENTIATE INSTRUCTION****Support**

Ask: What should you do with a paper towel after you dry your hands? Where should you put your empty water bottle if you are on the beach?

Challenge

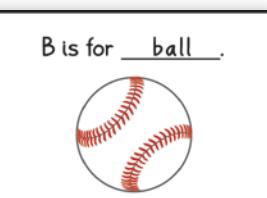
Encourage children to brainstorm ways to remind their school to recycle. Ask: If you placed a sign on the playground (in the restroom, near the trash can), what would it say?

**DAY 5: ALPHABET KNOWLEDGE**

IV.C.1. Names letters. IV.C.3. Produces letter sounds. V.B.1. Contributes to class writing projects. V.C.3. Writes words or part of words



- Invite a volunteer to point to each letter on the Letter Wall while the group names the letters.
- Invite children to create a class alphabet book for the children coming to your Pre-K class next year. Explain that the book will have one page for each letter of the alphabet.
- Provide support by displaying the "Alphabet Arc" poster or inviting children to reference the Letter Wall.
- Give each child an Alphabet Book page you prepared (p. 59). Invite children to illustrate an object that begins with the letter. Encourage them to sound out the word to complete the sentence. Assist children by taking their dictation if needed.
- Designate an area or a folder to hold pages until the alphabet book is complete. Explain that the rest of the alphabet pages will be in Writer's Corner next week.

**DIFFERENTIATE INSTRUCTION****Support**

Assist children with writing letters by giving them a model to copy.

Challenge

Encourage children to write more words that begin with the letter on their page. Invite them to share their writing with a neighbor and read their list.

SPECIAL NEEDS ADAPTATION

As an alternative, invite children to find and glue pictures from a magazine on their alphabet book page.

**DAY 4: GUIDED WRITING**

IV.A.1. Engages in pre-reading/reading activities. V.A.1. Uses writing to communicate ideas. V.C.3. Writes words or parts of words.

- Review the list of ways to recycle and protect the earth created on Day 3. Invite a volunteer to track the print with a pointer as the group "reads" the responses and names.
- Encourage children to create a poster to display at your school. Offer ideas: Don't litter. Recycle your water bottle. Put trash in the trash can. Keep the beach clean.
- Provide assistance by taking dictation if needed.
- Ask the school administration for permission to display the posters around the school.

**DIFFERENTIATE INSTRUCTION****Support**

Ask children to share what they would say to their friends about recycling a water bottle. Print their words and encourage them to illustrate a water bottle and a recycle container on their poster.

Challenge

Invite children to recall ways to recycle at school before they create their poster. Ask them to brainstorm places outside of school where recycle reminders would be helpful.

MATERIALS

- *The Doorbell Rang*
- Strategy Card: Number Operations
- Portal: Patterns "Shape Cookies" "Graph Paper" "Arrangements of 6"
- frog counters
- connecting cubes
- 3 x 5 cards
- paper
- crayons

VOCABULARY

altogether
bottom
column
equal
half
middle
row
top

Refer to
Strategy Card:
Number
Operations



FOCUS

Taking Apart

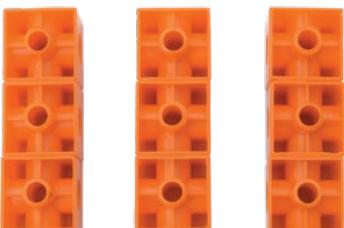
This week, children will take apart a larger quantity to make smaller quantities. They will explore how to make "fair shares" (create equal groups). They will recognize that a larger quantity that is grouped into smaller quantities still has the same value—a group of 6 is still 6 even when organized into 2 groups of 3.



DAY 1: REARRANGING SET OF 9

VI.A.7. Counts objects in any order. VI.B.3. Separates items up to 10 into equal groups. VI.F.3. Uses mathematical strategies to solve problems.

- Display a 3 x 5 card. Invite children to imagine that the card is a "boat" that must seat 9 passengers. Invite a volunteer to count out 9 "seats" (connecting cubes) and try to arrange them in a single row on the card. Discuss why one row of 9 seats will not fit (the "boat" is not long enough). Ask: *How could we make the "seats" fit?*
- If no one mentions it, point out that the seats could be placed in more than one row. Give each pair of children a 3 x 5 card. Challenge partners to figure out how to arrange 9 "seats" (cubes) into three rows, making sure each row has the same number of seats.
- When children finish, invite them to share their counting strategies. Ask: *How did you know to put exactly 3 seats in each row?*



SPECIAL NEEDS ADAPTATION

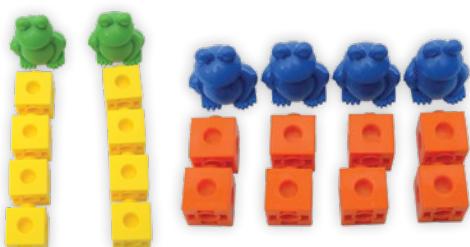
Fold the 3 x 5 card into three equal sections.
Use a marker to clearly define each section.



DAY 2: SHARING 8 COOKIES

VI.A.7. Counts objects in any order. VI.B.3. Separates items up to 10 into equal groups. VI.F.3. Uses mathematical strategies to solve problems.

- Display *The Doorbell Rang*. Ask children to recall what this story was about. Display a page that shows the full plate of cookies and ask a volunteer to count the 12 cookies on the plate. Point out that the children in the story had to figure out how to share the 12 cookies with their guests who continued to arrive.
- Invite a volunteer to count out 12 connecting cube "cookies." Challenge other volunteers to demonstrate how to share these 12 "cookies" with 2, 3, 4, and 6 friends so that each friend has the same number of cookies. Point out that rather than making more cookies, the children just divided the 12 they had by each taking a smaller quantity.
- Invite each child to take a set of either 2 or 4 frog counters. Give children this choice. Tell children to count out 8 cubes ("cookies") to share among their set of frog friends. Challenge children to show how they would share the 8 "cookies" so that each frog has the same number.
- Invite children to draw a picture that shows how they shared the "cookies" with the frogs.

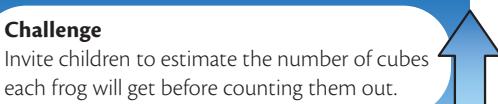


DIFFERENTIATE INSTRUCTION



Support

Encourage children to use a one-to-one strategy: give each frog one cube and keep repeating until no cubes remain.



Challenge

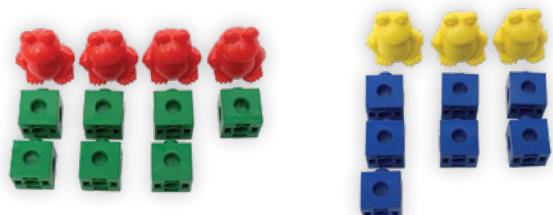
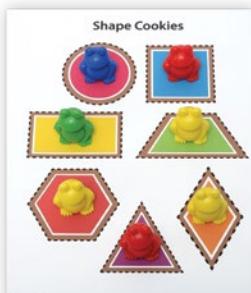
Invite children to estimate the number of cubes each frog will get before counting them out.

**DAY 3: SHARING 7?**

VI.A.7. Counts objects in any order. VI.B.3. Separates items up to 10 into equal groups. VI.F.3. Uses mathematical strategies to solve problems.



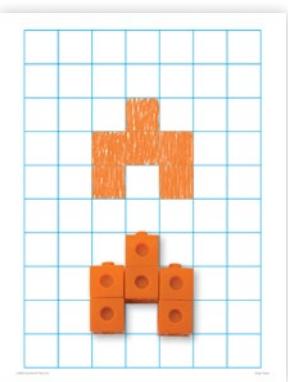
- Invite volunteers to explain their sharing strategies from Day 2. Ask: *How did you figure out how many "cookies" each frog would get? How did you make sure each frog had the same number of "cookies"?*
- Display the 7 "Shape Cookies." Invite a volunteer to count out 7 frog counters so there is one frog for each cookie.
- Remove 2 frogs. Challenge children to problem solve how to make a fair share with the 5 five frogs. Ask: *What would you do with the extra two cookies?* Acknowledge children's solutions, such as save the two extra cookies for another party.
- Divide the group into two teams. Invite children from both teams to count out 7 cubes. Assign one team 3 frogs and the other team 4 frogs. Challenge each group to share the 7 cubes with their frogs to determine if it is possible to share equally. Emphasize that some numbers, such as 7, cannot always be divided into equal groups.

**DAY 4: SIX-CUBE DESIGNS**

VI.B.3. Separates items up to 10 into equal groups. VI.C.6. Slides, flips, turns shapes. VI.C.5. Uses location words.



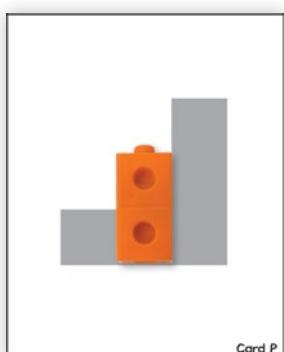
- Invite each child to make a tower of 6 connecting cubes. Explain that 6 is a better number than 7 for sharing because there is more than one way to break 6 into equal groups. Challenge children to show how to break the tower in half to create two equal groups. Then ask children to create 3 equal groups. Each time children make a new grouping, prompt them to count all the cubes to make sure there are still 6. Explain that the number of cubes in all is still 6 because they are not taking away or adding cubes. They are just dividing the cubes into groups.
- Invite children to make a design with their 6 cubes. Tell children the design must lay flat and connect to other cubes. Show children an example and a non-example of what a "connected" 6-cube design looks like. Explain that a design that is connected stays together when you pick it up.
- Invite children to use crayons and "Graph Paper" to draw a picture of their design. Encourage children to repeat the process to create and record more designs.

**DAY 5: SOLVING SIX-CUBE PUZZLES**

VI.A.6. Knows last count shows how many. VI.A.12. Identifies quantity to 5 without counting. VI.C.5. Uses location words.



- Invite volunteers to share the arrangements of 6 cubes they created and recorded on Day 4. As children share, encourage them to talk about the number of cubes in each row or column or the number of cubes on the top, middle, or bottom of the design.
- Display the assortment of "Arrangements of 6" cards. Invite children to find a card that looks similar to a design they made on Day 4. Display Card P. Ask children to estimate how many cubes would fit in the middle column. Place 2 cubes in the middle. Ask: *How many cubes would go on the right/left? How many cubes are there altogether?*
- Invite each child to choose one of the "Arrangements of 6" cards and create the design by filling the puzzle shape with connecting cubes. Challenge children to use numbers to describe the parts of the design, such as saying there are 4 cubes on the bottom and 2 on the top.
- Remind children that all of these puzzles use 6 cubes. The number does not change. The cubes are just grouped in different ways.



Card P

 Dual/English Language Learners
Scaffolding

Point to the shaded areas on the "Arrangements of 6" cards when prompting children to use number words to describe how many cubes are in each section of the puzzle.

SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

MATERIALS

- Frog-E
- building blocks and boxes
- masking tape

VOCABULARY

obstacle
bug
debug
maneuver
pathway
narrow



DAY 1: INTRODUCTION

Focus

Briefly discuss fixing something instead of throwing it away as one way to nurture earth. Say: *When you recycle or reuse something, you are helping to nurture the earth. You fix the thing so that you can use it again. When computer programmers and engineers have a program that is not working, they try to fix the program. They call the problems in their programs "bugs." They say they need to debug a program.* Explain to children that this week they will practice debugging an unsuccessful coding sequence to help Frog-E move along a simple obstacle course.

Support children in a discussion of obstacle courses that they have learned to navigate during the year. Remind them of the course they used in Theme 6 when they were learning about movements, the way they maneuvered through obstacle courses in Theme 4 when they were learning about being active, and the obstacle course they designed for a pet in Theme 2. Ask them to recall if they watched others try the courses and learned from watching them.



Present the Problem

Explain that this week they will be designing coding sequences to help Frog-E maneuver through a special obstacle course that they build for him. Instead of using Frog-E's grid mat, they will build a path for Frog-E to maneuver. Display a collection of building blocks, boxes, and tape. Ask: *How can we build an obstacle course for Frog-E?*

Brainstorm Ideas

Invite children to brainstorm what they will need to think about when building an obstacle course for Frog-E.

- What movements can Frog-E make?
- What obstacles would challenge Frog-E's movements?
- What restrictions do you need to think about as you build? (Frog-E's size; the kind of moves Frog-E makes, for example, Frog-E cannot climb over things like children can; the area where the course will be located)
- How will Frog-E's course be different than the obstacle courses you moved through?
- What materials could you use to create a course for Frog-E?
- If Frog-E is unsuccessful on his first attempt, what can you do?



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TIPS AND STRATEGIES

Support children as they conclude that Frog-E's obstacle course must be more like a walled pathway or space with obstacles and tunnels that Frog-E will need to maneuver around and through rather than a multi-level "climb over" kind of obstacle course.

Remind children that computer engineers working in our community often have to make changes to their original coding in order to create successful products. When they make changes, they say that they are *debugging* the programs.



SF.B.3-5.

DAYS 2-4: EXPLORE

Throughout the week, as you work with small groups of children, give them opportunities to build several different courses for Frog-E and to program his movements through them.

Debug an Unsuccessful Sequence

Outline a simple pathway for Frog-E with building blocks on each side of the path (six steps forward, turn right, three steps forward). Ask a child to enter a coding sequence you provide (three steps forward, turn right, three steps forward) to move Frog-E through the "course." (This is an incorrect sequence.) When Frog-E is unsuccessful, invite children to help you debug the coding sequence.

