

THEME 1, WEEK 3

Marvelous



MME



frogstreet

PRESCHOOL
TEACHER'S GUIDE
SAMPLE

PRESCHOOL THEME 1: **Marvelous ME**

MONTHLY THEMES

THEME 1
Marvelous Me

THEME 2
My Family and Friends

THEME 3
Safe and Healthy Me

THEME 4
Color, Shape, and Size

THEME 5
Creative Me

THEME 6
On the Go

THEME 7
Amazing Critters

THEME 8
Habitats

THEME 9
The World Around Me

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WEEKLY READ-ALOUDS



WEEK AT A GLANCE

Word of the Week friends

Definition: friends are people who enjoy each other's company.

friends



WEEK 3 INQUIRY & EXPLORATION



Math
Make shape footprints and match shapes



Literacy
Trace and spell names



Creativity Station
Make a paper collage



Construction Center
Build block towers and roads



Fine Motor Center
Create balloons and cookies with dough



Dramatic Play Center
Wrap packages and prepare a pretend party

Lesson Planners are available digitally (Portal: Planning & Assessment) with suggested day-by-day lesson plans and customizable lesson plan templates.

**DAY
1**

Greeting Circle

Morning Message

I am a friend.

Literacy: Read-Aloud #1

Book: *Play Is More Fun with Friends*

Friends
Explore activities that are enjoyed with friends

Literacy: Read-Aloud #2

Book: *The Birthday List*

List of Friends
Predict storyline based on book title and discuss outcome

Math

Focus: Free Exploration

Straight and Curved Lines
Make and explore attributes of lines (straight and curved)

STEAM

Closing Circle

DAY 2	DAY 3	DAY 4	DAY 5
<p>Unite: <i>The More We Get Together</i></p>	<p>Calm: S.T.A.R. Breathing</p>	<p>Connect: Absent Child Ritual</p>	<p>Commit: Helpful Hands, Safekeeper Ritual</p>
<p>Phonological Awareness: sentence segmentation</p>		<p>Print Concepts: print directionality</p>	
<p>Alphabet Knowledge: general letter awareness</p>		<p>Alphabet Knowledge: general letter awareness</p>	
<p>I am a friend.</p>	<p>I am helpful.</p>	<p>I am helpful.</p>	<p>I use helpful hands.</p>
<p>Play Compare playground activities in story to personal experience</p>	<p>Don't Be Shy Discover ways to help friends feel welcome</p>	<p>Favorite Things Explore benefits of sharing experiences with others</p>	<p>Rhyme Time Notice words that rhyme while listening to the story</p>
<p>Piper's Party Compare character's birthday celebration to personal experience</p>	<p>Accepting Limits Understand what limits are and why they are important</p>	<p>Finding Friends Understand that being social can make activities more fun</p>	<p>Making Lists Explore the purpose and type of a variety of lists</p>
<p>Lines Make Shapes Trace shapes with curved and straight lines</p>	<p>Naming Shapes Notice attributes of shapes</p>	<p>Circles Explore attributes of a circle</p>	<p>Circles and Triangles Compare attributes of a circle and a triangle</p>
<p>T is for Technology</p>			
<p>Science Center: Explore and use forms of technology.</p>			
<p>Review and Reflect On Day 1, send home the "Social Me" family letter.</p>			

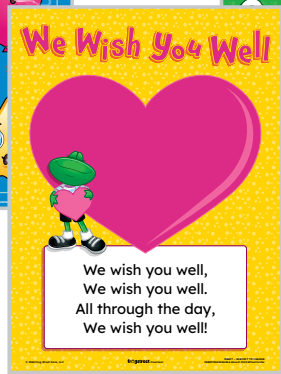
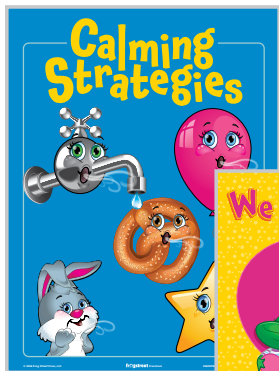


MATERIALS FOR THE WEEK

LITERATURE



POSTERS



↑
Calming Strategies

↑
Absent Child Ritual

↑
Commitments

VOCABULARY CARDS

Read Aloud 1

friends



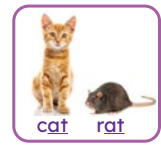
invite



share



rhyme



Read Aloud 2

friends



invite



limits

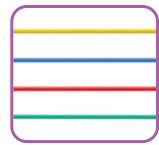


activities



Math

straight



curved



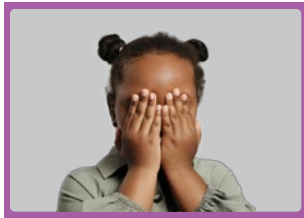
shape



PHOTO CARDS

Read Aloud 1

Shy



Read Aloud 2

Celebrate



List



Math

Circle



Triangle

PROGRAM MATERIALS



Attribute buttons



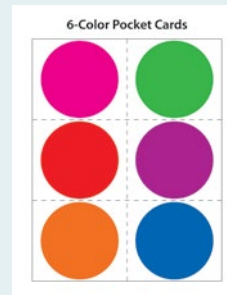
Pocket Cube



Fernando

PREPARE

- For **Greeting Circle**, print the *Helping Hands Icon* (Portal: Patterns) (p. 88).
- For **Straight and Curved**, cut a 12-inch string for each pair of children (p. 88).
- For the **Math Center**, print the *Shape Cards* (Portal: Patterns) and place the cards in the Pocket Cube (p. 14).
- For the **Literacy Center**, make a name card for each child (p. 14).
- For the **Creativity Station**, cut tissue paper into small pieces (p. 15).
- For the **Fine Motor Center**, cut 6-inch pieces of yarn (p. 16).



