

Houghton Mifflin Harcourt



A Great Place to Learn and Play!

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

Available in English and Spanish



HOUGHTON MIFFLIN HARCOURT

# Splash into Pre-K Themes!

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

### Theme 1 **My School and Me**

- Week 1:** This Way to PreK!
- Week 2:** Physical Me
- Week 3:** My Senses
- Week 4:** I Think, I Feel

### Theme 2 **My Family and Friends**

- Week 1:** Families
- Week 2:** Families and Homes
- Week 3:** Friends and Pets
- Week 4:** Community

### Theme 3 **Giants**

- Week 1:** Big and Little
- Week 2:** Nature's Giants
- Week 3:** Giants Made by People
- Week 4:** Make-Believe Giants

### Theme 4 **Choices**

- Week 1:** I Make Choices
- Week 2:** Healthy Choices
- Week 3:** Healthy Habits
- Week 4:** Problem Solving

### Theme 5 **Stories and Rhymes**

- Week 1:** Nursery Rhymes
- Week 2:** Traditional Tales
- Week 3:** Folk Tales
- Week 4:** Ballads and Fables

### Theme 6 **I Build! I Create!**

- Week 1:** Construction Terms
- Week 2:** Tools and Machines
- Week 3:** I Can Build
- Week 4:** I Can Create

### Theme 7 **Things that Move**

- Week 1:** I Move
- Week 2:** Travel
- Week 3:** Transportation
- Week 4:** Mysterious Movers

### Theme 8 **Animals**

- Week 1:** Farm Animals
- Week 2:** Zoo Animals
- Week 3:** Bugs
- Week 4:** More Bugs

### Theme 9 **Changes**

- Week 1:** Changes in and Around Me
- Week 2:** Earth Changes
- Week 3:** Nurturing Earth
- Week 4:** Before and Now

# Splash into Pre-K Authors!

An Incredible Group of Early Childhood Experts!

## Senior Authors:

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



## Contributing Authors:

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

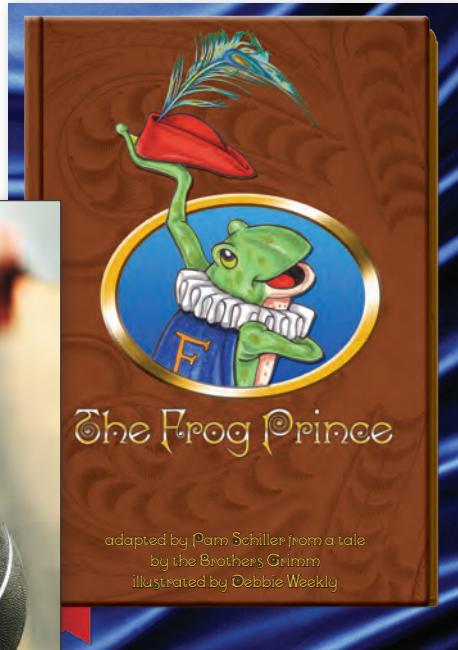


# Literacy and Language

English  
and  
Spanish

## Splash Instructional Big Books

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



## Listening Library

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



# Listening Comprehension in the Lily pad Theatre

## Splash Story Folders!

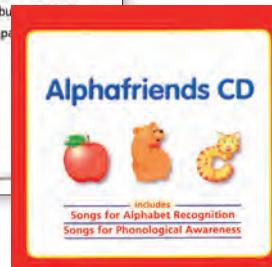
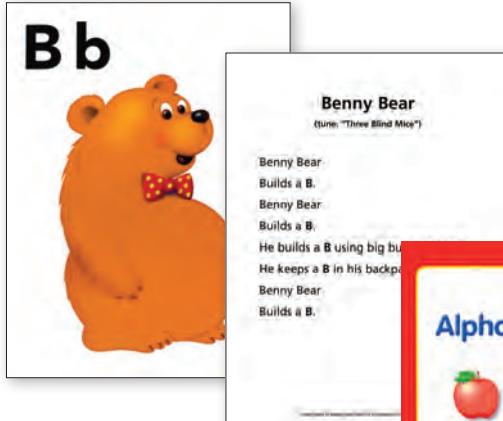
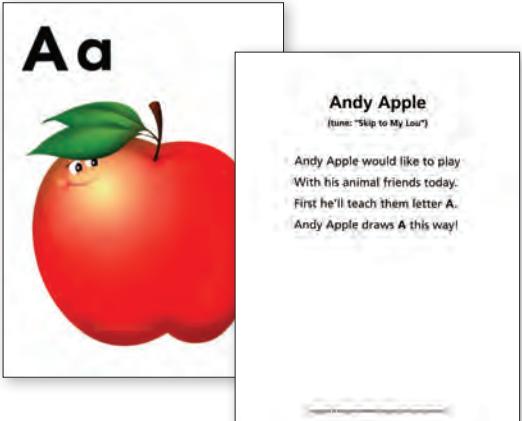
Build oral language with 34 amazing magnetic Story Folders! Each folder has the story text printed on the inside of the folder and features magnetic manipulative props that help bring life to each story.