- How can you change Frog-E's coding sequence so he is successful?
- Will adding to the coding sequence fix it?

Build and Maneuver a Course

Invite children to work with their small group to construct an obstacle course or walled pathway using building blocks and boxes. Once the "course" is built, invite children to plan and enter coding sequences to move Frog-E through it.

- How can you test the path (course) to make sure that it is wide enough for Frog-E?
- How can you estimate how many steps Frog-E will need to take before he turns?
- If Frog-E doesn't move far enough, how will you change your coding sequence?
- If Frog-E moves too far, how will you change your coding sequence?



Build and Follow a Shape Outline

Use masking tape to outline a square (or any shape) on the floor in a large open area. Invite children to enter a coding sequence that helps Frog-E move just outside the outline, around the shape, and back to his starting point.

- How can you measure to decide when Frog-E will need to turn? What is the size of one Frog-E step?



DAY 5: SHARE DISCOVERIES

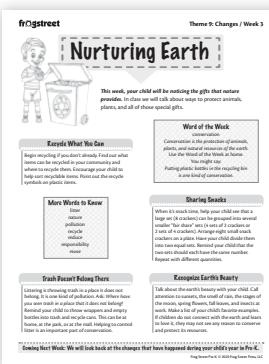
- Invite children to tell about Frog-E's obstacle course adventures. Encourage them to talk about how they have learned to help Frog-E maneuver in different ways.
- Show videos of both Frog-E's successful and unsuccessful attempts to travel along the "courses." Invite children to watch the videos and to comment on the changes that led to Frog-E's success.

MATERIALS

- Vocabulary Cards (conservation, change, pollution)

FAMILY CONNECTIONS

On Day 1, send home the "Nurturing Earth" family letter.



III.D.2. Understands words and meanings. I.B.4. Retains and recalls information. III.B.1. Uses language to express self. III.B.2. Engages in conversations. III.B.3. Shares relevant information. III.B.4. Follows conversational rules.

End each day with a Closing Circle to check on commitments made during Greeting Circle and review concepts presented during the day.

DAILY

- Check on commitments made during Greeting Circle. If children were successful, have them say: *I did it!* If children were not successful, help them narrow their commitment to a more specific behavior. Encourage children to say: *Oops! Time to practice. Tomorrow I will _____.*
- Display the Word of the Week (conservation). Ask a volunteer to use *conservation* in a sentence.

DAY 1

- Ask: *Why do we want to protect the earth's resources?*
- Display the Vocabulary Card (conservation). Invite a volunteer to define *conservation*. Ask: *What are the people who help conserve Earth's resources called?*

DAY 2

- Display the Vocabulary Card (pollution). Ask: *How does pollution happen? What happens if our water sources get polluted?*
- Ask: *What do seeds need to grow?*
- Have children practice blending two phonemes to make a one-syllable word. (pie, ice, key)
- Revisit the "What Is Pollution?" demonstration from Read-Aloud #1 (p. 68).

DAY 3

- Ask: *How can we help protect the earth's resources?*
- Ask: *What are some beautiful things you saw and heard about during Read-Aloud today?*
- Review shared writings from Literacy Small Group.

DAY 4

- Ask a volunteer to tell why we need to be concerned about endangered animals. Ask: *Which animals are endangered?*
- Ask: *What things can you recycle at home?*
- Encourage children to share the posters they created. Ask: *Where will you put your poster?*

DAY 5

- Display the terrarium you created. Ask: *What is an ecosystem?*
- Ask: *Who is responsible for caring for the earth's resources? Why is this such an important responsibility?*
- Ask children to identify the first letter in the Vocabulary Cards (conservation, change, pollution). Invite volunteers to place each card under the appropriate letter on the Letter Wall. Encourage children to say the name and sound of the first letter in the word. Ask them to identify words on the Letter Wall that begin with c and p.

This week, children will explore changes that have occurred this year, including growing taller, learning letters and numbers, and so much more. They will explore the changes a birthday brings and learn that everyone experiences change.

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BIG IDEAS

Thematic

- Change takes place all around us.
- Everyone experiences change.
- Some changes are hardly noticed and others can take some adjustment.
- Each birthday celebrates another year of growth and change.

Math, Science and Social Studies

- Data (information) can be collected through a survey (asking many people the same question).
- Data (information) can be represented with numbers and symbols on a graph.
- Information on graphs can help answer questions, such as *How many more?*

Literacy

- Alliteration is the repetition of the beginning sound in two or more neighboring words.
- Sentences begin with an uppercase letter and end with a punctuation mark.
- Each letter of the alphabet has a unique name, sound, and shape.
- Understanding how to compare and contrast is an important comprehension strategy

VOCABULARY

change
commitment
determination
friendship
graph
growth
kindergarten
manners
persistence
School Family
survey

Cultural Responsiveness

Focus on changes in our own lives this year but remember that not all changes may be viewed positively. Be sensitive and supportive to challenging changes that may have occurred in your classroom community this year.

ASSESSMENT OPPORTUNITIES

Social Emotional

- SF.A.6. Identifying Abilities**
SF.A.7. Self-Confidence
SF.B.6. Interest
 Literacy Small Groups, Day 1 (p. 98)
- SF.B.9. Social Behaviors**
 Pretend and Learn Center (p. 89)
 Observe 4-5 children daily.

Language and Literacy

- LL.A.1. Listening/Purposes and Situations**
LL.A.6. Questions
 Math Small Groups, Day 3 (p. 101)
- LL.B.2. Retell a Text**
 Read-Aloud #1, Day 3 (p. 95)
- LL.B.7. Adding/Deleting/Substituting Sounds**
 Literacy Small Groups, Day 2 (p. 98)
 Use Checklist #9
- LL.C.1. Name Recognition and Writing**
LL.C.2. Writing to Convey Meaning
 Literacy Small Groups, Day 4 (p. 99)

Cognition

- CM.B.2. Addition**
 Math Center (p. 88)
 Observe 4-5 children daily.
- CM.C.2. Two-Dimensional Shapes**
 Math Small Groups, Day 2 (p. 100), Day 4 (p. 101)
 Use Checklist #13
- CSS.A.1. Rules at Home and School**
 Literacy Small Groups, Day 1 (p. 98)

Physical

- PPMD.B.2. Nutrition**
 Interview 4-5 children daily about what nutritional goals they have for the summer.

Changes

GETTING STARTED

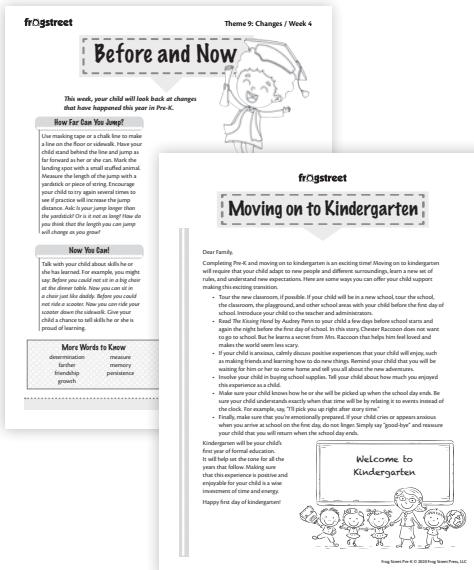
Week 4: Before and Now

FAMILY CONNECTIONS

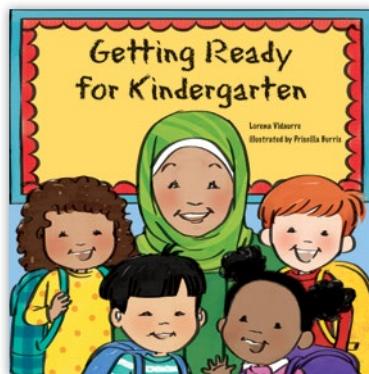
Send home the weekly family letters and this week's digital book for families to enjoy reading together.

WEEK 4: BEFORE AND NOW

Moving on to Kindergarten



GETTING READY FOR KINDERGARTEN



LESSON PLANNER

WEEK 4: BEFORE AND NOW

Inspired Frog Street Pre-K LESSON PLANNER					Wonderful Word of the Week
Theme 9: Changes					Kindergarten
Day 1	Day 2	Day 3	Day 4	Day 5	
Greeting Circle E.A.S.I.E.W.B.R.H.A.S.I.H.R.S.	Under Greet: "Shoulders, Knees and Toes," and "Hello School Family" Connect: Daily rituals, remember and review connecting activities	Calls: S.T.A.R. Leader's choice Morning Message: I.D.A., I.B.S., V.B.S., V.C.S., N.C., N.C.2., M.C., V.C., V.B.2., V.C.L.	Calms: S.T.A.R. Leader's choice Commit: Choose daily agreement to keep classroom safe		
Daily Sentence I.F.O.R.M. (I'm Ready, I'm Set, I'm Set)	Fire begins with F. Kindergarten begins with K.	Before begins with B. These begin with T.	Four begins with F. Movers begins with M.	Movers begins with F. Please begins with P.	
Phonological Awareness P.A.	Tell about what you can hear. Identify words with similar sounds.	Recognize and produce alternative words.	Identify words with similar sounds.	Identify words with similar sounds.	
Alphabet Knowledge A.K.	Review name, sound, and formation strokes for letters				
Music and Movement M.M.	Choose from these songs for the week: "First Day," "Different Drum," "We Love Everyone," and "Make New Friends"				
Read-Aloud #1 R.A.1.D.O.A.R.D.W.B.C.	Before and Now 1st Read of Book Vocabulary Story Retelling Growth	Name I Can 1st Name I Learned Drama: 5th Birthday Manners Shared Writing Guided Writing Alphabet Knowledge What Does This Say?	Drama: 5th Birthday Discuss what happened this year Shared Writing Guided Writing Alphabet Knowledge What Does This Say?	Dealing with Frustration Brain Games: Brain Games Evaluation	
Math M.S.	Kindergarten Survey Create favorite shapes survey Collect data for a bar graph	Surveying Our Friends Create favorite shapes survey Collect data for a bar graph	Surveying Our Friends Create favorite shapes survey Collect data for a bar graph	Sort and organize data	
Read-Aloud #2 R.A.2.D.O.A.R.D.W.B.C.	More Kindergarten Gets Ready for Kindergarten 1st Read of Book Vocabulary Story Retelling Growth	Name the Animals Look Who's Green Notice beginning sounds of Measure children's height and make a bar graph	Rhyming Words Rhyming Words Recognize rhyming word Compares Comparing Comparisons Make classroom comparisons using graphic organizer		
Practice Centers P.C.	Writer's Center: Create poems for an alphabet book Construction: Create number 5 with colored blocks Creativity: Make a fun craft Technology Center: Provide activities on a website or educational software to address the letters Ee, Rr, Mm, Yy	Green Motion: Jump and compare distances Math: Play an end-of-the-year board game Problem Solving: Play a logic puzzle game Technology Center: Provide activities on a website or educational software to address the letters Ee, Rr, Mm, Yy			
Obstacle Activities O.A.	Present the Problem How can we make a unique obstacle course?	Day 2-4: Explore in Small Groups Share Discoveries	Review & Reflect Send home "Before and Now" and "Moving on to Kindergarten" family letter		
Closing Circle C.C.					

Download the Lesson Planner (Frog Street Portal) to customize your weekly lesson plans.



TRANSITIONS AND BRAIN BREAKS

Use these weekly ideas to create smooth transitions from one activity to another and to offer children movement opportunities throughout the day.

- Have children move to the next activity when they hear the first letter of their last name. Say letters backwards from Z to A.
- Dismiss children by their responses to a simple yes-or-no question survey addressed to the whole class, such as: *Do you enjoy walking in the rain?*
- Sing this line to any tune: *May I have your attention please?*
- Address children as "future kindergartners."
- Use aromas, such as peppermint, basil, and cinnamon, to help the brain focus.
- Be sensitive to children who are anxious and distracted by the closing of the school year. For some children, the uncertainty of summer (not having a regular schedule or having access to a daily breakfast and lunch) can be stressful and cause them to lose focus.



Brain Booster

A child's ability level and his or her motivation must be equal to the cognitive level of a challenge when learning new information. If a child's ability or motivation is too low or the challenge is too high, a child will become frustrated. Be mindful of each child's unique abilities and challenges as you support and scaffold learning.

Changes

WEEK AT A GLANCE

Week 4: Before and Now

WORD of the WEEK

kindergarten

the next step
after Pre-K

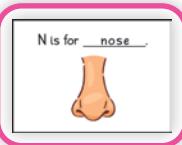


Cultural Responsiveness

Display the Word of the Week in multiple languages.
Use languages spoken by families in your program.
Use families as a resource to help with translations.

WEEKLY PRACTICE CENTERS

(pages 86–89)



WRITER'S CORNER

Create pages for an
alphabet book.



CONSTRUCTION

Create the numeral 5
using blocks.



CREATIVITY STATION

Make an "I am 5" headband.



GROSS MOTOR

Jump and compare
distances.



MATH

Play an around-the-year
board game.



PRETEND AND LEARN

Play school.

WEEKLY GREETING CIRCLE

BRAIN SMART® START

Pages 90–91

UNITE

"Head, Shoulders, Knees, and Toes"
"My School Family"

CALM

S.T.A.R. Leader's choice

CONNECT

Remember and review
connecting activities

COMMIT

Choose daily agreement to
keep classroom safe

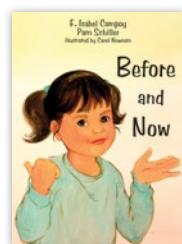
Day 1

GREETING CIRCLE

MORNING MESSAGE

Pre-K begins with P.
Kindergarten begins with K.