- For the **Dramatic Play Center**, cut wrapping paper into small squares for wrapping small boxes (p. 16).
- For the **Science Center**, gather materials to prepare 4 exploration kits (p. 17).
- For the **Inquiry and Exploration Activities**, post a rebus-format daily schedule at children's eye level. Use a picture to illustrate each activity. For example, draw a book by Read-Aloud times, draw a ball for Outdoor Play, draw numbers for Math Time, and draw a puzzle or block for Center Time.

GATHER

- string
- blocks (assorted shapes)
- book
- yardstick
- chenille stems
- dough
- rolling pin
- egg carton
- plastic letters
- tissue paper
- cardboard box
- yarn
- cookie cutters
- rolling pin
- baking sheet
- wrapping paper
- small boxes
- streamers
- birthday plates and hats
- tray
- magnifying glass
- rocks, leaves
- tub of water
- sponge, bowl, towels
- box with small items (key, paper clip) inside
- flashlight
- construction paper strips (1" x 12")

PORTAL

- Patterns
 - › *Helping Hands Icon*
 - › *Shape Cards*
 - › *Brain Smart® Start Materials*
- Music & Listening
 - › *I Will Be Your Friend* with Ronno
 - › *Amigo mió* with Miss Rosi
 - › *Ring Around the Rosy*
 - › *Duck, Duck, Goose*





GREETING CIRCLE

UNITE

Use the portal to present the Fernando Unite Video and sing *The More We Get Together* (Portal: Videos) (p. 88). Encourage children to clap as they sing.

Have Fernando point to the *friends* Vocabulary Card. Using your Fernando voice, define *friends* as people who enjoy each other's company. Explain having *friends* makes things we do more fun. *Friends* are kind, share, and help each other. Explain to have a *friend*, you must be a *friend* too.

friends



Tell children to be a good *friend* they must understand others' feelings. Point out that kindness, helpfulness, and sharing are social skills. Ask, *Do you have a friend?* Invite children to share about their *friends*.

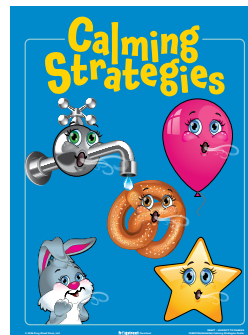
CALM

Encourage children to hold hands as they stand in a circle. Have them breathe deeply while raising their hands up and release as they lower their hands.

Refer to the *Calming Strategies* Poster and review S.T.A.R. Place your hands on your abdomen as you breathe in and then drop them to your sides as you exhale.

Children can use this breathing technique when they need to calm down.

Invite partners to practice S.T.A.R. together.



CONNECT

Introduce the *Absent Child Ritual* Poster (p. 3).

Explain you want to send well wishes to absent *friends* every day. Place the absent child's name or photo on the *We Wish You Well Heart* (p. 3).

Teach children *We Wish You Well* (p. 3). This song helps children think about missing *friends* and lets them know when they are absent their *friends* are thinking about them.



COMMIT

Display the name or photo card each child uses for the Safekeeper Box. Allow children to find their name card or photo card.

Recite the Safekeeper Ritual from the poster as you hold the box. Say, *My job is to keep you safe. Children say, And it is our job to help keep the classroom safe.*

Display the *Helping Hands* Icon. Discuss "helping hands" and give examples (helping a friend pick up something, shaking hands nicely, patting a friend on the back). Give non-examples of "helping hands" (hitting, snatching, squeezing).

Encourage children to commit to using "helping hands." Once each child has agreed to their commitment, have them deposit their photo inside the Safekeeper Box.



Word of the Week friends

Definition: friends are people who enjoy each other's company.

Learning Outcomes

P-ATL 4. Child manages actions, words, and behavior with increasing independence.

P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

P-SE 11. Child has a sense of belonging to family, community, and other groups.

The activities to Unite, Calm, Connect, and Commit are all components of the Brain Smart Start used with permission from Dr. Becky Bailey and Conscious Discipline® (www.consciousdiscipline.com).

MORNING MESSAGE



Materials

- chart paper
- markers

Say, write, and explore one sentence each day:

DAY 1:

I am a friend.

DAY 2:

I am a friend.