### A few folder examples are:

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

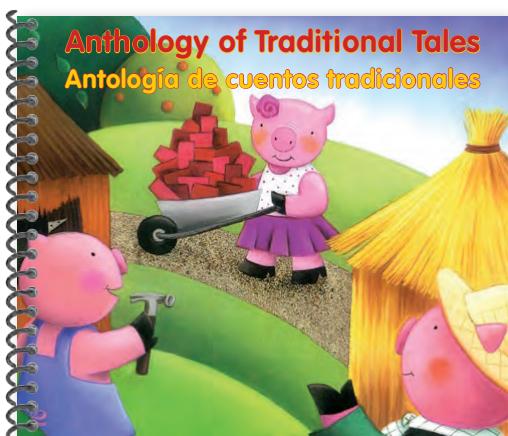
# Literacy Support



## Alphafriends

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

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



## Anthology of Traditional Tales

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

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



# Building Oral Language and Vocabulary



## Vocabulary

Africa	Africa	lioness	leona
big	grande	mane	melenas
carnivore	carnívoro	paws	patas
cat	gato	prey	presa
cub	cachorro	pride	orgullo
India	India	tom	gato macho

## Read

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

## Things to Talk About

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

## Things to Do

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

## El león

El león  
¡Qué fuerte se escucha rugir al león,  
y el oso vecino ronca igual!  
Creo que si vives en un zoológico ruidoso,  
no puedes ponerte demasiado quisquilloso.

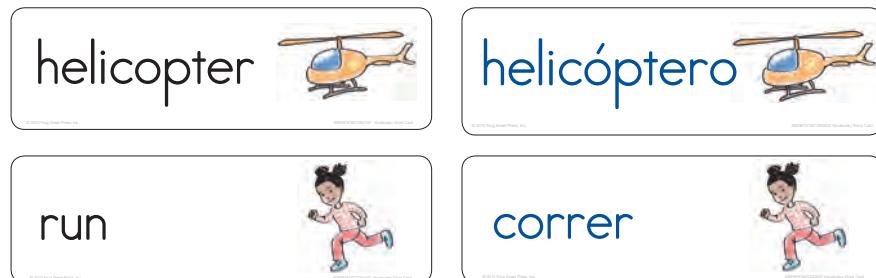
## Photo Activity Cards

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



## Vocabulary Cards — 216 Cards

Build robust vocabulary in English and Spanish.

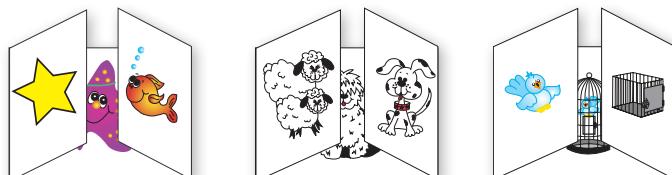


Language	Word	Pronunciation
French	appartement	(ah-pahrt-MOHNT)
Vietnamese	chung cư	(choom cuh)
Mandarin Chinese	公寓	(gong-yu)
Urdu	لائے	(makan)
Arabic	شقّة	(shuka)

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

## Compound Word Cards

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

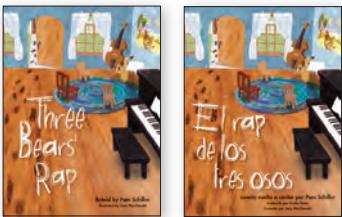


**Rebus Posters** provide visual support for following multiple-step directions.

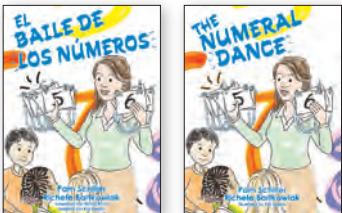
# Hands-On Math for Pre-K

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

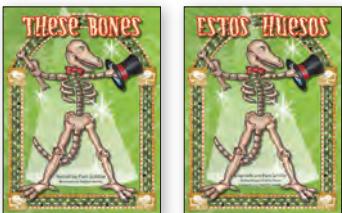
## Math Library



*Three Bears' Rap*  
*El rap de los tres osos*



*The Numeral Dance*  
*El baile de los números*



*These Bones • Estos huesos*



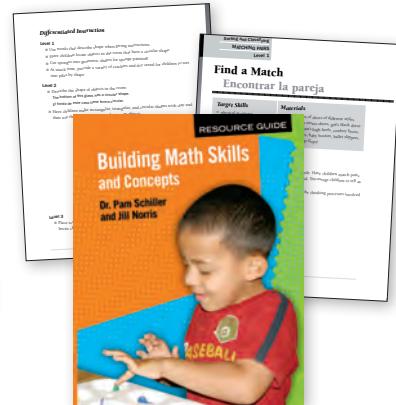
*Five Silly Monkeys*  
*Cinco monos tontos*



*Hands and Fingers*  
*Manos y dedos*

## Building Math Skills and Concepts

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



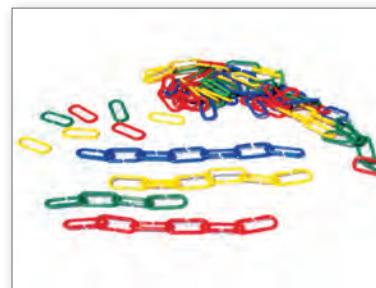
*Moving to Math CD*  
*Camino a las matemáticas CD*