MUSIC & MOVEMENT



Introduction
Introduce
Before and Now

READ-ALOUD #1

LITERACY SMALL GROUPS

VOCABULARY
Share personal growth

MATH

Survey Data



Introduction
Introduce Miss
Bindergarten
Gets Ready for
Kindergarten

READ-ALOUD #2

STEAM

Carry On!

Present the Problem
How can we make a unique school
supply carrier?

CLOSING CIRCLE

Changes

WEEK AT A GLANCE

Week 4: Before and Now

Day 2

Day 3

Day 4

Day 5

BRAIN SMART® START

Before begins with B.
Now begins with N.

Four begins with F.
Five begins with F.

Manners begins with M.

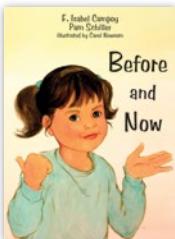
Please begins with P.
Please sign your name.

Phonological Awareness: Recognize and produce alliterative words.

Concepts of Print: Identify that sentences begin with an uppercase letter and end with punctuation.

Alphabet Knowledge: Review name, sound, and formation strokes for letters.

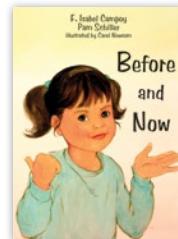
Choose from these songs for the week: "First Day," "Different Drum," "We Love Everyone," "Make New Friends"



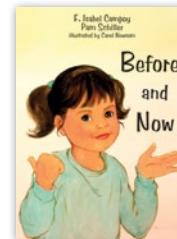
Now I Can!
Tell about new skills learned this year



Diego's 5th Birthday
Discuss how birthdays celebrate change



Manners
Discuss manners learned this year

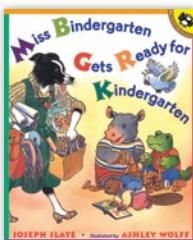


Dealing with Frustration
Brainstorm ways to handle frustration

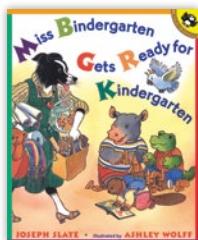
PHONOLOGICAL AWARENESS

Recognize and produce alliterative words

Our Favorite Shapes
Create favorite shapes survey



Name the Animals
Notice beginning sounds of animal names



Look How I've Grown!
Measure children's height and compare to beginning of year

Days 2-4: Exploration

Review and Reflect
Send home "Before and Now" and "Moving on to Kindergarten" family letters

SHARED WRITING

Add details to writing

GUIDED WRITING

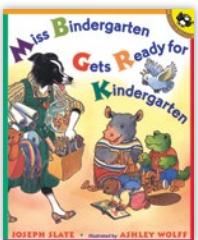
Draw/write about what makes you special

ALPHABET KNOWLEDGE

"Write the room" and share words

What Does the Data Say?
Analyze favorite shapes data

How Old Are You?
Sort and organize data about age



Rhyming Words
Recognize rhyming word pairs



Comparing Classrooms
Make classroom comparisons using graphic organizer

Share Discoveries

Changes

MATERIALS FOR THE WEEK

Week 4: Before and Now

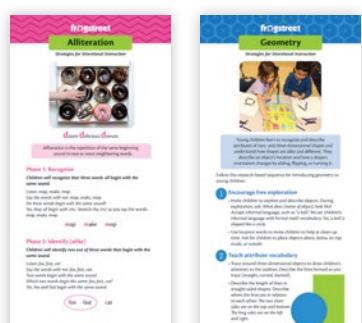
LITERATURE



VOCABULARY CARDS



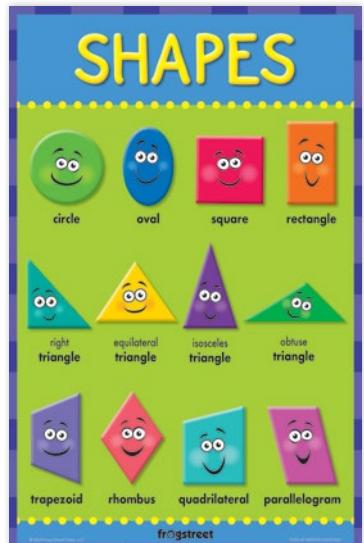
STRATEGY CARDS



Alliteration

Geometry

POSTERS



This week, children will be drawing a self-portrait in the Writer's Corner to compare with the self-portrait they drew at the beginning of the year.

Gather the beginning-of-the-year self-portraits you saved.

Children will enjoy comparing the two drawings.



PORTAL: MUSIC

- "My School Family"
- "Head, Shoulders, Knees, and Toes"
- "We Love Everyone"
- "First Day"
- "Different Drum"
- "Make New Friends"

PORTAL: PATTERNS

- "Around the Year Game Board"
- "Survey Graph"
- "School Supply Carrier"
- "Letter #9"
- "Number Dots 1-3"
- "Number Dots 0-5"

BRAIN SMART® START

- Safekeeper Box
- Name Sticks
- "Calming Strategies" choice board
- "School Family Agreements" poster

Changes

MATERIALS FOR THE WEEK

Week 4: Before and Now

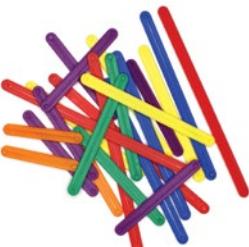
MANIPULATIVES



connecting cubes



plastic letters



AngLegs®



Pocket Cubes



beanbags



Fanny Frog

STEAM SUPPLIES

- “School Supply Carrier” design criteria poster (Portal: Patterns)
- school supply carrier samples (backpack, drawstring bag, tote bag with long handles, rolling bag)
- school supplies (glue sticks, pencils, crayons, markers, scissors)

Construction Materials

- paper bags (large or lunch size)
- clean cereal boxes
- construction paper
- cording, yarn
- straws
- paper towel tubes

Art Materials

- tempera paint
- stickers, foam shapes
- crayons, markers
- paintbrushes
- sponges

Connecting Materials

- masking tape
- glue, glue sticks

Tools

- scissors
- single hole punch
- measuring tools



PREPARE

Alphabet Book

(Writer's Corner)

Write one letter on each blank page with a sentence stem (N is for _____, O is for _____, P is for _____) for the letters N-Z.

N is for _____.

Number Dot Cubes

(Math Center)

Print and cut apart the “Number Dots 1-3” (Portal: Patterns). Place one card in each of the six pockets on a Pocket Cube. Do the same using the “Number Dots 0-5” (Portal: Patterns).



Special Delivery

(Literacy Small Group, Day 4)

Print “Letter #9” (Portal: Patterns) and place it inside your “Special Delivery” box or envelope.

GATHER

- 3 x 5 card
- 3-foot length of yarn
- blocks
- books
- chalk
- clipboards
- clothespins
- construction paper
- construction paper (1" x 24" strips)
- envelopes
- manipulatives
- measuring tape or yardstick
- obstacle course supplies (cones, hoops, balls, boxes, balance beam, tunnel)
- stick-on notes

Learning through active exploration and play is an essential part of the *Frog Street Pre-K* curriculum. Each week, options for Practice Centers provide ways to integrate the week's learning goals into practice time. Practice Centers give children an opportunity to explore their interests, learn cooperatively, make their own choices, and develop independence.

In addition to the six Practice Centers described on pages 86-89, you may choose to offer additional center choices based on materials and options available in your classroom.



TECHNOLOGY CENTER

XI.A.1. Uses digital learning programs. XI.A.2. Names/uses digital tools. XI.A.4. Uses technology to access information. XI.A.5. Practices safe behavior using technology.

Provide activities via a website or educational software to address the letters Kk, Rr, Mm, Xx, Yy.

WRITER'S CORNER

IV.C.1. Names letters. IV.C.3. Produces letter sounds. V.B.1. Contributes to class writing projects. V.C.3. Writes words or part of words.



MATERIALS

- Alphabet Book pages N-Z (p. 85)
- "Alphabet Arc" poster
- writing and drawing tools
- alphabet books

Invite children to continue to create a class alphabet book for the children coming to your Pre-K class next year. Last week, children began creating alphabet pages for letters A-M. Provide pages for letters N-Z so children can continue adding pages to the class alphabet book.

Provide support by displaying the "Alphabet Arc" poster or reminding children to use the Letter Wall to help them with their work forming letters. Invite children to illustrate an object that begins with the letter. Encourage them to sound out the word to complete the sentence. Assist children by taking their dictation if needed.

Create a folder to store pages until the alphabet book is complete. Compile the pages into a class alphabet book to share in Closing Circle.

N is for _____.



MIDWEEK OPTION

Invite children to draw a self-portrait this week to compare with the self-portrait they drew at the beginning of the year.

CONSTRUCTION

VI.A.5. Knows counting sequence is constant. VI.A.6. Knows last count shows how many. VI.A.8. Recognizes and names numerals 0-9. VI.C.2. Creates shapes.

**MATERIALS**

- blocks
- masking tape (optional)

Encourage children to use blocks to create a large numeral 5. If needed, support children's efforts by using masking tape to outline a large numeral 5 on the floor. Children can place blocks on the tape outline. After constructing the numeral, encourage children to count the number of blocks they used during construction. If tape was used, challenge children to build the numeral 5 with blocks later in the week without the tape guidelines.

Reflect: Which numeral will you create next year at the end of kindergarten?

MIDWEEK OPTION

Invite children to use the blocks to create other numerals and letters.

**Dual/English Language Learners****Think Aloud**

Use directional vocabulary to describe the steps you might use to create the outline for the numeral five. For example: I am going to start by placing several blocks in a straight line for the top of the numeral five.

**CREATIVITY STATION**

X.C.1. Demonstrates control/strength of small muscles. X.C.2. Demonstrates eye-hand coordination. I.D.1. Uses imagination in play. I.D.2. Exhibits creativity in thinking.

**MATERIALS**

- 1" x 24" strips of construction paper
- construction paper
- markers
- scissors
- 3 x 5 cards
- tape or glue

Invite children to trace around their hand, cut out the hand shape, and attach it with tape or glue to a 1" x 24" strip of construction paper. Print "I am" and "I will be" on 3 x 5 cards as a model. Invite children to copy the words onto the construction paper strip to the left of their hand shape or on the hand shape to create a rebus sentence that says: I am five (hand with five fingers). Connect both ends of the finished strip together to create a headband for each child to wear.

Reflect: Ask children to show with their fingers how old they are. If children have summer birthdays, point out that they will turn five over the summer before school starts next year.

MIDWEEK OPTION

Invite children to draw a picture of something they can do now but couldn't do when they started school.

SPECIAL NEEDS ADAPTATION

Staff members can trace and cut out the hands for children with fine motor and visual challenges. Invite children with sensory motor challenges to "wear" their creation on their shirt attached with masking tape.



GROSS MOTOR

X.A.3. Demonstrates control/strength of large muscles. X.D.1. Practices personal safety. VII.D.3. Compares and categorizes. VI.C.2. Creates shapes. VI.C.4. Identifies shape attributes.

**MATERIALS**

- beanbags
- masking tape
- 3-foot length of yarn

Use masking tape to create a throw line on the floor. Invite children to begin with their toes behind the throw line and jump as far as they can forward. Have a friend place a beanbag to mark where the child lands. Have children use a length of yarn to determine if the jumper jumped farther than the length of yarn or not as far as the length of yarn. Encourage children to try again several times to see if they can increase their jump distance.

Reflect: Were you able to jump farther after you practiced a few times? What helped you improve?

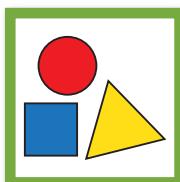
MIDWEEK OPTION

Use masking tape to create a large numeral 5 on the floor. Have children walk over the lines of the numeral, tiptoe around the numeral, crawl over the numeral, and jump along the lines of the numeral.

Reflect: What kind of lines are used to make the numeral 5? (straight, curved) Where are the straight lines? Where is the curved line?

**MATH**

VI.A.12. Identifies quantity to 5 without counting. VI.B.1. Uses objects/pictures to add up to 5 objects. VI.B.4. Understands addition as putting together and adding to.

**MATERIALS**

- "Around the Year Game Board" (Portal: Patterns)
- Number Dot Cubes (p. 85)
- connecting cubes



CM.B.2.

Have players begin this board game by placing a connecting cube in the square on the game board that is the month of their birthday. Tell children to roll the 0-5 Number Dot Cube and move that many spaces (months) around the game board. Each time children pass over their birthday month as they go around the game board, they attach another connecting cube to their game piece. The game ends when children have reached their fifth birthday and have collected a tower of 5 connecting cubes.

Reflect: How many times have you been around the board? How many more times around the board do you need to go to reach 5?

MIDWEEK OPTION

Invite children to roll two Number Dot Cubes (1-3 and 0-5). Children will move the number of spaces around the game board that matches the combined total of the roll.

**SPECIAL NEEDS ADAPTATION**

Display children's birthdays by month on a chart to help them identify their birth month to begin the game.

PRETEND AND LEARN

I.D.1. Uses imagination in play. I.D.2. Exhibits creativity in thinking. I.C.1. Demonstrates independence and initiative. I.A.2. Takes care of classroom materials. II.D.2. Initiates social interactions.
II.D.3. Engages in pretend play with peers.



MATERIALS

- paper and pencils
- plastic letters
- manipulatives
- books
- play dough for a cake (optional)
- 5 candles (optional)
- birthday hats (optional)



SF.B.9.