DAY 3:

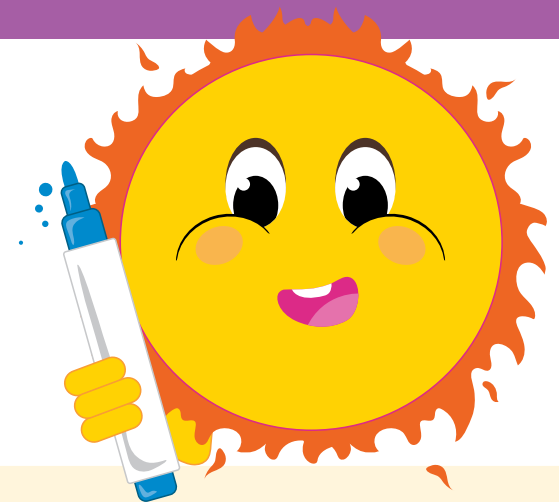
I am helpful.

DAY 4:

I am helpful.

DAY 5:

I use helpful hands.



Learning Outcomes

P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

STEP 1: SAY THE SENTENCE

Phonological Awareness: sentence segmentation

1. Say the sentence. Define unfamiliar words.
2. Ask children to say the sentence with you.
3. Encourage them to say it again, this time tapping their knees for each word they say. Check that children are tapping words and not syllables.

STEP 2: WRITE THE SENTENCE

Print Concepts: print directionality

1. Write the sentence saying each word as you write.
2. Place your hand under each word in the sentence and have children read it with you.

STEP 3: EXPLORE LETTERS

Alphabet Knowledge: general letter awareness

1. Point out letters that appear in the Morning Message and in children's names. For example, point to a letter and say, *The letter f is in the word friend. The letter F is also in Fernando's name and other names like Fred and Fiona.*
2. Write Fernando's name on chart paper. Under it, if any of your learners have an f in their name, write the name(s) on the same chart paper and underline the letter f. Select a different letter each day to use examples from as many children's names as possible.





Learning Outcomes

P-LC 1. Child attends to communication and language from others.

P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

Special Needs Adaptation

Children with sensory issues may be less likely to want to touch or be touched by others. Consider options for interactive play without physical contact, such as sand play or hopscotch.

Make considerations for children who might not be able to engage in physical play. Offer a non-physical-based activity, such as a simple board game (Connect Four or Tic-Tac-Toe).

Music and Movement

Sing and dance to *I Will Be Your Friend* with Ronno (Portal: Music & Listening) (p. 89). Encourage children to find a *friend* to dance beside.

LITERACY

Read-Aloud #1

Materials

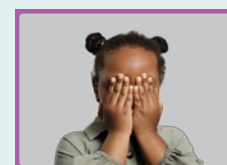
- *Play Is More Fun with Friends*

VOCABULARY CARDS

- friends
- share
- invite
- rhyme

PHOTO CARDS

- shy
- chart paper
- markers



friends



invite



share



rhyme



DAY 1: FRIENDS

Vocabulary: friends

PREPARE:

Display *Play Is More Fun with Friends* and the *friends* Vocabulary Card.

friends



DISCOVER:

Introduce the word *friends*. Define *friends* as people who enjoy each other's company.

Read the title of the book, referencing the author and illustrator. Invite a volunteer to describe the illustration on the cover. Read the book, highlighting the ways Ms. Chen helps the children. Ask, *How did Ms. Chen help the children?*

WONDER:

Ask, *Why did Ms. Chen help children play with each other?* Refer to the *friends* Vocabulary Card. Invite children to describe various ways the children became *friends* in the book.

DAY 2: PLAY

Vocabulary: friends

PREPARE:

Display *Play Is More Fun with Friends* and the *friends* Vocabulary Card. Gather chart paper and markers.

DISCOVER:

Review the word *friends*. Ask a volunteer to remind others what a *friend* is.

Before reading, encourage the class to listen for ways children in the book are playing with each other. Read the story.

During the reading, invite children to name ways children are playing in the story. List their responses (swinging, playing in sand, playing chase, hopscotch) on chart paper.



? WONDER:

Guide children to reflect on their list. Ask, *What do we have on our playground that is the same as the children in the book? What is different?*

DAY 3: DON'T BE SHY

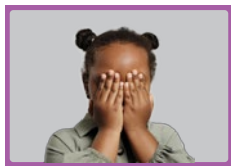
Vocabulary: invite

✓ PREPARE:

Display *Play Is More Fun with Friends*, the *invite* Vocabulary Card, and the *shy* Photo Card.

🔍 DISCOVER:

Read the book, pausing on page 6. Explain *shy* children may feel uncomfortable asking others if they can play. Refer to the *shy* Photo Card. Sometimes *shy* children just need others to encourage them to join.



Say, *When we notice someone is alone and not playing, it may be because they are shy.* Refer to the *invite* Vocabulary Card. Say, *We could invite them, or ask them, to play with us.*

? WONDER:

Ask, *Have you ever felt shy?* Encourage children to share their experiences. Continue reading. Ask, *How would you invite a friend to come play?* Model how to *invite* someone to play. Prompt children to find a friend in the class and practice asking them to play in a kind way.

DAY 4: FAVORITE THINGS

Vocabulary: friends, share

✓ PREPARE:

Display *Play Is More Fun with Friends* and the *friends* and *share* Vocabulary Cards.

🔍 DISCOVER:

Point to the *friends* Vocabulary Card. Invite a volunteer to remind the class how we

defined a friend. Add that, *Friends can enjoy being together indoors, outdoors, at the park, at a restaurant, or anyplace they go.*

Read the book, pointing out playing with friends does not just happen outdoors. Discuss how you can enjoy each other's company indoors, too.