## Manipulatives



pattern blocks



chain links



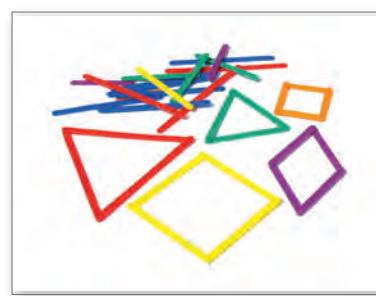
attribute buttons



connecting cubes



frog counters



AngLegs®

Game patterns included on the Games and Patterns CD.

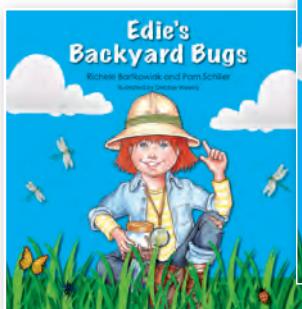
# Science with Steve Spangler

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



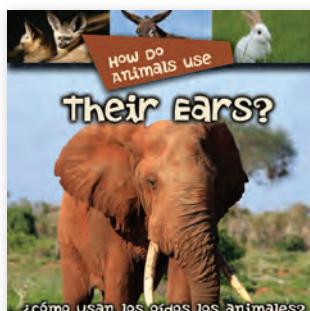
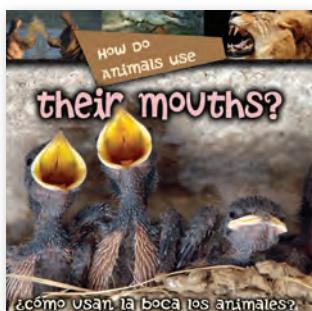
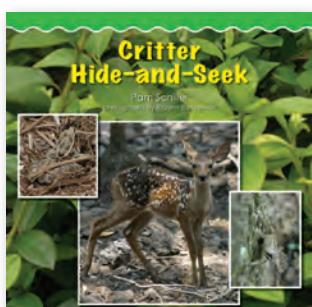
When my twin boys were in preschool, I occasionally got the privilege of being the *Helping Dad* for the day. I'm not sure how much "helping" went on when I was at school, because I found myself playing with the best of them. It didn't take long for me to forget my writing deadlines or lesson plans and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

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



## Tools for Science Exploration

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



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

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

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

# Splash into Pre-K Technology!

English  
and  
Spanish

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



## Frog Street Pre-K Interactive Software

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



## Games and Patterns CD

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

## Digital Online Library

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



## Storytellers on Frog Street DVD

Provides English and Spanish theme-related stories.

## CD Collection

### Music CDs

Dr. Jean on Frog Street CD

Songs of You and Me • Canciones de ti y de mí CD

Songs of Little Creatures • Canciones de los animalitos CD

Songs for Learning Fun • Canciones para aprender con diversión CD

Songs of Our Earth • Canciones de nuestra tierra CD

Frog Street Friends CD

Feelin' Froggy CD

Nursery Rhyme CD

### Listening CDs

Small Book Listening CD (English)

Small Book Listening CD (Spanish)



## Music by

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

# Professional Development Opportunities

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

## \***Creative Storytelling by Mary Jo Huff**

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

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

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

## **Strategies for English Language Learners by Dr. Blanca Enriques**

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

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

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

## **Continuum of Physical Development by Dr. Pam Schiller**

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

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

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

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

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

# The Research that Makes a Difference!

Pam Schiller, Ph.D.



## Character Education Focus

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

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

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

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

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

Becky Bailey, Ph.D.



## Conscious Discipline™ Tips

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

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

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

## Alma Flor Ada, Ph.D.

### Cultural Sensitivity: The Family

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

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

*Houghton Mifflin Harcourt Journeys*

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



## F. Isabel Campoy, Ph.D.

### Early Learners

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



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

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

*Houghton Mifflin Harcourt Journeys*

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

Houghton Mifflin Harcourt

**Exceptional Research Becomes  
Meaningful Practice**



**A Great Place to Learn and Play!**

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

# I Move Yo me muevo



## Instructional Big Books

## Learning Goals

### Phonological Awareness

- Match final sounds

### Letter and Word Knowledge/Writing

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

### Social/Emotional Development

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

### Health and Safety

- Bike safety rules

### Comprehension

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

### Math

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

### Technology

- Onset and rime
- Letter identification
- Math patterns

### Physical Development

- Awareness of body parts
- Move body parts

### Oral Language and Vocabulary

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

### Social Studies

- Family activities
- Mexican culture

### Fine Arts

- Dramatic play
- Sing songs
- Dance

# Daily Lesson Plans



## Day 1

- Meeting Time
- Story Time

**Meeting Time,**  
 p. 10  
**Gather Together**  
**Let's Talk**  
**Conscious Discipline**  
**Story Time,** p. 11  
**Big Book**  
**Letter Work Nn /n/, Ññ /ñ/**  
**Daily Message**