Invite children to play school. Encourage them to select a “teacher” and rotate that role as they play. Suggest that the teacher read to the class, model how to spell his or her name with plastic letters, draw pictures, and sort manipulatives.

Reflect: *What did you learn in school today? How do you think school next year will be different from school this year?*

MIDWEEK OPTION

Invite children to pretend to have a fifth birthday party.

Dual/English Language Learners Translanguaging

Encourage children who are bilingual to play the role of the “teacher.” These children can translate what the other children (playing the role of the students) are saying or repeat and teach instructions in the home language.



OUTDOOR ACTIVITIES

II.A.2. Exhibits confidence in own skills. II.D.7. Plays cooperatively with peers. IX.A.2. Uses art for self-expression. X.A.1. Demonstrates coordination and balance.
X.A.2. Coordinates sequence of movements. X.B.2. Guides body motions relative to others/objects.

MATERIALS

- obstacle course supplies (cones, hoops, balls, boxes, balance beam, tunnel)
- chalk

Now I Can!

Extend the “before and now” activity introduced in the Day 2 lesson for Read-Aloud #1. Encourage children to think of and demonstrate “before and now” skills they have learned on the playground. For example: **Before** I could not throw a ball. **Now** I can throw a ball to my friend. **Before** I could not ride a tricycle. **Now** I can ride a tricycle all the way around the bike bath.

Obstacle Course

Set up an obstacle course so children can demonstrate all the skills they have learned this year and the ways they can move their bodies. Create opportunities for children to climb, crawl, roll, jump, throw, balance, dance, and cooperate with their friends. After all children have tried the course, invite them to create a new course.

Chalk Mural

Encourage children to draw with chalk on the sidewalk or on butcher paper to demonstrate all of their favorite experiences this school year. Invite them to sign their work of art and either have a graduation ceremony or end-of-the-year celebration highlighting the chalk masterpieces. Take a picture for all families to see children’s accomplishments this year.

**WORD
of the
WEEK**
kindergarten**MATERIALS**

- "School Family Agreements" poster
- "Calming Strategies" choice board
- Vocabulary Card (kindergarten)
- Safekeeper Box
- Name Sticks
- Fanny Frog
- ♪ Portal: Music "Head, Shoulders, Knees, and Toes" "My School Family"

VOCABULARY

change
friendship
kindergarten

**UNITE**

II.A.5. Understands own abilities. II.A.6. Feels a sense of belonging. VII.B.2. Recognizes plants/animals grow and change. VIII.A.3. Connects events/time/routines to own life. IX.B.1. Participates in classroom music activities.

Enjoy singing "Head, Shoulders, Knees, and Toes" from Theme 1. Ask: *Do you think your hands and feet have grown this year? Have you needed new shoes because your feet grew?*

Also enjoy singing "My School Family." Invite children to think about how many friends they have made this year. Encourage children to recognize that they did not know their classmates at the beginning of the year and now many friendships have been made. Remember also friends who have moved but will always be part of your School Family.

Head, Shoulders, Knees, and Toes

Head and shoulders, knees and toes,
Knees and toes.
Head and shoulders, knees and toes,
Knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees and toes.
Knees and toes.
Eyes, eyebrows, mouth and nose
Mouth and nose.
Eyes, eyebrows, mouth and nose.
Mouth and nose.
And cheeks and tongue and teeth and chin
Eyes, eyebrows, mouth and nose.
Mouth and nose.

My School Family

© Jack Hartmann and Becky Bailey

Chorus:

This is my school family.
This is my school family.
This is my school family.

Verse 1:

Now wave to a friend.
Wave to a friend—boom, boom, boom.

Repeat chorus.

Add a new verse and repeat each previous verse each time you sing the chorus:

Verse 2:

Shake hands with a friend.
Shake hands with a friend—boom, boom, boom.

Verse 3:

Pinky hug with a friend.
Pinky hug with a friend—boom, boom, boom.

Verse 4:

High-five with a friend.
High-five with a friend—boom, boom, boom.

This is my school family!



Absent Child and Welcome Back Rituals

Ask Fanny Frog to help identify children who are absent and children who are returning from an absence.

Use the Absent Child and Welcome Back Rituals to send absent children well wishes and welcome back returning School Family members.

Invite volunteers to describe how these rituals are used and why they are important.

CONSCIOUS DISCIPLINE • IN ACTION •

Give each child his or her Safekeeper stick to take home on the last day of school. Communicate that you will always be children's Safekeeper. Children can either give their Safekeeper sticks to their parents or their next teacher.


CALM

I.B.1. Controls impulses. I.A.3. Regulates own behavior. I.A.4. Manages emotions.

Take a few minutes to see how many calming strategies the School Family can name that they have learned or created throughout the school year. Have fun remembering and practicing them.

Invite the S.T.A.R. Leader to lead children in a calming strategy from the choice board: Drain, Balloon, Bunny Breathing, Pretzel or S.T.A.R. Remind children to breathe in through their nose and exhale slowly through their mouth three times.

Ask children how they can use these strategies at home.

Calming Strategies


CONNECT

II.A.1. Respects personal boundaries. II.A.6. Feels a sense of belonging. II.D.5. Demonstrates empathy. II.B.1. Expresses emotions. II.B.2. Communicates feelings. II.B.3. Connects feelings with behaviors. II.B.5. Cares for others.

Perform the Absent Child Ritual and Welcome Back Ritual.

Invite children to recall some of the connecting activities they have learned this year. Invite children to participate in a selected favorite each day.

- Theme 1: On Your Face
- Theme 2: Wonderful Woman, School Family Handshake
- Theme 3: Row, Row, Row Your Boat; Pass the Lotion; Hot Cross Buns; Walk and Stop
- Theme 4: Georgie Porgie, Margie Pargie, Three Nice Mice, Yes-and-No game
- Theme 5: There Was a Little Mouse, Guess What I'm Drawing
- Theme 6: Move What I Touch, This Little Finger, A Sailor Went to Sea
- Theme 7: Two Little Ladybugs, Little Miss Muffet
- Theme 8: Here's the Bunny; One, Two, Three, Four, Five


COMMIT

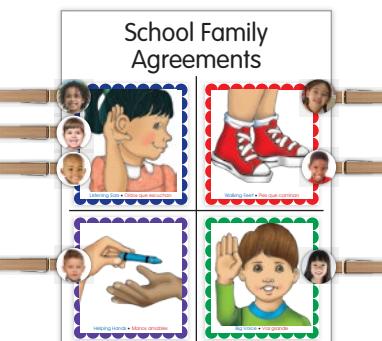
II.B.3. Connects feelings with behaviors. I.A.1. Follows classroom rules. I.A.3. Regulates own behavior. I.A.4. Manages emotions

Talk with children about how much they have learned and grown in helping to keep our School Family safe by committing to the School Family Agreements each day. Celebrate the changes from before they came to this classroom and now.

Activity to Commit

Display the "School Family Agreements" poster with four agreements posted. These four choices can be the core agreements children have been learning or you can customize the chart by replacing these agreements with ones that meet the specific needs of your classroom.

Remind children that we each do our job to help keep the classroom safe when we choose one agreement to focus on. Invite children to commit to one agreement each day. Remind them that this is a commitment to our School Family.



MATERIALS

- Strategy Card: Alliteration
- chart paper
- markers

Day**Morning Message Sentences**

- Pre-K begins with P. Kindergarten begins with K.
- Before begins with B. Now begins with N.
- Four begins with F. Five begins with F.
- Manners begins with M.
- Please begins with P. Please sign your name.

**Step 1: Say the Sentence****Phonological Awareness****Focus: Alliteration**

- Say the sentence and ask children to repeat it.
- Connect the sentence content to the theme or children's experiences. For example, on Day 1 you might say: *This week we will review what we learned in Pre-K.* On Day 5, invite children to sign their name on the chart during center time.
- Remind children that alliteration is the repetition of the beginning sound in two or more neighboring words. Over enunciate the beginning sound as you say *kindergarten* and *kangaroo*. Invite children to say the word pair *kindergarten/kangaroo*.
- Follow the same steps each day while saying different word pairs. Ask children to add another word that begins with the same sound.

Day 2: now, no**Day 3:** five, four**Day 4:** manners, mouse**Day 5:** name, nose

III.D.4. Increases listening vocabulary. III.B.3. Shares relevant information. IV.B.6. Produce alliterative words.

Step 2: Write the Sentence**Concepts of Print****Focus: Punctuation, Letter Case, Directionality**

- Invite children to recall the words in the sentence as you write each word.
- Use prompts as you write the sentence: *Where should I start writing? Oops! I ran out of space? What should I do? Which type of punctuation mark do I write?* Write the sentence one word at a time and ask children to "read" with you.
- Write the sentence a second time. Do not use an uppercase letter or a punctuation mark. Ask children to edit or correct the sentence.

Manners begins with M.
manners begins with M.



IV.E.2. Understands print directionality. IV.E.3 Identifies punctuation and letter case. V.B.2. Suggests edits/revisions to class writing. V.C.5. Begins to use punctuation.

Step 3: Identify Letters**Alphabet Knowledge****Focus: Letter Names, Sounds, Formation**

- Go on a letter hunt. Ask children to find the last letter in their name. When found, ask them to say the letter name and sound.
- Ask for three or four volunteers to find and circle a letter in the Morning Message that is also in their name. Encourage the class to say the letter name and letter sound.
- Ask volunteers to demonstrate how to form their letter on the chart. See *Welcome Guide* for letter formation strokes.

**SPECIAL NEEDS ADAPTATION**

Invite children to use their name card to find a letter in the Morning Message that is also in their name.

IV.C.1. Names letters. IV.C.2 Recognizes letter sounds. IV.E.2. Understands print directionality.

 **Note:** Songs are available on the Frog Street Portal: Music.

Featured Musicians



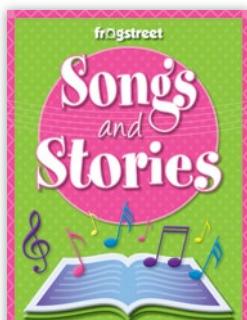
Charity Kahn



Joe Scruggs



Don Monopoli



Complete song lyrics are available in *Songs and Stories*.

II.B.6. Understands others think differently than self. II.D.6. Interacts with variety of peers. IX.B.1. Participates in classroom music activities. IX.B.2. Responds to music through movement. X.A.2. Coordinates sequence of movements.

Different Drum

Joe Scruggs

Chorus:

You like to run in the sun
I like to dance in the shade.
I'm marching in my own parade
You say follow
But I may not come.
I hear the beat of a different drum.

Some say I'm crazy.
Some say I'm weird.
I'm just marching to the beat I hear.
Sometimes it's hard
But sometimes it's fun.
I hear the beat of a different drum.

When I look around sometimes I find
I may not be right in time.
You have to tilt your head when you talk to me.
I have a different center of gravity.

Repeat chorus.

First Day

Joe Scruggs

Everyone has a "first day,"
When they feel sad and lonely.
It can be so scary,
When you're out there on your own.

And I know that a "first day"
Can be full of doubts and fears.
But they're full of new beginnings.
Take my hankie, and dry your tears.

You'll find lots of things to do
And you'll probably make new friends.
I promise we'll be together
When the school day ends.

Here comes the teacher.
Blow your nose, and be brave.
Come on now, wipe your eyes.
This is the way to behave.

Well good morning, teacher.
We really must beg your pardon.
No mommy doesn't always act this way,
But it's my first day of kindergarten.
No, mommy doesn't always act this way,
But it's my first day of kindergarten.

Make New Friends

Don Monopoli

Chorus:

Make new friends, but keep the old.
One is silver, the other is gold.
Make new friends, but keep the old.
One is silver, the other is gold.

A circle is round, it has no end.
That's how long, I will be your friend.
A fire burns bright, it warms the heart.
We've been friends from the very start.

Repeat chorus.

You have one hand. I have the other.
Put them together, we have each other.
Silver is precious, and gold is, too.
I am precious and so are you.

Repeat chorus.

You help me, and I'll help you.
And together we'll see it through.
You have one hand. I have the other.
Put them together and we have each other.

Repeat chorus.

We Love Everyone

Charity Kahn

We **love** everyone.
The people and the creatures
and the earth and the sun
All around the world you know
peace has begun
'Cause we love everyone.

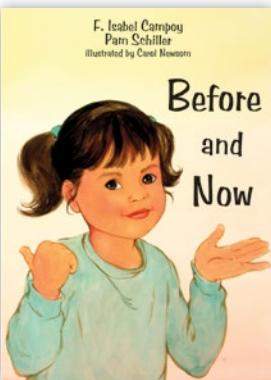
We are **kind** to everyone.
The people and the creatures
and the earth and the sun
All around the world you know
peace has begun
'Cause we are kind to everyone.

We're kind!
We're kind!
We're kind...to everyone!

(See complete lyrics in *Songs and Stories*.)



BEFORE AND NOW



MATERIALS

- *Before and Now*
- "Diego's 5th Birthday" Story Folder
- Vocabulary Cards (change, kindergarten)

VOCABULARY

change
determination
interrupt
kindergarten
manners
persistence
personal space

MORE READ-ALoudS

- *Perfect Square* by Michael Hall
- *Growing Season* by Maryann Cocca-Leffler
- *Little Juniper Makes It BIG* by Aidan Cassie
- *Sometimes You Fly* by Katherine Applegate

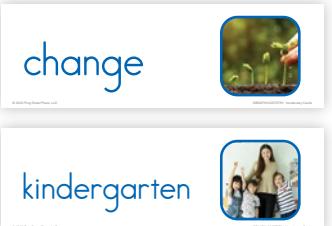
READ-ALoudS
BOOK #1

DAY 1: INTRODUCTION

BEFORE

III.D.2. Understands words and meanings including words with multiple meanings. IV.A.1. Engages in pre-reading/reading activities. IV.D.16. Connects literature text to life experiences.