Point to the *share* Vocabulary Card. Define *share* as use, experience, or enjoy with others. Say, *When we use blocks together we are sharing. When we hear a new story together, we are also sharing.*

? WONDER:

Share the poem *My Favorite Toys* (p. 89). Invite children to answer the question at the end of the poem. Ask, *Why can it be more fun when you share with your friends?*

DAY 5: RHYME TIME

Vocabulary: rhyme

✓ PREPARE:

Display *Play Is More Fun with Friends* and the *rhyme* Vocabulary Card.



🔍 DISCOVER:

Refer to the *rhyme* Vocabulary Card. Define *rhyme* as words that end with the same sound. Say some rhyming word pairs, such as *bug/rug*, *ball/fall*, or *cat/hat*.

Say, *As I read the story today, I would like you to help me tell the story.* As you read, pause before saying a word that rhymes with another to see if children can supply the missing word. For example:

It's time to go out and play.

One at a time is the proper (way).

? WONDER:

Ask, *Did you know our story has special words that rhyme, or end with the same sound? Can you find other items in our classroom that rhyme? If learners do not immediately think of anything, consider saying toy/boy or ball/wall.*



Cultural Responsiveness

DAY 3: In many cultures, including some where our friends might come from, being shy is seen as a positive quality. It's important to understand that different places have different values, and in some places, being shy is admired. Shy people are often thought to be good listeners, thoughtful, and respectful. So, if you or a friend feel a little shy sometimes, remember that it can be a wonderful and positive way of expressing yourself!



ELL/DLL Adaptation

DAY 3: Hold up the *shy* Photo Card. Point to the word as you say it, lengthening the *sh* sound. Hold up the *share* Vocabulary Card and repeat.

DAY 5: Repeat sets of rhyming words. Ask children to repeat each word: *ball, tall, small.*



LITERACY

Read-Aloud #2



Learning Outcomes

P-LC 1. Child attends to communication and language from others.

P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

P-LIT 5. Child asks and answers questions about a book that was read aloud.

ELL/DLL Adaptation

Point to the word *List* on the book cover as you say the word slowly. Emphasize the short *i* sound and the *st* sound in *List*.

Materials

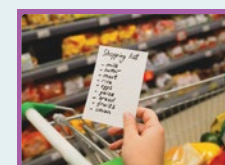
- *The Birthday List*

VOCABULARY CARDS

- friends
- limits
- invite
- activities

PHOTO CARDS

- celebrate
 - list
-
- chart paper
 - markers



friends



invite



limits



activities



DAY 1: LIST OF FRIENDS

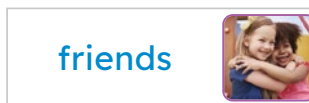
Vocabulary: friends, invite

PREPARE:

Display *The Birthday List* and the *friends* and *invite* Vocabulary Cards.

DISCOVER:

Review the word *friends*. Define *friends* as people who enjoy each other's company.



Introduce the book title, author, and illustrator. Ask children to turn to a partner and say what they think the story will be about. Read the story, pausing along the way and noting how many *friends* Piper is *inviting*. Ask, *Was the story about what you discussed with your partner?* Refer to the *invite* Vocabulary Card. Explain Piper is making a list of friends she wants to *invite* to her party.

Encourage children to participate in the action rhyme *Mr. Wiggle and Mr. Waggle* (p. 90).

WONDER:

Discuss the action rhyme with the children. Ask, *Have you ever gone to a friend's house*

to visit them? What happens if they are not home?

DAY 2: PIPER'S PARTY

Photo Card: celebrate

PREPARE:

Display *The Birthday List* and the *celebrate* Photo Card.

DISCOVER:

Refer to the *celebrate* Photo Card. Discuss how children *celebrate* special events in their family. Some families *celebrate* birthdays while other families *celebrate* other special days of the year.

Read the book, pausing on pages 14-15. Discuss the decorations and games at Piper's party. Ask, *Have you experienced a party like this?*

Point out families *celebrate* in different ways and encourage children to share their experiences.



? WONDER:

Ask, How do you think the children feel at Piper’s party? How would you feel if you were at Piper’s party? Can you describe a time you went to a party?

DAY 3: ACCEPTING LIMITS

Vocabulary: limits, invite

✓ PREPARE:

Display *The Birthday List* and the *limits* and *invite* Vocabulary Cards.

🔍 DISCOVER:

Refer to the *limits* Vocabulary Card. Define *limits* as points you should not go beyond. For example, there are *limits* to the amount of space you have. Invite children to think about why *limits* are important as you read the story.

Pause on pages 8-9. Point out Piper’s mother reminds her she can’t *invite* all friends she would like because their yard is too small. She is describing a *limit* to the number of party guests. Refer to the *invite* Vocabulary Card. Say, *Instead of inviting the entire soccer team, she chooses who she practices with. Instead of inviting the entire swim team, she chooses the first friends she met.*



? WONDER:

Ask, *What could happen if you don't put limits on a party, and there were too many children in the yard or home?*

DAY 4: FINDING FRIENDS

Vocabulary: friends, activities

✓ PREPARE:

Display *The Birthday List* and the *friends* and *activities* Vocabulary Cards.