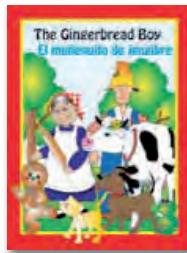
## Day 2

**Meeting Time,**  
 p. 16  
**Gather Together**  
**Let's Talk**  
**Conscious Discipline**  
**Story Time,** p. 17  
**Traditional Tale**  
**Letter Work Nn /n/, Ññ /ñ/**  
**Daily Message**



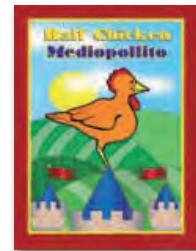
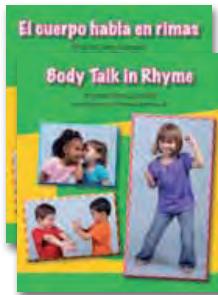
- Literacy Time
- Math Time
- **Centers**

**Literacy Time,**  
 p. 12  
**Story Folder**  
**Math Time,** p. 13  
**"Open, Shut Them" "Abre y cierra"**  
**Centers** Literacy and Math



- Play and Learn
- Story Time
- Connection Time
- Good-bye Time

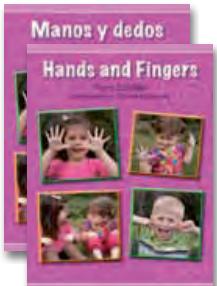
**Play and Learn,**  
 p. 14  
**Story Time,** p. 14  
**Big Book**  
**Connection Time,** p. 15  
**Social Studies**  
**Good-bye Time,** p. 15



**Play and Learn,**  
 p. 20  
**Story Time,** p. 20  
**Story Folder**  
**Connection Time,** p. 21  
**Physical Development and Safety**  
**Good-bye Time,** p. 21

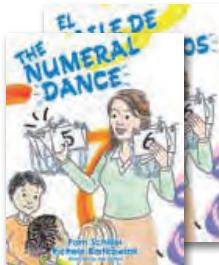
## Day 3

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



## Day 4

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

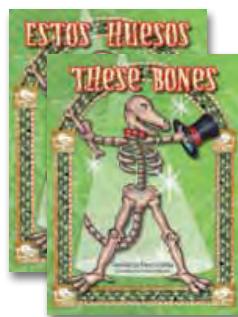


## Day 5

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



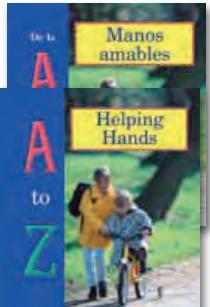
**Literacy Time**, p. 24  
 Rhyme  
**Math Time**, p. 25  
 Count and Identify Patterns  
**Centers** Literacy and Math



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



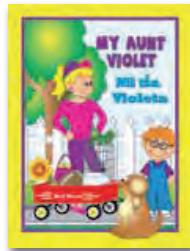
**Literacy Time**, p. 36  
 Big Book  
**Math Time**, p. 37  
 Review Odd/Even Numbers  
**Centers** Literacy and Math



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



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



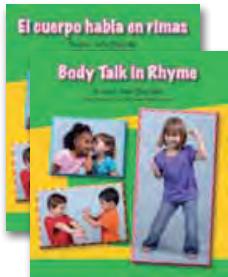
**Play and Learn**, p. 38  
**Story Time**, p. 38  
 Story Folder  
**Connection Time**, p. 39  
 Safety  
**Good-bye Time**, p. 39

# Materials for the Week

## Books to Read Aloud



Our Muscles  
Los músculos



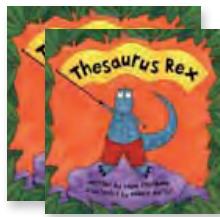
Body Talk in Rhyme  
El cuerpo habla en rimas



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



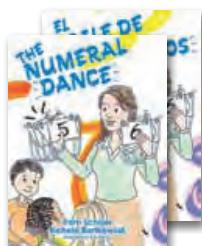
Dance!  
¡A bailar!



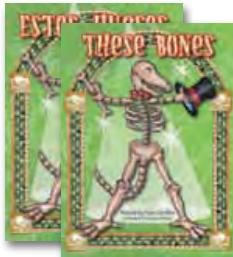
Thesaurus Rex  
Tesauro Rex



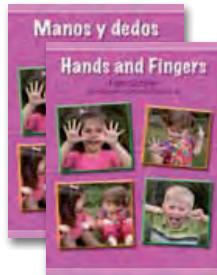
A to Z of Helping  
Hands  
Manos amables de  
la A a la Z



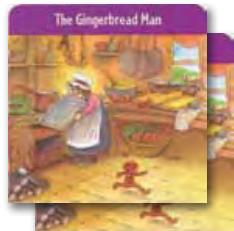
The Numeral Dance  
El baile de los  
números