Display the Vocabulary Card (change). Remind children that *change* means becoming different or replacing one thing for another.



Display the Vocabulary Card (kindergarten). Explain that kindergarten is the name of the class they will attend next year. It is the step that comes next after Pre-K. Point out that "Pre-K" means "before kindergarten."

Display *Before and Now*. This story is about changes children notice about themselves as they recognize how they have grown during their year in Pre-K. Invite children to notice if they have experienced any of the same changes.

DURING

III.B.3. Maintains focus (group activity). IV.D.5. Engages in group reading activities. IV.D.13. Experiences various types of literature.

Read the story. Pause on pages 4-5. Say: *Each of you have been an author this year when you have dictated a story or a message for me to write or have written your own words on your work.*

AFTER

III.B.1. Uses language to express self. IV.D.3. Responds to questions from read-aloud. IV.D.16. Connects text to life experiences.

REMEMBERING

Ask: What is something that a child in the story could not do before and can do now?

UNDERSTANDING

Ask: Why is *Before and Now* a good title for this story?

CREATING

Ask: What might you add to the story that describes what you can do now that you couldn't do before?



DAY 2: NOW I CAN!

III.B.2. Engages in conversations. III.B.3. Shares relevant information. III.B.5. Matches language to context. V.B.1. Contributes to class writing projects.

Read *Before and Now*. After reading, invite children to recall a few of the changes presented in the story. Ask a few volunteers to use the "before and now" format to tell about something they could not do at the beginning of the year that they can do now: **Before** I could not _____. **Now** I can _____!

Encourage children to think of "before and now" skills they have learned that apply to home and school. For example: **Before** I could not sit in a big chair at the dinner table. **Now** I can sit in a chair just like Daddy. **Before** I could not ride a bicycle. **Now** I can ride my bicycle to my friend's house.

Extension: If there is a kindergarten class in your school, arrange a time for children to visit.

SPECIAL NEEDS ADAPTATION

Offer idea choices for children who need more support.



DAY 3: DIEGO'S 5TH BIRTHDAY

IV.D.13. Experiences various types of literature. III.B.2. Engages in conversations. IV.D.3. Responds to questions from read-aloud. IV.D.10. Retells story.

Before presenting "Diego's 5th Birthday" Story Folder, ask how many children have had their fifth birthday. Invite a few volunteers to describe how they celebrated their birthday.

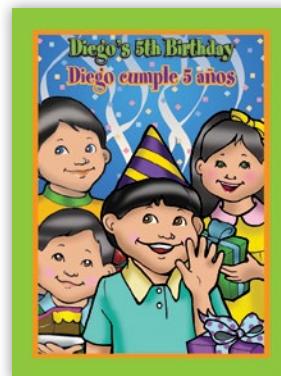
Tell the story of "Diego's 5th Birthday" using the magnetic story props.

After the story, discuss the parts of Diego's party. Ask: *Who attended the party? What did the children do at Diego's party? What gifts did Diego receive?* Point out that a birthday celebrates a year of growth and change.



Extension: Place the Story Folder in the Language and Literacy Center, and encourage children to retell the story.

Cultural Responsiveness
Be aware that families celebrate birthdays in different ways based on their cultural and religious beliefs and values. Make a chart showing ways families in your community and children in your classroom celebrate birthdays. Be accepting of all ideas. Talk about the similarities and differences in celebrations.



DAY 4: MANNERS

III.B.2. Engages in conversations. III.B.3. Shares relevant information. IV.D.16. Connects literature text to life experiences. VIII.B.3. Discusses roles/responsibilities of family/school. I.A.3. Regulates own behavior. I.A.4. Manages emotions.

Read *Before and Now*. After reading, revisit pages 18-19. Ask: *What did this little girl learn to do this year? (show good manners) What manners have you learned this year?*

Discuss manners in general but specifically focus on manners children have learned during the school year. Here are a few manners 5-year-olds can practice.

- Stay in your place in line.
- Say *excuse me* when moving into someone's personal space.
- Hold the door open for others behind you.
- Wait your turn to talk.
- Chew with your mouth closed.
- When someone asks how you are, tell them and then ask them the same question.
- Knock on closed doors.
- When you spend time at a friend's house (playing or attending a birthday party), always thank your friend's family.

Extension: Teach children how to say *please* and *thank you* in American Sign Language.



DAY 5: DEALING WITH FRUSTRATION

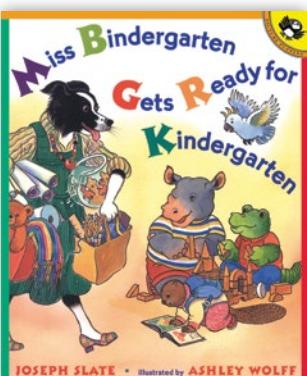
III.B.2. Engages in conversations. I.B.1. Controls impulses. II.B.2. Communicates feelings. II.B.3. Connects feelings with behaviors. II.B.4. Recognizes emotions in others. II.B.5. Cares for others.

Read *Before and Now*. After reading, revisit pages 16-17. Point out that children can ask not only their teacher but also their friends and their family members for help when they need it. Ask: *When have you asked for help? Who did you ask?*

Discuss additional strategies for dealing with frustration (S.T.A.R., taking deep breaths, walking away for a few minutes before trying again, telling yourself "I can do this"). Point out that sometimes learning new things takes time. We need practice to be able to do it right. When we keep trying, it shows we are persistent and determined. This means you do not give up. Ask: *Have you ever felt like giving up? What did you do?* Persistence and determination are excellent qualities. Everyone needs to show persistence and determination throughout their lives.



MISS BINDERGARTEN GETS READY FOR KINDERGARTEN



MATERIALS

- Miss Bindergarten Gets Ready for Kindergarten
- Getting Ready for Kindergarten
- Vocabulary Cards (change, kindergarten)
- measuring tape or yardstick
- drawing paper
- crayons
- children's self-portraits from beginning of year

VOCABULARY

change
compare
kindergarten
unique



DAY 1: INTRODUCTION

BEFORE

III.D.2. Understands words and meanings including words with multiple meanings. III.D.4. Increases listening vocabulary. IV.D.12. Identifies characters/setting/events.

Display *Miss Bindergarten Gets Ready for Kindergarten*. Invite children to look at the cover illustration. Ask: *What kind of students does Miss Bindergarten have in her class? Do you think this is a true story? Why or why not?*



Display the Vocabulary Card (kindergarten). Kindergarten is the name of the class that children go to after Pre-K.



Display the Vocabulary Card (change). Remind children that *change* means becoming different or replacing one thing for another. Invite children to listen carefully as you read the story and notice the illustrations to see what Miss Bindergarten is preparing for her students. Say: *This may give you some ideas of the changes that you will experience next year.*

DURING

IV.D.5. Engages in group reading activities. IV.A.3. Understands text has meaning.

Read the story.

AFTER

IV.D.3. Responds to questions from read-aloud. IV.D.12. Identifies characters/setting/events. VII.D.3. Compares and categorizes.

REMEMBERING

Ask: *In what ways is Miss Bindergarten preparing for the first day of kindergarten?*

APPLYING

Ask: *Is there anything in Miss Bindergarten's classroom that is similar to our classroom? What?*

EVALUATING

Ask: *If you could be one of Miss Bindergarten's students, which one would you like to be? Why?*



DAY 2: NAME THE ANIMALS

III.B.2. Engages in conversations. III.D.5. Classifies words into groups. IV.B.6. Recognizes and produces alliterative words. IV.D.12. Identifies characters/setting/events. VII.B.2. Recognizes plants/animals grow and change.

Read *Miss Bindergarten Gets Ready for Kindergarten*. After reading, invite children to recall the animals in Miss Bindergarten's class.

Display the last page of the book to see how many animals children remembered. Point out that there is one animal for each letter of the alphabet from A to Z. Read the name of each animal, emphasizing the initial sound of each animal's name (Jessie Jaguar). Point out that both words in each animal's name begin with the same letter.

Ask: *Which animals might live in your home? Which animals live in the jungle? Which animals live on a farm? Point out that Miss Bindergarten's kindergarten is filled with a variety of unique students.*

Matty Moose
Danny Dog

SPECIAL NEEDS ADAPTATION

Offer pictures of a jungle, farm and home environment for children to use as a visual reference when categorizing animals.

**DAY 3: LOOK HOW I'VE GROWN!**

III.B.2. Engages in conversations. VII.D.1. Engages in scientific talk. VII.D.2. Uses simple tools for investigating. VII.D.3. Compares and categorizes.

Read *Miss Bindergarten Gets Ready for Kindergarten*. After reading, revisit the page where Miss Bindergarten is measuring her cockatiel. Tell children that teachers often measure their students at the beginning of school and again at the end of school. This shows how much each child has grown during the school year.

Remind children that you have their self-portraits and height measurements from the beginning of the school year. Show children these pictures you have stored since Theme 1.

Throughout the week, measure each child's height. Invite children to draw a self-portrait in the Writer's Corner this week. Add the height measurements to children's drawings.

At the end of the week, invite children to take home their self-portraits from the beginning of the year and now to show their families how much they have grown.

**DAY 4: RHYMING WORDS**

III.B.2. Engages in conversations. I.B.3. Maintains focus (group activity). IV.D.3. Responds to questions from read-aloud. IV.B.5. Recognizes and produces rhyming words.

Remind children that rhyming words have the same ending sound. Ask children if they noticed any rhyming words in *Miss Bindergarten Gets Ready for Kindergarten* as they listened to the story this week.

As you read the story, pause at the end of each description of the animals getting ready for school and invite children to complete the sentence:

Brenda **Heath** brushes her _____ (teeth).

Christopher **Beaker** finds his _____ (sneaker).

Extension: Read the story a second time using your students' first names. For example, instead of **Brenda Heath**, use the first name of one of your students: _____ Heath. Print children's first names on stick-on notes and attach them to each page.

SPECIAL NEEDS ADAPTATION

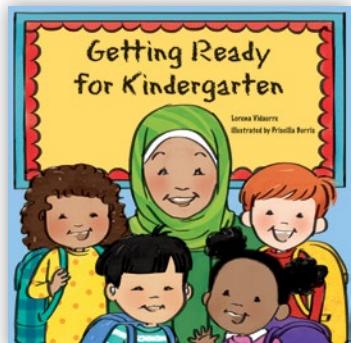
Offer choices for supplying the missing rhyming word, such as "Brenda Heath brushes her _____ (hair or teeth)" Which one rhymes with Heath?

**DAY 5: COMPARING CLASSROOMS**

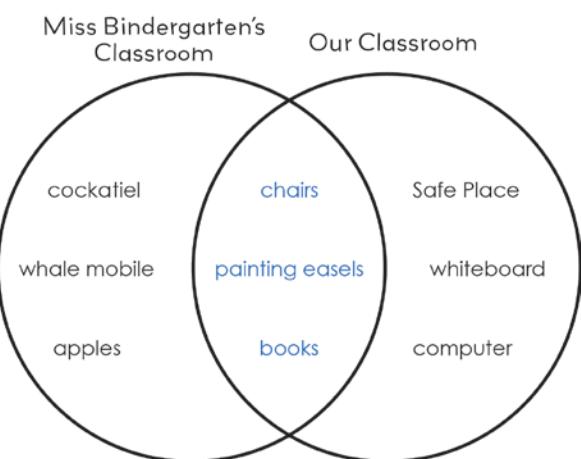
III.B.1. Uses language to express self. IV.D.1. Uses book information. IV.D.3. Responds to questions from read-aloud. IV.D.5. Engages in group reading activities. VII.D.3. Compares and categorizes.

As you read *Miss Bindergarten Gets Ready for Kindergarten*, pause on each page that shows the classroom. Invite children to find things in Miss Bindergarten's classroom that are similar to and different from things in your classroom.

After reading, create a Venn diagram that compares the two classrooms. Assure children that while kindergarten will bring some wonderful new changes, there will also be many things about their new classroom that are familiar and similar to their Pre-K classroom.



Extension: Read *Getting Ready for Kindergarten*. Ask: Do Miss Fatimah and Miss Bindergarten prepare for the school in the same way? How are the students alike? How are they different? Does Miss Fatimah's classroom look similar to Miss Bindergarten's classroom? Create a second Venn diagram that compares Miss Fatimah's classroom with Miss Bindergarten's classroom.



MATERIALS

Day 1

- *Before and Now*
- Vocabulary Card (kindergarten)

Day 2

- *Miss Bindergarten Gets Ready for Kindergarten*

Day 3

- chart paper
- markers
- journals
- writing tools

Day 4

- Special Delivery (p. 85)
- drawing paper
- drawing tools
- envelopes (one per child)

Day 5

- writing paper
- writing tools
- clipboards (optional)



SF.A.6.7.
SF.B.6.
CSS.A.1.

DAY 1: VOCABULARY

IV.D.1. Uses book information. IV.D.4. Asks and answers questions about words. IV.D.16. Connects literature text to life experiences.