🔍 DISCOVER:

Refer to the *friends* Vocabulary Card. Remind children *friends* are people whose company

we enjoy. Point to the *activities* Vocabulary Card. Discuss *activities* children may do with their friends, such as eating lunch or kicking a soccer ball.

Read the book, pausing along the way to notice the *activities* Piper does with *friends* (eat lunch at school, play in the yard, kick a soccer ball, ride bikes, swim). Guide children to understand that Piper makes friends during each of these *activities*.



? WONDER:

Ask, *When have you done an activity and made a friend? Does anyone play soccer or take swimming lessons? Does anyone have a neighbor or cousin they play with?* Point out joining other children to play games can make *activities* more fun!

DAY 5: MAKING LISTS

Photo Card: list

✓ PREPARE:

Display *The Birthday List* and the *list* Photo Card. Gather chart paper and markers.



🔍 DISCOVER:

Read the story, pausing on page 5 to count the names on Piper’s *list*. Pause on page 10 to notice how the *list* has grown. Pause on page 12 to point out Piper’s mom counts 10 names on the *list* before Piper adds one final name.

After reading, display page 16. Call attention to the *lists* on the page.

Refer to the *list* Photo Card. Explain people often make *lists* to help them remember things. Invite children to answer the question on page 16.

? WONDER:

Prompt children to help make a *list* of *activities* they have been a part of in school this week. Ask each child to give an example. Record children’s responses on chart paper.



ELL/DLL Adaptation

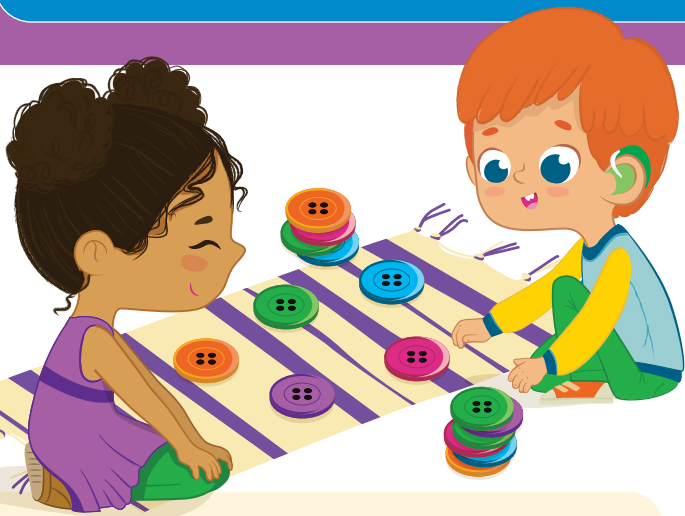
Show children limits to the spaces they see at school. The classroom is our indoor limit, and the fence around a playground is the outdoor limit.



Differentiate Instruction

Work individually with children who may need additional context to understand the reasons for making lists. Invite children to make a list of something important to them, such as family members or, independent of the group, a list of things they have done at school today. Some children may need help remembering the school day.





👁️ Learning Outcomes

P-MATH 4. Child compares numbers.

P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement; uses differences in attributes to make comparisons.

P-MATH 9. Child identifies, describes, compares, and composes shapes.

♥️ Special Needs Adaptation

Offer to hold the block in place on the chart paper while children maneuver the marker to trace around the edges. Consider offering marker stamps as well for children with motor function issues.



MATH

Free Exploration



Materials

VOCABULARY CARDS

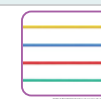
- straight
- curved
- shape

PHOTO CARDS

- circle
- triangle
- string
- chart paper
- markers
- blocks
- book
- yardstick
- chenille stems
- dough for each child



straight



curved



shape



DAY 1: STRAIGHT AND CURVED LINES

Vocabulary: straight, curved

✓ PREPARE:

In advance, cut a 12-inch string for each pair of children. Display the *straight* and *curved* Vocabulary Cards.

🔍 DISCOVER:

Pair children and tell them to hold the string at opposite ends and pull it taut. Ask, *What does the string look like?* Point out the string makes a *straight* line while referring to the *straight* Vocabulary Card.

Have each pair move closer together so the string droops. Ask, *How did the string change?* Point out it changed from being *straight* to *curved* while referring to the *curved* Vocabulary Card.

❓ WONDER:

Encourage pairs to make different lines with the string. Ask them to name and describe the lines they make.

Ask, *What happens if you join together both ends of the string?* Highlight answers such as a circle, oval, and knot.

DAY 2: LINES MAKE SHAPES

Vocabulary: straight, curved

✓ PREPARE:

In advance, cut a 12-inch string and gather markers and chart paper. Provide access to the Block Center. Display the *straight* and *curved* Vocabulary Cards.

🔍 DISCOVER:

Refer to the *straight* and *curved* Vocabulary Cards. Ask a volunteer to use string to demonstrate each word. Ask, *What is the difference between the two types of lines?*

Send volunteers to the Block Center to find blocks with *straight* lines and blocks with *curved* lines. Use a marker to trace around the block's edges on chart paper. Describe the edges as you trace. Remove the block and use your finger to highlight the outline you made. Tell children the outline is not the actual block but the shape of the block.