These Bones  
Estos huesos



Hands and Fingers  
Manos y dedos

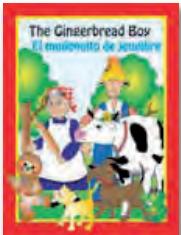


Gingerbread Man  
El muñeco de  
jengibre

## Bilingual Story Folders



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



The Gingerbread Boy  
El muñequito de jengibre



Half-Chicken  
Mediopollito



My Aunt Violet  
Mi tía Violeta

## Manipulatives

Compound Word Cards: *birdcage, football*

Connecting Cubes

Fanny Frog Puppet

Frog Counters

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

Magnetic Letters

Pattern Blocks

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

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

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

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

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

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

## CDs

Dr. Jean on Frog Street

Family Connections

Feein' Froggy

Frog Street Friends

Games and Patterns

It Starts in the Heart

Moving to Math, *Camino a las matemáticas*

Small Book Listening CDs (English, Spanish)

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

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



## Software

Frog Street Pre-K Interactive Software

## Teacher Materials

Strategy Cards: H, J, U

## Other Materials

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



# Centers



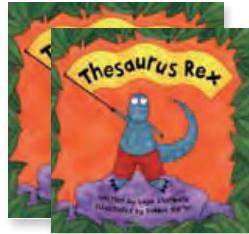
Weekly Centers are optional small-group activities designed to support intentional instruction through the integration of learning goals. Small modifications are made each day to tie the activities in the Centers more closely to the daily focus and to create novelty. Teachers choose the extent to which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

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

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



# Listening Library



## Gross Motor Area

### MATERIALS | boxes and rope

Children navigate a maze and describe their movements.

### MATERIALS | masking tape; service bell

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

### MATERIALS | clothespins; empty coffee cans

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

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

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

### MATERIALS | wagon

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

### MATERIALS | Weekly Read Alouds: *Thesaurus Rex* *Tesáru Rex*

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

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



### English Language Learners

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

# English Language Learners



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

## Day 1

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

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

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

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

## Day 2

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

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

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

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

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

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



## Day 3

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

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

### Centers: Creativity

(Teacher's Edition, p. 25)

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

## Day 4

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

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

### Centers: Library and Listening

(Teacher's Edition, p. 30)

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

## Day 5

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

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

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

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



**Learning Goals****Oral Language**

Show understanding through gestures and actions

**Phonological Awareness**

Match final sounds

**Word of the Week**

**mobile**  
**móvil**

**Conscious Discipline™****Calm**

**MATERIALS** "Pretzel"/"La rosquita" (Teacher's Edition, p. R16)

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

**Connect**

**MATERIALS** Fanny Frog puppet

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

**Commit**

**MATERIALS** Commitment Poster; Safe Keeper Box

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

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

# Meeting Time

## Gather Together



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

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

**Let's Talk****Big Idea**

- Read aloud the Big Idea.

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

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

**Phonological Awareness**

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



# 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/, Ññ /ñ/*

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

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



### 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 aloud the questions on page 24. Ask children to answer.

## Letter Work: *Nn /n/, Ññ /ñ/*

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

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

## Listen to the Daily Message

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

## Centers Transition Time

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

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



### Daily Message

Today is \_\_\_\_\_.

It is \_\_\_\_\_ outside.

We read \_\_\_\_\_.

We learned about the letters \_\_\_\_\_.

Hoy es \_\_\_\_\_.

Afuera está \_\_\_\_\_.

Leímos \_\_\_\_\_.

Aprendimos las letras \_\_\_\_\_.



# Literacy Time



## Learning Goals

### Dramatic Play

Reenact a story after it is read aloud

### Social/Emotional Development

Work with others

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

## Ready!

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

## Set!

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

## Go!

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

# Centers



## Language and Literacy

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

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

## Library and Listening

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

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

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



## Writer's Corner

**MATERIALS** drawing paper; crayons; markers

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



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



# Math Time



## Learning Goals

### Gross Motor Skill

Follow a sequence of movements

### Patterns

Recognize and reproduce simple patterns

### Technology

Use a keyboard and screen

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

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

## Ready!

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

## Set!

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

## Go!

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

# Centers

## Fine Motor

**MATERIALS** Pattern Blocks; paper; crayons

Ask children to make a pattern on paper using the Pattern Blocks. Then have them trace the pattern and color it.

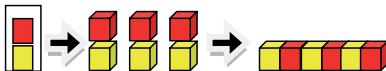
**REFLECT:** What did you make with the muscles in your hands? *¿Qué hiciste con los músculos de las manos?*

## Math

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

Encourage children to select a pattern core card. Instruct them to use Connecting Cubes to replicate the two-color combination shown on the card. Have children replicate the two-color combination two additional times, and then connect the sets of cubes together to create a pattern.

**REFLECT:** Invite children to compare the patterns they created.



## Technology

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

Have children recognize and extend patterns.