- Invite children to share what they know about kindergarten.
 - Display the Vocabulary Card (kindergarten). Remind children that kindergarten is the name of the class that children go to after Pre-K. If possible, invite a kindergarten teacher to visit your classroom or record a video for you to share with your class.
 - Picture walk through *Before and Now*, and ask the small group to recall what the children in the story learned.
 - Ask questions on these pages to prompt children to describe personal experiences. Encourage children to answer in a complete sentence.
- | | |
|--|---|
| Page 6: <i>Have you learned to skip? Show us how!</i> | Page 14: <i>Which letters can you write?</i> |
| Page 10: <i>What do you share with your friends?</i> | Page 20: <i>How high can you count? Show us!</i> |
| Page 12: <i>How do you let your teacher know you want to talk?</i> | Page 28: <i>What details do you add to your drawings?</i> |
- Ask: *What else have you learned in Pre-K?*

kindergarten



DIFFERENTIATE INSTRUCTION

Support

Ask a child how high she can count. Count with her as she counts. Assist as needed.

Challenge

Encourage children to create a list of classroom manners to use in kindergarten.



LL.B.7.

DAY 2: PHONOLOGICAL AWARENESS

III.C.2. Perceives differences in similar sounding words. IV.B.6. Produces alliterative words.

Note: Alliteration is the repetition of the beginning sound in two or more neighboring words.

- Display the last page of *Miss Bindergarten Gets Ready for Kindergarten*. Invite children to find the animal in Miss Bindergarten's class whose name begins with the same letter as their name.
- Point out that there is one animal for each letter of the alphabet from A to Z. Read the names of a few animals, emphasizing the initial sound of each animal's name (*Jessie Jaguar*). Point out that both words in each animal's name begin with the same sound.
- Ask children to identify two out of three words that begin with the same sound. Say three words and ask children to repeat them: *Adam, Alligator, Jessie*. Ask: *Which two words begin with the same sound?*
- Say additional alliterative word pairs. Ask children to produce a word that begins with the same sound.

Danny, dog

Tommy, tiger

Patricia, pig

Kiki, kangaroo

Matty, moose

Zach, Zebra

DIFFERENTIATE INSTRUCTION

Support

Say only two words at a time. Invite children to repeat the words. Say: *These words begin with the same sound. Say them with me. What sound do you hear? Matty moose - /m/*

Challenge

Ask children to pair their name with an animal name that begins with the same letter, such as *Annie Alligator*.

**DAY 3: SHARED WRITING**

V.B.1. Contributes to class writing projects. V.B.2. Suggests edits/revisions to a class writing. V.B.3. Celebrates class-made and individual writing projects.

- Draw an illustration, such as a cake, on chart paper. Write one word to label the illustration (cake). Ask children to help you add more details to the writing. Ask: *Whose cake is this? How many candles are on the cake? Which words should I write?* Model how to add drawings and words to bring meaning to the page. Say: *When we add details to (revise) our writing, the story is more interesting.*
- Invite children to look through their journal to select an illustration to revise. Prompt with questions to give ideas for adding to their illustration. You might ask: *Where is this? What did you do with the _____? Who was with you? What were you wearing?*
- Support each child to revise or edit their selection. Suggest they add words to the page or take their dictation to clarify meaning.

**DAY 4: GUIDED WRITING**

III.D.1. Uses words to label and describe. V.A.1. Uses writing to communicate ideas. V.C.3. Writes words or parts of words. V.C.4. Uses appropriate writing directionality.

- Invite a volunteer to open the "Special Delivery" envelope and share the letter from the kindergarten teachers. Read the note to children.
- Engage children in a discussion to respond to the request from the teachers to tell what makes them special.
- Invite children to draw a picture of themselves on a sheet of drawing paper. Encourage them to write about what makes them special. Take dictation if needed.
- Encourage children to share their responses.
- Provide individual envelopes for children addressed to their kindergarten teacher (Jessica's kindergarten teacher). Have children place their response in the envelope to give to their kindergarten teacher next school year.

**DIFFERENTIATE INSTRUCTION****Support**

Preselect a journal entry for a child. Offer simple prompts to encourage the child to expand meaning of their original entry.

Challenge

Invite children to exchange a journal entry with a partner. Encourage them to use TAG (T: tell something you like, A: ask a question, G: give a suggestion) to offer ideas for revising.

DIFFERENTIATE INSTRUCTION**Support**

Provide prompts as a child draws: *What color will you make your hair? What type of clothes are you going to add?*

Challenge

Invite children to exchange their writing response with a partner. Encourage them to use TAG to offer ideas for revising.

**DAY 5: ALPHABET KNOWLEDGE**

IV.A.1. Engages in pre-reading/reading activities. IV.E.1. Distinguishes between letters/words/pictures. IV.E.5. Recognizes some familiar words. V.C.3. Writes words or part of words.

- Give each child a sheet of writing paper and some writing tools. Encourage children to "write the room" with words they recognize.
- Invite children to share words they have written. Ask: *What is the first letter in your word? How many letters are in your word? What is the last letter in your word?*

DIFFERENTIATE INSTRUCTION**Support**

Encourage a child to select a word. Use a yellow marker to write the word on the child's paper. Invite the child to trace the letters.

Challenge

Invite children to exchange their list with a partner. Encourage them to ask questions about what letters are in a word with their partner.

**Dual/English Language Learners
Visual Cues**

If there are no photos next to the words children copy for the "writing the room" activity, take a photograph or encourage children to draw a picture of each word they wrote.

MATERIALS

- “Shapes” poster
- Strategy Card: Geometry
- “Survey Graph” (Portal: Patterns)
- connecting cubes
- AngLegs®
- chenille stems (optional)
- stick-on notes
- chart paper
- markers
- paper
- clipboards
- clothespins

VOCABULARY

column
data
fewer
graph
more
row
survey
tally mark

Refer to
Strategy Card:
Geometry



FOCUS

Survey Data

This week, children will review the data analysis process by conducting a variety of “two-choice” surveys about friends they know who are in kindergarten, their favorite shapes, and how old they are. Children will collect, represent, and interpret data by counting and comparing.



DAY 1: KINDERGARTEN SURVEY

VI.A.9. Connects numbers with quantities. VI.A.10. Compares quantities. VI.E.3. Understands graphs. VI.F.3. Uses mathematical strategies to solve problems.

- Tell children that you want to find out information about friends of theirs who are in kindergarten, so you are going to take a survey. A *survey* means to ask many people the same question(s) so you can gather information about what most people know or think about something. Invite children to briefly share names of friends who are in kindergarten this year and what those friends say about kindergarten.
- On chart paper, write the question: *Do you have a friend who is in kindergarten this year?* Explain that you will make a graph that shows everyone’s responses. Give each child a stick-on note. Tell children to write their name on the note.
- Make two columns on the chart. At the bottom, label one column, “yes” and the other “no.” Invite children to place their stick-on note in the column that matches their response. Count and compare the data. Ask: *Do most children have a friend in kindergarten? How do you know?* Save the graph for Day 2.

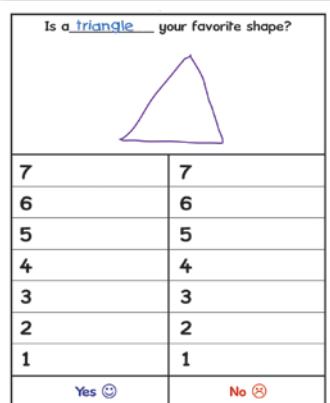
Do you have a friend who is in kindergarten this year?



DAY 2: OUR FAVORITE SHAPES

VI.C.1. Names common shapes. VI.C.2. Creates shapes. VI.C.3. Compares shapes. VI.E.3. Understands graphs.

- Revisit the “yes-no” survey created on Day 1 about friends children know who are in kindergarten. Discuss the features of the graph. Point out that the question was written at the top of the chart. Ask: *What does the graph tell us? How were you able to tell if more/fewer children responded yes or no?* Invite volunteers to locate a row and column on the graph.
- Display the “Shapes” poster. Invite children to name the shapes as you point to each one. Have children select their favorite shape and create it using AngLegs or chenille stems.
- Give each child a “Survey Graph.” Have children draw a picture of their favorite shape at the top of the graph. Tell children they will use the graph to survey each friend in the group tomorrow to find out which other children chose the same favorite shape as they did.



DIFFERENTIATE INSTRUCTION

Support

Invite children to use Shape Stencils to trace (instead of draw) their favorite shape at the top of the survey graph.

Challenge

Encourage children to draw their favorite shape on the graph from memory without referring to a picture on the poster. Children may also choose to make their own graph instead of using the “Survey Graph” template.

**DAY 3: SURVEYING OUR FRIENDS**

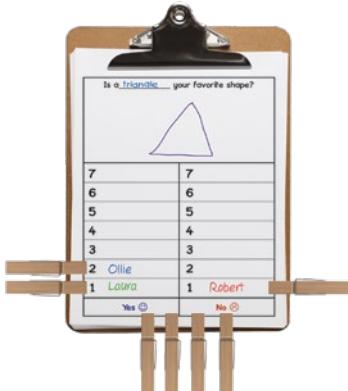
VI.A.4. Counts objects one per count 1-10. VI.A.13. Begins to write numerals. VI.E.2. Collects and organizes data.



LL.A.1.

LL.A.6.

- Give children the "Survey Graph" they illustrated with their favorite shape on Day 2. Give children the option of writing the name of the shape they selected in the blank at the top of the graph or giving you permission to do so. Children can refer to the "Shapes" poster to copy the word.
- Count the number of children in the group so children remember the number of signatures they should have on their survey. Invite each child to practice asking their question: *Is a _____ your favorite shape?* Remind children to ask the question each time they survey a new friend. Explain that the friend will sign their name in the "yes" or "no" column on the graph. Children can also respond to their own survey.
- Give each child a clipboard on which to attach their survey. Attach clothespins (equal to the number of children in the group) to the bottom of the clipboard to help children keep track of children they have and have not surveyed. Each time children survey one child, remind them to move a clothespin in the corresponding column.
- When children finish, invite them to explain how they know they have included everyone on the survey. Ask: *Is the number of names on your survey the same (equal to) as the number of children in the group? How do you know?* Keep the surveys for Day 4.

**DAY 4: WHAT DOES THE DATA SAY?**

VI.A.10. Compares quantities. VI.E.2. Collects and organizes data. VI.E.3. Understands graphs.



CM.C.2.

- Give children the shape surveys they conducted on Day 3. Invite volunteers to present their survey data to the rest of the group. Ask: *What did you find out? Did the responses surprise you? Why? Were you expecting more or fewer children to say "yes" or "no"?*
- Invite children to make a connecting cube tower that shows how many children responded "yes" and "no" to their survey. Ask: *Which response has more or fewer? How can you tell?*
- Create a two-column table on chart paper. Title the chart: "Shapes Represented on Our Surveys." Write the label "Shapes represented on our surveys" in the bottom left column and "Shapes NOT represented on our surveys" in the bottom right column. Write the names of shapes children selected as their favorite shape in the left column. Write the names of shapes children notice are NOT represented in their surveys in the right column. Count and compare each category.

Shapes Represented on Our Surveys

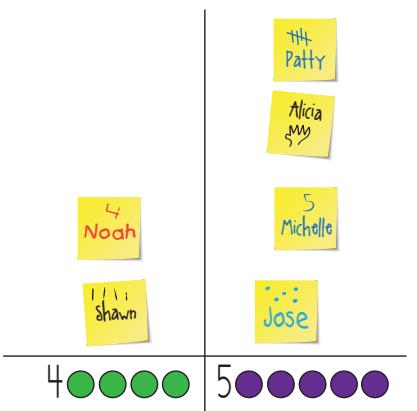
triangle		trapezoid	
square		rectangle	
circle		rhombus	
hexagon		oval	
Shapes represented on our surveys		Shapes NOT represented on our surveys	

**DAY 5: HOW OLD ARE YOU?**

VI.E.2. Collects and organizes data. VI.E.3. Understands graphs. VI.F.2. Communicates using mathematical language.

- Explain to children that not all surveys require a "yes" or "no" answer. To demonstrate, write the question: *How old are you?* at the top of chart paper. Give a stick-on note and marker to each child so children can respond to the question using numbers, tally marks, or pictures.
- Collect children's responses and post them randomly (not sorted by age) on the chart. Invite children to discuss the data. Ask: *What ages are children in our class? How could we arrange the notes on a graph to show and compare the ages of our friends?*
- Label the bottom of the chart with the ages represented and ask children to help you sort the notes into the correct column. Ask: *Which age has the most notes? What does this tell us?*
- Invite volunteers to briefly share one thing they learned in preschool about numbers, shapes, patterns, attributes, or measuring.

How old are you?



SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

MATERIALS

- “School Supply Carrier” design criteria poster (Portal: Patterns)
- school supply carrier samples (backpack, drawstring bag, tote bag with long handles, rolling bag)
- school supplies (glue sticks, pencils, crayons, markers, scissors)

Construction Materials

- paper bags (large or lunch size)
- clean cereal boxes
- construction paper
- cording, yarn
- straws
- paper towel tubes

Art Materials

- tempera paint
- stickers, foam shapes
- crayons, markers
- paintbrushes
- sponges

Connecting Materials

- masking tape
- glue, glue sticks

Tools

- scissors
- single hole punch
- measuring tools

VOCABULARY

carrier
unique



I.B.2. Persists in task (individual). I.D.2. Exhibits creativity in thinking. VI.D.1. Measures and compares lengths/heights. VII.A.2. Investigates properties of materials. VII.D.8. Uses engineering and process skills to solve problems.

Carry On!