? WONDER:

Invite children to find other classroom objects (buttons, lids, boxes) to trace on the chart paper. Ask, *What type of line does the (name of object) have?*

DAY 3: NAMING SHAPES

Vocabulary: shape

✓ PREPARE:

Display the *shape* Vocabulary Card and the *circle* and *triangle* Photo Cards. Gather a book, markers, and chart paper.



🔍 DISCOVER:

Trace around the edges of the book on chart paper. Remind children the outline is not the actual book but the shape of the book. Refer to the *shape* Vocabulary Card. Say, *Shapes are made of lines that surround an inside space. The lines of a shape can be straight or curved.*

Explain there are many different *shapes* with special names. Refer to the *circle* and *triangle* Photo Cards one at a time. As you introduce each *shape*, ask children to describe what it looks like and trace the lines with their finger.

? WONDER:

Invite children to find classroom objects that are the same *shape*. Ask, *How do you know (name of object) is a (name of shape)?*

DAY 4: CIRCLES

Vocabulary: straight, curved, shape

✓ PREPARE:

Display the *straight*, *curved*, and *shape* Vocabulary Cards and the *circle* Photo Card. Gather a yardstick and several chenille stems.

🔍 DISCOVER:

Refer to the *circle* Photo Card. Explain a *circle* is a *shape* created when both ends of a *curved* line are connected.

Stand in the center of an open space. Challenge children to form a *circle* around you. Extend a yardstick from where you are standing to show how far from the center each child should be, creating a *circle*.

Turn in place, inviting each child to touch the end of the yardstick. Point out how each spot on the *circle* is the same distance from the center.

? WONDER:

Invite children to make their own *circle* with a chenille stem. Have children use their fingers (in place of the yardstick) to show the center of their *circle*. Ask, *was it easier to make a circle with your fingers, or the chenille stem?*

DAY 5: CIRCLES AND TRIANGLES

Vocabulary: shape, straight, curved

✓ PREPARE:

Display the *shape*, *straight*, and *curved* Vocabulary Cards and the *triangle* and *circle* Photo Cards. Gather dough for each child.

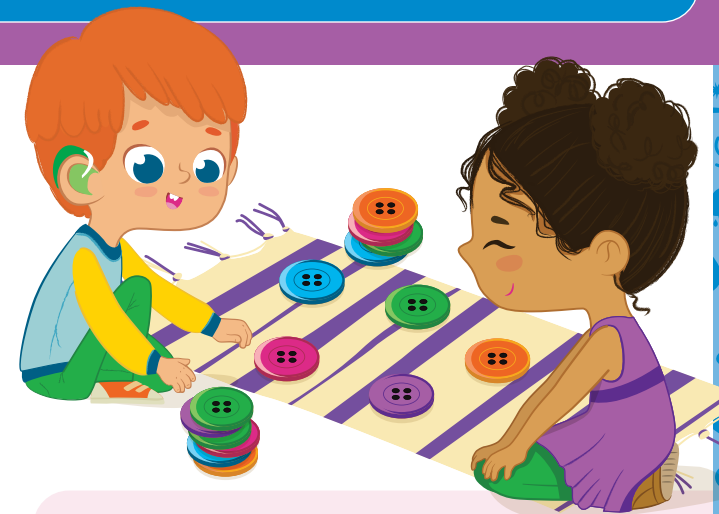


🔍 DISCOVER:

Refer to the *shape*, *straight*, and *curved* Vocabulary Cards and the *triangle* and *circle* Photo Cards. Ask, *How are these shapes alike? How are these shapes different?* Point out that some *shapes* have *straight* sides and corners, and others have *curved* lines without corners. Confirm the *triangle* has 3 *straight* sides and the *circle* has a *curved* line and no corners.

? WONDER:

Invite children to use dough to make a *shape* with no corners and a *shape* with 3 corners. As children create, direct their attention to the corners of each *shape*. Say, *The point where two lines join together is a corner.* Ask, *How many corners are on your 3-sided shape? How many corners are on your curved shape?*



ELL/DLL Adaptation

DAY 3: Use Total Physical Response (TPR) to help children differentiate between the words *straight* and *curved*. Invite children to trace the edges of the object they are describing as they say the word that describes the shape's lines (*straight* or *curved*).

DAY 5: Trace the shapes on the Vocabulary Cards. Invite children to trace the shapes in the air.



Differentiated Instruction

↓ **SUPPORT** Make an outline of a triangle and a square on separate sheets of paper. Have children lay straws directly on top of each outline.

↑ **CHALLENGE** Challenge children to build a triangle and a square from memory (without providing a visual).



Music and Movement

Invite children to play different types of circle games with friends, such as *Ring Around the Rosy* (p. 89) or *Duck, Duck, Goose* (p. 89).



Tips and Preparation

FOR THE MATH CENTER:

To make the Shape Pocket Cube, print and cut apart the *Shape Cards* (Portal: Patterns). Place one card in each pocket of the Pocket Cube.

Limit center choices and activities at each center. Young children can become overwhelmed when offered more than three choices.