**REFLECT:** Invite children to tell how they extended patterns.



# Play and Learn

## Play Inside

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

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

## Play Outdoors

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

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

# Story Time

## Read the Big Book

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

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



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

### Modeling Comprehension

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

### Responding

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





# Connection Time

## Social Studies

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

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



# Good-bye Time

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

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

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

## Conscious Discipline™

### Kindness Tree

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

### Daily Commitment Check

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

### Learning Goals

#### Comprehension

Connect information in a song to real-life experiences

#### Oral Language

Show understanding through gestures and actions

#### Phonological Awareness

Match final sounds

### Word of the Week

**mobile**  
**móvil**



### Conscious Discipline™

#### Calm

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

# Meeting Time

## Gather Together



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

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

### Let's Talk

#### Big Idea

- Read aloud the Big Idea.

I can walk and run very fast.

Puedo caminar y correr muy rápido.

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

#### Phonological Awareness

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

#### Connect

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

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

#### Commit

**MATERIALS** Commitment Poster; Safe Keeper Box

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



# Story Time

## Listen to the Story



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

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

### Modeling Comprehension

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

### Story Words

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

### Learning Goals

#### Comprehension

Answer questions about details in a story

#### Letter Knowledge

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

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



#### English Language Learners

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



#### Daily Message

Today is \_\_\_\_\_.

It is \_\_\_\_\_ outside.

We read \_\_\_\_\_.

We learned about the letters \_\_\_\_\_.

Hoy es \_\_\_\_\_.

Afuera está \_\_\_\_\_.

Leímos \_\_\_\_\_.

Aprendimos las letras \_\_\_\_\_.

### Responding

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

## Letter Work: *Nn /n/, Ññ /ñ/*

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

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

## Listen to the Daily Message

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

## Centers Transition Time

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

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



# Literacy Time



## Learning Goals

### Social/Emotional Development

Cooperate in group activities

### Letter Knowledge

Identify letters in words

### Writing

Copy letters and form words

### **SNA** Special Needs Adaptations

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

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

## Ready!

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

## Set!

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

## Go!

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

# Centers



## Writer's Corner

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

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

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

## Creativity Station

**MATERIALS** paper; markers

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

**REFLECT:** Invite children to share their sentences.

## Library and Listening

**MATERIALS** Bilingual Story Folder: "The Gingerbread Boy,"/ "El muñequito de jengibre"



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

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



# Math Time



## Learning Goals

### Oral Language and Vocabulary

**English:** Use the content word **repeat**

**Spanish:** Use the content word **repetir**

### Gross Motor Skill

Perform actions

### Patterns

Recognize and reproduce patterns

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

## Ready!

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

## Set!

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

## Go!

- Send children to the Math Center to replicate patterns.

# Centers

## Gross Motor

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

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

## Math

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

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

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

## Technology

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

Have children recognize and extend patterns.

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



# Play and Learn

## Play Inside

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

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

## Play Outdoors

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

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

### Learning Goals

#### Gross Motor Skill

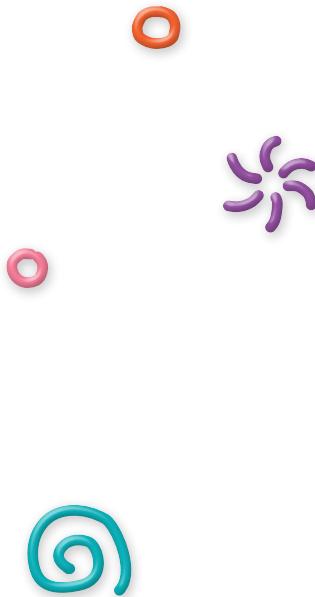
Show an awareness of moving through space

#### Oral Language and Vocabulary

Show understanding through gestures and action

#### Social Studies

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



# Story Time

## Listen to the Story

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

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

### Modeling Comprehension

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

### Responding

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



### Story Words

weather vane **veleta**

pigeon **paloma**

viceroy **virrey**

Mexico City **Capital de México**

vicereine **virreina**



# Connection Time

## Physical Development and Safety

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

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

### Learning Goals

#### Physical Movement

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

#### Oral Language and Development

Discuss today's accomplishments

#### Safety

Discuss safety rules for walking

# Good-bye Time

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

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

## Conscious Discipline™

### Kindness Tree

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

### Daily Commitment Check

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

### Learning Goals

#### Music

Participate in a music activity

#### Social/Emotional Development

Share and cooperate in group activities

#### Phonological Awareness

Match final sounds

### Word of the Week

**mobile**  
**móvil**



# Meeting Time

## Gather Together



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

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

### Let's Talk

#### Big Idea

- Read aloud the Big Idea.

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

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

#### Phonological Awareness

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

### Conscious Discipline™

#### Calm

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

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

#### Connect

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

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

#### Commit

**MATERIALS** Commitment Poster; Safe Keeper Box

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



# Story Time

## Read the Book

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

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



### Story Words

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

### Modeling Comprehension

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

### Responding

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

## Letter Work: *Pp /p/*

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

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

## Listen to the Daily Message

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

## Centers Transition Time

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

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

### Daily Message

Today is \_\_\_\_\_.

It is \_\_\_\_\_ outside.

We read \_\_\_\_\_.

We learned about the letters \_\_\_\_\_.

Hoy es \_\_\_\_\_.

Afuera está \_\_\_\_\_.

Leímos \_\_\_\_\_.

Aprendimos las letras \_\_\_\_\_.