This week, children will design and create school supply carriers.

DAY 1: INTRODUCTION**Focus**

Encourage children to think back to what they did when they were getting ready to start school or will be doing to start kindergarten next year. Guide the discussion to include items they might have bought, such as clothes, shoes, a backpack, and school supplies.

Present the Problem

Display a collection of some basic school supplies. Demonstrate trying to carry all items at one time in your hands while dropping some items because there are too many. Invite volunteers to try to carry the same school supplies. After several children have had an opportunity to try, ask children to identify the problem. Explain that it can be difficult to carry that many items without dropping or losing some.

**Brainstorm Ideas**

Brainstorm with children how they might solve the problem. Ask them how they carry school materials between home and school. Introduce the word *carrier*. Discuss what a school supply carrier is and show some real examples. Ask what features are important and why. Guide the discussion to include that a carrier can be carried, worn (backpack), or rolled while keeping materials safe. Explain that they will be designing a model of the kind of school supply carrier they would like to use when they get ready for kindergarten.

The carrier must:

- Hold the supplies without falling out.
- Have a separate pocket for pencils.
- Be decorated uniquely from all others.

Display a variety of available materials. Brainstorm some ideas for using these materials by asking questions and listening to children’s responses:

- How could you make sure school supplies won’t fall out?*
- Which materials would be the strongest to use for the main body of the carrier?*
- How could you make straps? wheels? pockets?*
- What could you do to make your carrier unique?*



SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH

TIPS AND STRATEGIES

Resources

Invite children to bring decorative materials from home to help make their school supply carrier unique.

Assistance

Children might need some assistance using the hole punch and attaching some of the different design elements, such as flaps, pockets, and straps.

Take Photos

Remember to take photos of the entire process and final designs. Partner groups will enjoy posing together with their carriers. Include the photos in a display of "Getting Ready for Kindergarten," highlighting the uniquely designed school supply carriers. Invite families to come watch the "runway show" and then take a close-up look at individual designs afterwards.

**DAYS 2-4: EXPLORE**

During the center rotation time, work with each small STEAM group to talk about the week's challenge before they begin building at the STEAM Center. Explain that this week they will be collaborating with a partner but each person will make their own school supply carrier.

1. Have children work in pairs for this project. Invite children to share their ideas with their partner. Encourage them to offer ideas to their partner once they hear their partner's thoughts.
2. Help partners create a visual plan for designing and creating their school supply carriers that includes materials to be used and steps they each need to complete. Remind them that they will need to each stay focused to complete their carrier by the end of the week.
3. Make sure children have a workable plan before sending them off to work at the STEAM Center.

Open-Ended Questions to Guide Exploration

Guide children's exploration by asking questions such as these and other "What," "How," and "Why" questions that encourage critical thinking and engage children to further explore:

- Why did you choose the type of carrier you did?
- What changes did you make to the materials you used?
- How did you determine how long to make your pocket for pencils?
- How did you make sure nothing will fall out of your carrier?
- How does your carrier uniquely represent you?

**DAY 5: SHARE DISCOVERIES**

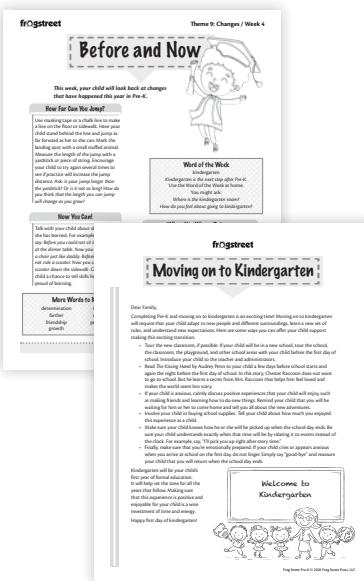
- Once all projects are complete, invite children to gather to share their designs. Designate an area of the room as a modeling runway. Encourage children to come to the runway and model carrying, wearing, or rolling their school supply carriers, one partner group at a time. Take photos of runway appearances to add to a display area. After each partner group has modeled, have the class decide if each child's design met the design criteria. Brainstorm suggestions if changes are needed.
- Remind children that what they just accomplished is someone's STEAM job in real life. Although there are many additional steps, the beginning steps are identifying the problem and creating a solution. Encourage them to identify the different STEAM components they used when designing and creating their school supply carriers.

MATERIALS

- Vocabulary Cards
(change, kindergarten)

FAMILY CONNECTIONS

On Day 1, send home the “Before and Now” and “Moving on to Kindergarten” family letters.



III.D.2. Understands words and meanings. I.B.4. Retains and recalls information. III.B.1. Uses language to express self. III.B.2. Engages in conversations. III.B.3. Shares relevant information. III.B.4. Follows conversational rules.

End each day with a Closing Circle to check on commitments made during Greeting Circle and review concepts presented during the day.

DAILY

- Check on commitments made during Greeting Circle. If children were successful, have them say: *I did it!* If children were not successful, help them narrow their commitment to a more specific behavior. Encourage children to say: *Oops! Time to practice. Tomorrow I will _____.*
- Display the Word of the Week (kindergarten). Ask a volunteer to use *kindergarten* in a sentence.

DAY 1

- Ask: *What does Pre-K mean? What is the class you will attend next year called?*
- Display the Vocabulary Card (change). Invite a volunteer to define *change* and then describe a change that has happened this year.

DAY 2

- Invite a volunteer to explain why the book title *Before and Now* is a good choice.
- Ask: *What things did Miss Bindergarten do to get ready for her students?*
- Ask: *Which animal's name begins with the same sound as your name?*

DAY 3

- Ask: *What changes on your birthday? What will change on your next birthday?*
- Ask: *How tall are you? Did you grow this year?*

DAY 4

- Ask children to name some manners they have learned this year.
- Invite children to share their letters to their kindergarten teachers.

DAY 5

- Ask: *What can you do when you get frustrated?*
- Ask: *How is Miss Bindergarten's classroom like our classroom?*
- Share the class-made Alphabet Book. Encourage children to read along on the page they created.
- Ask children to identify the first letter in the Vocabulary Card (kindergarten). Invite a volunteer to place the card under the appropriate letter on the Letter Wall. Encourage children to say the name and sound of the first letter in the word. Ask them to name other words that begin with the same letter.
- Invite children to take home their self-portraits from the beginning of the year and now to show their families how much they have grown.

Assessment

60 Learning Progressions

Assessment opportunities for all 60 Learning Progressions are embedded within *Frog Street Pre-K*. An icon representing the recommended form of documentation for that progression appears at point-of-use next to the corresponding activity.

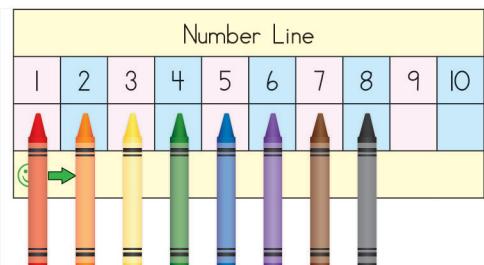


CM.A.2.

DAY 3: NUMERALS TELL HOW MANY

VI.A.6. Knows last count shows how many. VI.A.8. Recognizes and names numerals 0-9. VI.A.13. Begins to write numerals. X.B.2. Guides body motions relative to other/objects. X.C.2. Demonstrates eye-hand coordination.

- Display a box of 8 or 10 crayons with the numeral on the package telling how many are inside. Invite children to name the numeral on the box. Ask: *What does the numeral tell you?*
- Display the "Horizontal Number Line." Arrange each crayon below a numeral, starting at 1. Emphasize how the numeral where the last crayon is placed is the same as the numeral on the box. Act surprised and then remind children that the last number always tells how many.



Work Sample



Observation

Anecdotal Record
or Checklist

Documented Conversation



Photograph



Audio/Video Recording

These carefully paced opportunities for observational assessment are embedded within instruction to ensure ongoing progress monitoring occurs in a natural setting without disrupting children's engagement in the learning process.

Social Foundations Domain	
SF.A.1.	Emotional Identification
SF.A.2.	Response to Distressed Peer
SF.A.3.	Separation from Adults
SF.A.4.	Seeking Emotional Support
SF.A.5.	Conflict Resolution Strategies
SF.A.6.	Identifying Abilities
SF.A.7.	Self-Confidence
SF.A.8.	Community
SF.B.1.	Self-Control Strategies
SF.B.2.	Persisting with Tasks
SF.B.3.	Following Directions
SF.B.4.	Information Recall and Connection
SF.B.5.	Using Logic
SF.B.6.	Interest
SF.B.7.	Planning
SF.B.8.	Play/ Work with Peers
SF.B.9.	Social Behaviors
SF.B.10.	Creativity and Self-Expression
Language and Literacy Domain	
LL.A.1.	Listening/ Purposes and Situations
LL.A.2.	Speaking/ Purposes and Situations
LL.A.3.	Word Meanings
LL.A.4.	Word Relationships
LL.A.5.	Sentences
LL.A.6.	Questions
LL.A.7.	Prepositions
LL.A.8.	Inflections
LL.B.1.	Responds to Questions About a Text
LL.B.2.	Retell a Text
LL.B.3.	Concepts of Print
LL.B.4.	Rhyming Words
LL.B.5.	Syllables/Onsets and Rimes/Phonemes
LL.B.6.	Initial/ Final/ Medial Sounds
LL.B.7.	Adding/ Deleting/ Substituting Sounds
LL.B.8.	Upper- and Lowercase Letters
LL.B.9.	Letter Sounds
LL.C.1.	Name Recognition and Writing
LL.C.2.	Writing to Convey Meaning
Cognition Domain	
CM.A.1.	Rote Counting
CM.A.2.	Object Counting
CM.A.3.	Making Sets
CM.A.4.	Subitizing (Small Number Recognition)
CM.B.1.	Comparing Quantities
CM.B.2.	Addition
CM.B.3.	Subtraction
CM.B.4.	Identifying, Extending, and Creating Patterns
CM.C.1.	Identifying/Comparing/Measuring
CM.C.2.	Two-Dimensional Shapes
CM.C.3.	Three-Dimensional Shapes
CM.C.4.	Combining Shapes
CS.A.1.	Examining, Describing, and Classifying Data
CS.A.2.	Explore, Examine, and Investigate
CSS.A.1.	Rules at Home and School
CSS.B.1.	Past, Present, and Future
Perceptual, Physical and Motor Domain	
PPMD.A.1.	Locomotor Skills
PPMD.A.2.	Non-Locomotor Skills
PPMD.A.3.	Perceptual/Spatial Awareness
PPMD.A.4.	Tools and Object Manipulation
PPMD.A.5.	Writing Tool Grasp
PPMD.B.1.	Personal Care and Basic Hygiene
PPMD.B.2.	Nutrition

FROG STREET PRE-K STANDARDS

Theme 1				Theme 2				Theme 3				Theme 4			
T1W1	T1W2	T1W3	T1W4	T2W1	T2W2	T2W3	T2W4	T3W1	T3W2	T3W3	T3W4	T4W1	T4W2	T4W3	T4W4
I. Approaches to Learning															
A. Emotional and Behavioral Self-Regulation															
I.A.1. Follows classroom rules.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.A.2. Takes care of classroom materials.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.A.3. Regulates own behavior.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.A.4. Manages emotions.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
B. Cognitive Self-Regulation															
I.B.1. Controls impulses.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.B.2. Persists in task (individual).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.B.3. Maintains focus (group activity).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.B.4. Retains and recalls information.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.B.5. Demonstrates flexible thinking and behavior.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.B.6. Recognizes cause and effect.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
C. Initiative and Curiosity															
I.C.1. Demonstrates independence and initiative.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.C.2. Displays curiosity.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
D. Creativity															
I.D.1. Uses imagination in play.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
I.D.2. Exhibits creativity in thinking.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II. Social and Emotional Development															
A. Self-Concept Skills															
II.A.1. Respects personal boundaries.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.A.2. Exhibits confidence in own skills.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.A.3. Describes self positively.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.A.4. Sees self as unique.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.A.5. Understands own abilities.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.A.6. Feels a sense of belonging.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
B. Emotional Functioning															
II.B.1. Expresses emotions.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.B.2. Communicates feelings.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.B.3. Connects feelings with behaviors.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.B.4. Recognizes emotions in others.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.B.5. Cares for others.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.B.6. Understands others think differently than self.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
C. Relationship with Adults															
II.C.1. Communicates to build relationships.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.C.2. Interacts positively with adults.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.C.3. Behaves cooperatively with adults.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
D. Relationships with Other Children															
II.D.1. Assumes role as classroom member	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.D.2. Initiates social interactions.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.D.3. Engages in pretend play with peers.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.D.4. Problem solves to resolve conflict.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.D.5. Demonstrates empathy.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.D.6. Interacts with variety of peers.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
II.D.7. Plays cooperatively with peers.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