INQUIRY AND EXPLORATION



Materials:

- dough
- rolling pin
- shape blocks
- Shape Cards (Portal: Patterns)
- Pocket Cube
- attribute buttons
- egg carton



MATH CENTER

► Shape Footprints

Have children flatten a ball of dough with a rolling pin and press different shape blocks (cylinder, cube, triangular prism) into it to make 2-dimensional “shape footprints.”

Reflect: *What shape did you make in your dough?*

► Roll and Take a Shape Button

Invite children to roll the *Shape Pocket Cube* and take an attribute button that matches the shape they roll. Have children place each button in one section of an egg carton. When the carton is filled, have children count and compare the data. **Reflect:** *Which shape did you collect more of?*

P-MATH 4, P-MATH 9



Materials:

- paper
- markers
- plastic letters
- Name Cards (p. 90)
- dough



LITERACY CENTER

► Birthday List

Make a list of three of Piper’s friends (Xavier, Lisa, Rosie). Place the list on the table. Have children use plastic letters to copy the names on the list. **Reflect:** *Why did Piper make a guest list?*

► Your Name, My Name

Invite children to work with a friend to spell each other’s names. Ask children to share their name card with each other. Invite them to use dough to copy their friend’s name, matching each letter on the card to a dough letter. **Reflect:** *Which name has the most letters?*

P-LIT 6, P-SE4

INQUIRY AND EXPLORATION

CREATIVITY STATION

► Beginning of Week

In advance, cut tissue paper into a variety of small pieces. Invite children to glue the pieces onto the outside of a cardboard box to make a collage. Explain the box will be used for unfinished art an “artist” wants to finish later. **Reflect:** *How will you use this box?*

► Midweek

Encourage children to invite a friend to use markers to draw pictures to further decorate their box, or as a new project on a new box. **Reflect:** *What color markers did you use? What shapes did you draw?*

 **P-PMP 1, P-PMP 2, P-PMP 3, P-SE 4**



Materials:

- tissue paper
- cardboard boxes
- glue
- markers



ELL/DLL Adaptations

FOR THE LITERACY CENTER:

Count the letters in the longest and shortest names. Have children follow along with the letters as you read each name slowly.

FOR THE CONSTRUCTION CENTER:

Point to the tallest tower and say *tall*. Point to a small tower and say *small*. Reinforce the rhyming sounds.

CONSTRUCTION CENTER

► Beginning of Week

Invite children to build a block tower beside a friend. Encourage children to observe their towers. Then, challenge them to build matching towers. **Reflect:** *How did you keep your tower from falling?*

► Midweek

Have children use blocks to build long roads. **Reflect:** *Which road is the longest? Are the roads straight or do they curve?*

 **P-PMP 1, P-PMP 2, P-SE 4, P-ATL 3**



Materials:

- blocks





ELL/DLL Adaptation

FOR THE DRAMATIC PLAY CENTER:

Count the gifts with children. Invite them to copy you as you raise your fingers to count.

INQUIRY AND EXPLORATION



Materials:

- dough
- 6-inch pieces of yarn
- cookie cutters
- rolling pin
- baking sheets



FINE MOTOR CENTER

► **Beginning of Week**

Remind children of the balloons at Piper’s party. Invite children to use baking tools to create dough balloons and attach a string to each “balloon” by pushing one end of a piece of yarn into the dough balloon. **Reflect:** *Are your “balloons” the same size as your friend’s “balloons”? What colors did you choose? Why?*

► **Midweek**

Invite pairs of children to make dough “cookies.” If it is not too disruptive, the “bakers” may want to place some of their “cookies” on a baking sheet and share them with the party guests in the Dramatic Play Center.

👁️ **P-PMP 3, P-SE 4**



Materials:

- wrapping paper
- small boxes
- tape
- streamers
- birthday plates and hats



DRAMATIC PLAY CENTER

► **Beginning of Week**

In advance, cut wrapping paper into squares for wrapping small boxes. Encourage children to wrap the boxes as gifts for a pretend party. **Reflect:** *Was it easy or hard to wrap the boxes? What challenged you?*

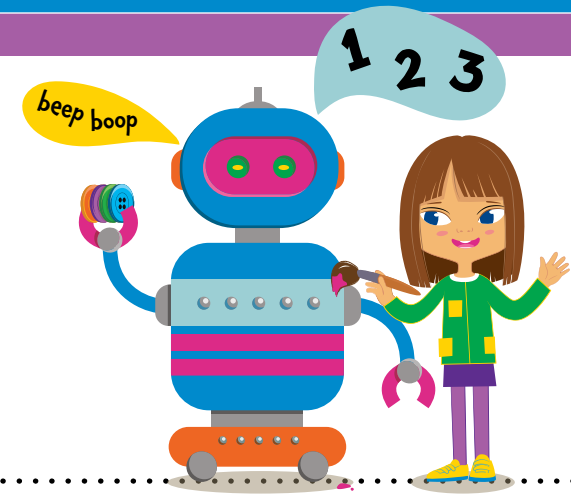
► **Midweek**

Invite children to decorate for a pretend birthday party. Offer party guests plates, hats and the gifts they wrapped earlier in the week. **Reflect:** *What did you like best about the party?*

👁️ **P-SE 3, P-SE 4, P-PMP 3**

STEAM

T is for Technology



- Materials**
- STEAM Poster
 - flashlight
 - large sheet of paper
 - sponge
 - magnifying glass
 - scissors

Display the STEAM Poster. In previous weeks, you had used a large sheet of paper to cover the photos under T, E, A, and M. Now, move the paper to the right so that the technology illustrations are visible. Point to the T, highlighting *Technology*. Tell children they will learn about another part of STEAM called *technology*.