Week 1 • Day 3

23

37



# Literacy Time



## Learning Goals

### Oral Language and Vocabulary

Show understanding through gestures and actions

### Phonological Awareness

Identify rhyming words

### Social/Emotional Development

Maintain concentration over time

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

## Ready!

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

## Set!

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

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

## Go!

- Send children to the Language and Literacy Center.

# Centers



### Language and Literacy

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

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

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

### Creativity

**MATERIALS** drawing paper; crayons; markers

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

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

### Writer's Corner

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

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

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

### SNA Special Needs Adaptations

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



# Math Time



## Learning Goals

### Oral Language and Vocabulary

**English:** Use the content word **repeat**

**Spanish:** Use the content word **repetir**

### Math

Rote count from 0–29

Order numbers from 0–29

### Patterns

Identify patterns in numbers

### Social/Emotional Development

Cooperate with others in group activities

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

## Ready!

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

## Set!

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

## Go!

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

# Centers

## Creativity

**MATERIALS** tempera paint; paper; paintbrushes

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

**REFLECT:** Have children describe their patterns.

## Math

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

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

**REFLECT:** Invite children to identify patterns they see.

## Technology

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

Encourage children to play a memory game about counting.

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



# Play and Learn

## Play Inside

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

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

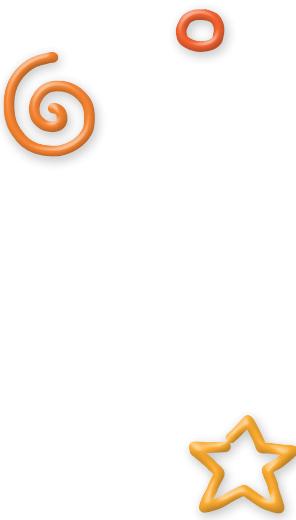
### Learning Goals

#### Gross Motor Skill

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

#### Comprehension

Connect information in books to real-life experiences



## Play Outdoors

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

# Story Time

## Read the Story

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

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

#### Modeling Comprehension

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

#### Responding

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



#### Story Words

ball balón  
fish peces  
bed cama  
books libros



# Connection Time

## Physical Development

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

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

## Learning Goals

### Oral Language and Vocabulary

Discuss today's accomplishments

### Social/Emotional Development

Work with a partner in an activity

# Good-bye Time

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

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

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



## Conscious Discipline™

### Kindness Tree

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

### Daily Commitment Check

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

### Learning Goals

#### Oral Language and Vocabulary

Show understanding through gestures and actions

**English:** Use the content word **dance**

**Spanish:** Use the content word **baile**

#### Phonological Awareness

Match final sounds

### Word of the Week

**mobile**

**móvil**



### Conscious Discipline™

#### Calm

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

#### Connect

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

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

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

#### Commit

**MATERIALS** Commitment Poster; Safe Keeper Box

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

# Meeting Time

## Gather Together

**MATERIALS** Song: "Three White Mice"/"Tres ratoncitos" (Teacher's Edition, p. R27)

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



### Let's Talk

#### Big Idea

- Read aloud the Big Idea.

I can listen and move to sounds!

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

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

#### Phonological Awareness

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

# Story Time

## Read the Book



### Learning Goals

#### Comprehension

Connect information in books to real-life experiences

#### Gross Motor Skill

Perform dance movements

#### Letter Knowledge

Review letter names and sounds *Pp /p/*

#### MATERIALS

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

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



#### Story Words

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



### Daily Message

Today is \_\_\_\_\_.

It is \_\_\_\_\_ outside.

We read \_\_\_\_\_.

We learned about the letters \_\_\_\_\_.

Hoy es \_\_\_\_\_.

Afuera está \_\_\_\_\_.

Leímos \_\_\_\_\_.

Aprendimos las letras \_\_\_\_\_.

## Letter Work: *Pp /p/*

#### MATERIALS

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

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

## Listen to the Daily Message

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

## Centers Transition Time

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

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



# Literacy Time



## Learning Goals

### Oral Language and Vocabulary

Show understanding through actions

### Music

Participate in a music activity

### Letter Knowledge

Identify letters in a word

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

## Ready!

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

## Set!

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

## Go!

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

# Centers



### Language and Literacy

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

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

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

### Gross Motor Area

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

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

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

### Library and Listening

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



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

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



# Math Time



## Learning Goals

### Oral Language and Vocabulary

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

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

### Math

Identify odd and even numbers

### Patterns

Recognize patterns in numbers

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

## Ready!

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

## Set!

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

## Go!

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

# Centers

## Fine Motor

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

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

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

## Math

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

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

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

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

## Technology

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

Have children recognize and extend patterns.