FROG STREET PRE-K STANDARDS

Theme 1				Theme 2				Theme 3				Theme 4			
T1W1	T1W2	T1W3	T1W4	T2W1	T2W2	T2W3	T2W4	T3W1	T3W2	T3W3	T3W4	T4W1	T4W2	T4W3	T4W4
III. Language and Communication															
A. Listening Comprehension Skills															
III.A.1. Responds appropriately to language.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.A.2. Follows directions.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.A.3. Listens to others.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.A.4. Shows understanding of English-speaking teacher and peers (ELL/DLL).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
B. Speaking (Conversation) Skills															
III.B.1. Uses language to express self.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.B.2. Engages in conversations.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.B.3. Shares relevant information.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.B.4. Follows conversational rules.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.B.5. Matches language to context.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
C. Speech Production Skills															
III.C.1. Speaks clearly.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.C.2. Perceives differences in similar sounding words.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.C.3. Uses appropriate volume and tone.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.C.4. Demonstrates growing understanding of sound/intonation of English language (ELL/DLL).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
D. Vocabulary Skills															
III.D.1. Uses words to label and describe.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.D.2. Understands words and meanings including words with multiple meanings.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.D.3. Increases speaking vocabulary.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.D.4. Increases listening vocabulary.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.D.5. Classifies words into groups.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.D.6. Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.D.7. Comprehends more words than uses (ELL/DLL).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
E. Sentences and Structure Skills															
III.E.1. Uses complete sentences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.E.2. Uses grammatical rules.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.E.3. Uses complex sentences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.E.4. Adds details to sentences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.E.5. Uses nonverbal communication (ELL/DLL).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.E.6. Uses simple communication (ELL/DLL).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
III.E.7. Attempts new vocabulary (ELL/DLL).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV. Emergent Literacy: Reading															
A. Motivation to Read Skills															
IV.A.1. Engages in pre-reading/reading activities.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.A.2. Self-selects books.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.A.3. Understands text has meaning.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.A.4. Practices proper book-handling skills.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
B. Phonological Awareness Skills															
IV.B.1. Separates sentences into words.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.B.2. Combines words to make compound word.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.B.3. Deletes word from compound word.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.B.4. Segments, blends, and deletes syllables.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.B.5. Recognizes and produces rhyming words.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

FROG STREET PRE-K STANDARDS

Theme 1				Theme 2				Theme 3				Theme 4			
T1W1	T1W2	T1W3	T1W4	T2W1	T2W2	T2W3	T2W4	T3W1	T3W2	T3W3	T3W4	T4W1	T4W2	T4W3	T4W4
IV.B.6. Recognizes and produces alliterative words.															
IV.B.7. Blends onset and rime.															
IV.B.8. Blends spoken phonemes (one syllable words with picture support).															
C. Alphabet Knowledge Skills															
IV.C.1. Names letters.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.C.2. Recognizes letter sounds.												●	●	●	●
IV.C.3. Produces letter sounds.												●	●	●	●
D. Comprehension of Text Read Aloud Skills															
IV.D.1. Uses book information.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.D.2. Tells how illustrations support text.		●			●			●		●		●			●
IV.D.3. Responds to questions from read-aloud.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.D.4. Asks and answers questions about words.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.D.5. Engages in group reading activities.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Informational Text															
IV.D.6. Answers questions about informational text details.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.D.7. Recalls details related to main topic.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.D.8. Connects informational text to life experiences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.D.9. Compares two informational texts on same topic.							●					●			
Literature															
IV.D.10. Retells story.			●	●	●	●	●		●	●	●	●	●	●	●
IV.D.11. Makes inferences and predictions.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.D.12. Identifies characters/setting/events.					●	●	●		●		●	●	●	●	●
IV.D.13. Experiences various types of literature.			●	●		●	●	●	●	●	●	●	●	●	●
IV.D.14. Identifies role of author/illustrator.	●	●			●			●	●	●	●	●			
IV.D.15. Compares characters' experiences in stories.	●		●		●	●		●	●	●	●	●	●	●	●
IV.D.16. Connects literature text to life experiences.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
E. Print Concepts															
IV.E.1. Distinguishes between letters/words/pictures.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.E.2. Understands print directionality.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IV.E.3. Identifies punctuation and letter case.									●	●	●	●	●	●	●
IV.E.4. Understands sentences are comprised of words separated by spaces.			●	●	●	●	●	●	●	●	●	●	●	●	●
IV.E.5. Recognizes some common high-frequency words		●							●						
V. Emergent Literacy: Writing															
A. Motivation to Write Skills															
V.A.1. Uses writing to communicate ideas.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
V.A.2. Verbally shares meaning of own writing.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
B. Writing as a Process															
V.B.1. Contributes to class writing projects.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
V.B.2. Suggests edits/revisions to class writing.															
V.B.3. Celebrates class-made and individual writing projects.														●	
C. Conventions in Writing															
V.C.1. Writes own name.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
V.C.2. Uses some letter-sound correspondence when writing.															

FROG STREET PRE-K STANDARDS

Theme 1				Theme 2				Theme 3				Theme 4			
T1W1	T1W2	T1W3	T1W4	T2W1	T2W2	T2W3	T2W4	T3W1	T3W2	T3W3	T3W4	T4W1	T4W2	T4W3	T4W4
V.C.3. Writes words or part of words.				●	●	●	●			●	●	●	●	●	●
V.C.4. Uses appropriate writing directionality.						●						●			
V.C.5. Begins to use punctuation.															
VI. Mathematics															
A. Counting Skills/Number Sense															
VI.A.1. Rote counts to 5.	●	●				●	●								
VI.A.2. Rote counts to 10.	●						●				●				
VI.A.3. Rote counts to 30.															
VI.A.4. Counts objects one per count 1-10.	●	●	●	●	●	●	●	●	●	●	●		●	●	
VI.A.5. Knows counting sequence is constant.	●					●	●								
VI.A.6. Knows last count shows how many.	●					●	●			●	●				
VI.A.7. Counts objects in any order.						●	●								
VI.A.8. Recognizes and names numerals 0-9.									●	●		●			
VI.A.9. Connects numbers with quantities.		●							●	●					
VI.A.10. Compares quantities.		●			●	●	●		●	●					
VI.A.11. Uses ordinal terms.									●						
VI.A.12. Identifies quantity to 5 without counting.						●	●	●				●	●	●	●
VI.A.13. Begins to write numerals.									●	●					
B. Adding To/Taking Away Skills															
VI.B.1. Uses objects/pictures to add up to 5 objects.															
VI.B.2. Uses objects/pictures to subtract objects from set 0-5.															
VI.B.3. Separates items up to 10 into equal groups.								●							
VI.B.4. Understands addition as putting together and adding to.	●														
VI.B.5. Understands subtraction as taking apart and taking from.															
C. Geometry and Spatial Sense Skills															
VI.C.1. Names common shapes.				●						●		●	●		●
VI.C.2. Creates shapes.	●			●	●							●	●		
VI.C.3. Compares shapes.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
VI.C.4. Identifies shape attributes.	●			●								●	●	●	●
VI.C.5. Uses location words.		●			●			●	●	●				●	●
VI.C.6. Slides, flips, turns shapes.	●			●								●	●	●	●
VI.C.7. Recognizes shapes in real world.				●								●	●		
D. Measurement Skills															
VI.D.1. Measures and compares lengths/heights.					●	●	●	●					●	●	●
VI.D.2. Compares weights.													●		
VI.D.3. Uses time words.	●					●						●			
E. Classification and Pattern Skills															
VI.E.1. Sorts and describes objects.	●	●	●	●	●					●		●	●	●	●
VI.E.2. Collects and organizes data.	●					●	●	●	●	●		●	●	●	●
VI.E.3. Understands graphs.							●			●					
VI.E.4. Recognizes patterns.								●				●	●		
VI.E.5. Creates and extends patterns.											●				
F. Mathematical Practices															
VI.F.1. Connects math to the real world.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
VI.F.2. Communicates using mathematical language.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
VI.F.3. Uses mathematical strategies to solve problems.	●		●	●					●	●				●	

FROG STREET PRE-K STANDARDS

	Theme 1				Theme 2				Theme 3				Theme 4			
	T1W1	T1W2	T1W3	T1W4	T2W1	T2W2	T2W3	T2W4	T3W1	T3W2	T3W3	T3W4	T4W1	T4W2	T4W3	T4W4
VII. Science																
A. Physical Science Skills																
VII.A.1. Explores changes in matter.								●								
VII.A.2. Investigates properties of materials.	●	●	●	●	●					●	●		●	●	●	●
VII.A.3. Investigates position and motion of objects.	●					●	●			●			●	●	●	●
VII.A.4. Measures objects.					●		●									
VII.A.5. Investigates sources of energy.						●			●		●		●			
B. Life Science Skills																
VII.B.1. Distinguishes between living and nonliving.													●			●
VII.B.2. Recognizes plants/animals grow and change.	●	●		●		●	●			●			●	●	●	●
VII.B.3. Explores and categorizes living things.		●		●		●	●			●			●	●	●	●
VII.B.4. Investigates life cycles.				●			●			●				●	●	●
VII.B.5. Investigates relationship between living things/environment.		●		●		●	●						●	●	●	●
VII.B.6. Explores five senses.	●	●	●	●		●			●		●			●	●	●
C. Earth and Space Science Skills																
VII.C.1. Investigates earth materials.					●	●				●			●	●	●	●
VII.C.2. Identifies objects in day and night sky.			●													
VII.C.3. Observes changes in earth and sky.		●														
VII.C.4. Demonstrates environmental awareness.	●	●	●	●	●	●	●	●		●			●			
VII.C.5. Notices and describes changes in weather/seasons.	●	●	●			●	●			●			●	●	●	●
VII.C.6. Notices effects of weather/seasons on daily life.	●	●	●		●	●				●			●	●	●	●
VII.C.7. Describes temperature.		●	●			●								●		
D. Scientific Inquiry, Reasoning and Problem Solving																
VII.D.1. Engages in scientific talk.	●					●										
VII.D.2. Uses simple tools for investigating and to make work easier.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
VII.D.3. Compares and categorizes.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
VII.D.4. Gathers information and makes predictions.	●			●											●	●
VII.D.5. Plans and conducts experiments.	●	●									●	●	●			
VII.D.6. Makes observations.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
VII.D.7. Analyzes results and draws conclusions.			●	●						●		●		●		●
VII.D.8. Uses engineering and process skills to solve problems.	●		●	●		●	●	●	●				●	●	●	
VIII. Social Studies																
A. People, Past and Present Skills																
VIII.A.1. Compares and contrasts people.	●	●				●			●	●					●	●
VIII.A.2. Compares and contrasts families.	●	●				●	●		●	●						
VIII.A.3. Connects events/time/routines to own life.	●	●				●	●		●	●	●					●
VIII.A.4. Identifies sequence of events in a day.	●					●				●	●					
B. Economic Skills																
VIII.B.1. Identifies people need food, clothing, shelter.		●						●			●					
VIII.B.2. Shows consumer awareness.						●				●	●			●		
VIII.B.3. Discusses roles/responsibilities of family/school	●					●		●		●	●					
VIII.B.4. Identifies community workers.							●	●		●	●		●	●		
C. Geography Skills																
VIII.C.1. Identifies features in natural environment.	●	●	●			●		●		●			●	●		●
VIII.C.2. Explores geography tools/resources.				●		●		●					●	●		
VIII.C.3. Understands a map represents a place.				●		●		●					●			

FROG STREET PRE-K STANDARDS

Theme 1				Theme 2				Theme 3				Theme 4			
T1W1	T1W2	T1W3	T1W4	T2W1	T2W2	T2W3	T2W4	T3W1	T3W2	T3W3	T3W4	T4W1	T4W2	T4W3	T4W4
D. Citizenship Skills															
VIII.D.1. Identifies U.S. and state flag.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
VIII.D.2. Says Pledge of Allegiance.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
VIII.D.3. Engages in voting for group decision making.	●	●			●	●	●	●	●	●	●				
IX. Fine Arts															
A. Art Skills															
IX.A.1. Explores a variety of art materials.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IX.A.2. Uses art for self-expression.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IX.A.3. Appreciates others' creative works.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
B. Music Skills															
IX.B.1. Participates in classroom music activities.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
IX.B.2. Responds to music through movement.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
C. Dramatic Expression Skills															
IX.C.1. Acts out stories.				●		●	●		●	●	●	●	●	●	●
IX.C.2. Engages in dramatic play.	●	●		●	●	●	●		●	●	●	●	●	●	●
X. Physical Development															
A. Gross Motor Development Skills															
X.A.1. Demonstrates coordination/balance.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
X.A.2. Coordinates sequence of movements.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
X.A.3. Demonstrates control/strength of large muscles.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
B. Body Awareness															
X.B.1. Identifies/locates body parts.	●	●			●										●
X.B.2. Guides body motions relative to other/objects.		●	●					●	●		●	●	●	●	●
C. Fine Motor Development Skills															
X.C.1. Demonstrates control/strength of small muscles.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
X.C.2. Demonstrates eye-hand coordination.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
D. Personal Safety and Healthy Skills															
X.D.1. Practices personal safety.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
X.D.2. Practices personal health/hygiene.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
X.D.3. Identifies good nutrition/exercise habits.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
XI. Technology Applications															
A. Technology and Devices Skills															
XI.A.1. Uses digital learning programs.						●	●	●	●	●	●	●	●	●	●
XI.A.2. Names/uses digital tools.						●	●		●	●		●	●	●	●
XI.A.3. Creates digital products.						●				●			●	●	
XI.A.4. Uses technology to access information.						●	●	●	●	●	●	●	●	●	●
XI.A.5. Practices safe behavior using technology.						●	●	●	●	●	●	●	●	●	●
B. Technology and Engineering															
XI.B.1. Uses and shows awareness of technology and its impact on how people live.				●				●		●		●	●		●
XI.B.2. Identifies problems and tries to solve them by designing or using tools.			●	●	●	●	●	●	●	●	●	●	●	●	●
XI.B.3. Uses appropriate tools and materials with greater flexibility to create or solve problems.		●	●	●	●	●	●	●	●	●	●	●	●	●	●



NOTES

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ISBN: 978-1-63636-269-4



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