

Managing the Program

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

Daily Lesson Plans

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

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

Weekly Learning Centers

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

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

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

Meeting Time and Story Time

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

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

WEEK	DAY	THEME
1	1	I Move Cosas que se mueven

Meeting Time

Gather Together

Learning Goals

- Oral Language: Show understanding through gestures and actions
- Phonological Awareness: Match final sounds

Word of the Week: mobile móvil

Conscious Discipline™ Strategies

Calm: MATERIALS: Calming Strategy: "Pretzel"/"La rosquita" (Teacher's Edition, p. R21) Invite children to perform the song. Discuss ways the body moves during this activity.

Connect: MATERIALS: Fanny Frog puppet Use Fanny Frog to help implement the "Absent Child Ritual" and the "Welcome Back Ritual."

Commit: MATERIALS: Commitment Poster; Safe Keeper Box Ask children about their experience talking with family members about something for which they are grateful. Implement the "Safe Keeper Ritual" and the "Daily Commitment Ritual."

Story Time

Read the Big Book

Learning Goals

- Book/Print Awareness: Recognize table of contents and index; Retell important facts from an informational text
- Letter Knowledge: English: Recognize letter names and sounds: *Nn /n/*; Spanish: Recognize letter names and sounds: *Nn /n/*, *Nñ /ñ/*

Story Words: muscles/músculos, index/índice, skin/piel, healthy/saludables

Modeling Comprehension:

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

Responding:

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

Letter Work: Nn /n/, Nñ /ñ/

Daily Message:

Today is _____ outside.
We read _____
We learned about the letters _____
Hoy es _____
Afuera está _____
Leimos _____
Aprendimos las letras _____

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Literacy Time and Math (or Science) Time

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

WEEK	DAY
1	1

Literacy Time

Ready!

Set!

Go!

Centers

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

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

Library and Listening: MATERIALS: Instructional Small Books: *Our Muscles*, *Los músculos*; Small Book Listening CDs (English, Spanish) Invite children to listen to the story. Encourage children to show you their arm and calf muscles.

Writer's Corner: MATERIALS: drawing paper, crayons/marker Have children draw pictures of movements. Ask them to describe their drawings. Transcribe their descriptions onto their drawings.

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

Math Time

Ready!

Set!

Go!

Centers

Fine Motor: MATERIALS: Pattern Blocks; paper, crayons Ask children to make a pattern on paper using the Pattern Blocks. Then have them trace the pattern and color it.

Math: MATERIALS: Games and Patterns CD-ROM; Connecting Cubes Encourage children to select a pattern card. Instruct them to use Connecting Cubes to replicate the pattern shown on the card. Have children replicate the two-color combination cubes two additional times, and then connect the sets of cubes together to create a pattern.

Technology: MATERIALS: Frog Street Pre-K Interactive Software: Theme 4 Math: "What Comes Next?"; "¿Qué viene después?" Have children recognize and extend patterns.

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Play and Learn

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

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Play and Learn

Play Inside

Play Outdoors

Story Time

Adaptations for Young Learners

Theme Resources

Connection Time

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

Connection Time

Good-bye Time

Family Connection

Theme 7 Resources

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