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



# Play and Learn

## Play Inside

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

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

## Play Outdoors

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

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

# Story Time

## Read the Story

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

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



### Story Words

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

## Modeling Comprehension

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

## Responding

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



# Connection Time

## Learning Goals

### Oral Language and Vocabulary

Discuss today's accomplishments

### Social Studies

Show awareness of family activities

## Social Studies

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

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



## Conscious Discipline™

### Kindness Tree

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

### Daily Commitment Check

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

### Learning Goals

#### Oral Language

Use prior knowledge in a discussion

#### Phonological Awareness

Match final words

### Word of the Week

**mobile**  
**móvil**



## Conscious Discipline™

### Calm

**MATERIALS** Calming Strategy:  
“Belly Breathing Strategy”  
(Teacher’s Edition, p. R16)

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

### Connect

**MATERIALS** Fanny Frog puppet; Ritual: “Move What I Touch” (Teacher’s Edition, p. R18)

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

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



# Meeting Time

## Gather Together

**MATERIALS** Song: “My Little Red Wagon”/“Mi carro rojo” (Teacher’s Edition, p. R26)

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

## Let’s Talk

### Big Idea

- Read aloud the Big Idea.

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

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

### Phonological Awareness

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



# Story Time

## Read the Book

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



### Story Words

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

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

### Modeling Comprehension

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

### Responding

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



### Daily Message

Today is \_\_\_\_\_.

It is \_\_\_\_\_ outside.

We read \_\_\_\_\_.

We learned about the letters \_\_\_\_\_.

Hoy es \_\_\_\_\_.

Afuera está \_\_\_\_\_.

Leímos \_\_\_\_\_.

Aprendimos las letras \_\_\_\_\_.

## Letter Work: Nn /n/, Ññ /ñ/, Pp /p/

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

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

## Listen to the Daily Message

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

## Centers Transition Time

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

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

**Learning Goals****Oral Language and Vocabulary**

Show understanding through actions

**Social/Emotional Development**

Cooperate in group activities



# Literacy Time

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

## Ready!

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

## Set!

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

## Go!

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

# Centers

## Gross Motor Area

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

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

## Writer's Corner

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

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

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

## Creativity Station

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

Invite children to paint a picture of a wagon.

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



# Math Time



## Learning Goals

### Math

Review odd and even numbers

### Patterns

Review simple patterns

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

## Ready!

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

## Set!

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

## Go!

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

### Make It Easier

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

### Make It Harder

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

# Centers



## Math

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

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

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

## Creativity Station

**MATERIALS** index cards; crayons or marker

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

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

## Technology

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

Have children play a memory game about counting.

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



# Play and Learn

## Play Inside

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

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

### Learning Goals

#### Gross Motor Skill

Show an awareness of body parts

#### Oral Language and Vocabulary

English: Learn compound words

#### Comprehension

Review story events



## Play Outdoors

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

- Invite children to participate in tricycle relays.

# Story Time

## Listen to the Story

**MATERIALS** Bilingual Story Folder:

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

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



#### Modeling Comprehension

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

#### Story Words

sunflower **girasol**  
grasshopper **saltamontes**

#### Responding

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



# Connection Time

## Safety

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

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

**REFLECT:** Ask children to state a bicycle safety rule.

O



# Good-bye Time

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

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

## Conscious Discipline™

### Kindness Tree

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

### Daily Commitment Check

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

**Learning Goals****Comprehension**

Make connections using photographs and real-life experiences

**Book/Print Awareness**

Recognize how graphic features clarify informational text

**Word of the Week**

**mobile**  
**móvil**



# Story Time

## Read the Big Book

**MATERIALS** Instructional Big Books:

*Our Muscles, Los músculos;* Bilingual CD:  
*Songs of You and Me/Canciones de tí y de mí:* "Open, Shut Them"/"Abre y cierra"  
(Teacher's Edition, p. R28)

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

**Story Words**

**muscles** **músculos**

**index** **índice**

**skin** **piel**

**smile** **sonreír**

**frown** **fruncir el ceño**

**First Reading: Modeling Comprehension**

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



### Second Reading: Responding

- Ask the following questions and invite children to answer:

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

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

### Ideas for Additional Readings

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



**Learning Goals**

**Comprehension**  
Connect information in a story to real-life experiences

**Oral Language and Vocabulary**  
Show understanding through gestures and actions



# Literacy Time

## Listen to the Story

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

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



### Story Words

wink *guiñar el ojo*  
wrinkle *arruga*

### Modeling Comprehension

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

### Responding

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

### Ideas for Additional Readings

- Invite children to physically perform the action in each line.
- Encourage children to chime in, *Can you? ¿Puedes hacerlo tú?*
- Challenge children to create new lines for the rhyme.
- Questions to ask:

*Other than a hug, how else might we greet a friend? Además de con un abrazo, ¿de qué otra manera podríamos saludar a un amigo?*

*Could we do these actions without muscles? ¿Podríamos hacer estas acciones sin los músculos?*

### Other Program Resources

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

## Connect to the Theme

### One Wheel, Two Wheels, Three Wheels, More

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

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

### Line Dance

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

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

# Math Time

## Learning Goals

### Oral Language and Vocabulary

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

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

### Comprehension

Identify sequence of events

### Math

Recognize patterns

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

## Ready!

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

## Set!

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

## Go!

- Send children to the Math Centers.

### Other Program Resources

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



### Creativity

MATERIALS paper folded into three segments

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

### Math

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

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

### Language and Literacy

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

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

# Notes

# Notes

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