Explain to children *technology* is an idea or a thing that is created to solve a problem or make life easier. For example, cars help people move from one place to another.

Ask, *How do wheelchairs make someone's life easier? How do telephones help people?*

Introduce other examples of technology children can explore and investigate at the Science Center, including a magnifying glass, a flashlight, a sponge, and scissors. As you introduce each item, gather suggestions from children on what they predict they could do with that technology.

P-SCI.1, P-SCI.2, P-SCI.5

SCIENCE CENTER

- Materials**
- In advance, prepare 4 exploration kits:
1. tray with magnifying glass, rocks, leaves
 2. tub of water, sponge, bowl, towel
 3. large box with small items, flashlight
 4. scissors, 1" x 12" strips of construction paper

Invite children to carry out explorations with different technologies:

Magnifying glass: Look up-close at small features on rocks and leaves.

Sponge: Soak up water and wring it out into an empty bowl.

Flashlight: Look inside a dark box to identify objects at the bottom.

Scissors: Cut strips of paper into smaller strips or squares.

Reflect: *How did (name of technology) make (name of task) easier to do?*

P-SCI 1, P-SCI 2, P-SCI 5





TIPS, STRATEGIES, AND TRANSITIONS

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



Transition Tips and Ideas

Sing *The Alphabet Song* (Portal: Music & Listening) (p. 88).

Have children find a partner and clap hands together to *Say, Say, My Playmate* (Portal: Music & Listening) (p. 88).

Help children settle down before a circle time whole-group activity using the action rhyme *I Wiggle* (right).

From this week's Morning Message:

I Wiggle

I wiggle, wiggle, wiggle my fingers.	(wiggle fingers)
I wiggle, wiggle, wiggle my nose.	(wiggle nose)
I wiggle, wiggle, wiggle my shoulders.	(wiggle shoulders)
I wiggle, wiggle, wiggle my toes.	(wiggle toes)
Now no more wiggles are left in me.	(shake head)
I am sitting as still as still can be.	(sit still)



From this week's Read-Aloud #2:

When I Was One

When I was one, I was so small.	(hold up one finger)
I could not speak a word at all.	(shake head "no")

When I was two, I learned to talk.	(hold up 2 fingers)
I learned to sing. I learned to walk.	(point to mouth and feet)

Now I'm three. Look at all I do.	(hold up 3 fingers)
Soon I'll be four and so will you!	(hold up 4 fingers and point to a friend)





CLOSING CIRCLE



Materials

- *Play Is More Fun with Friends*
- *The Birthday List*

VOCABULARY CARDS

- friends
- straight
- curved

PHOTO CARDS

- list



FAMILY CONNECTIONS
On **Day 1**, send home the “Social Me” family letter.

DAY 1

Display the *friends* Word of the Week Vocabulary Card. Review the definition (people who enjoy each other’s company). Ask, *Which friends did you play with today?*

DAY 2

Display *Play Is More Fun with Friends*. Ask, *What was Ms. Chen trying to do for the children on the playground?*

DAY 3

Display *The Birthday List*. Ask, *How did Piper choose the people on her birthday list? What limit did her mom give her to follow?*

DAY 4

Display the *list* Photo Card. Ask, *Why do people make lists? What lists have you made?*

DAY 5

Display the *straight* and *curved* Vocabulary Cards. Invite volunteers to find an object with curved sides and an object with straight sides.

DAILY

Each day, focus on one example of technology available at the Science Center (magnifying glass, sponge, flashlight, scissors). Ask, *What can you do with (name of technology)?*

Reflect on Daily Commitments made during Greeting Circle. Ask children if they have used “helping hands.”

Give some specific examples you observed of children using “helping hands.”

If children were successful, have them say, *I did it!* If children were not successful encourage them to say, *Oops! I will practice more tomorrow.*

ASSESSMENT

Social Emotional

- **SF.A.5. Conflict Resolution Strategies**
 - › Observe up to 4 children daily during times when conflicts between peers might occur (e.g., centers, recess): *Are children open to suggestions on how to resolve disagreements?*
- **SF.B.9. Social Behaviors**
 - › Literacy Center: “Your Name, My Name” (p. 13)
 - › Fine Motor Center (p. 15)
 - › Observe up to 4 children daily

Language and Literacy

- **LL.A.3. Word Meanings**
 - › Math Small Groups, Days 1-5 (pp. 11-12)
 - › Document words children use to describe the color, shape, and size of objects they explore.
- **LL.B.8. Upper- and Lowercase Letters**
 - › Literacy Center: “Your Name, My Name” (p. 13)
 - › Use **Checklist #10** for up to 4 children daily

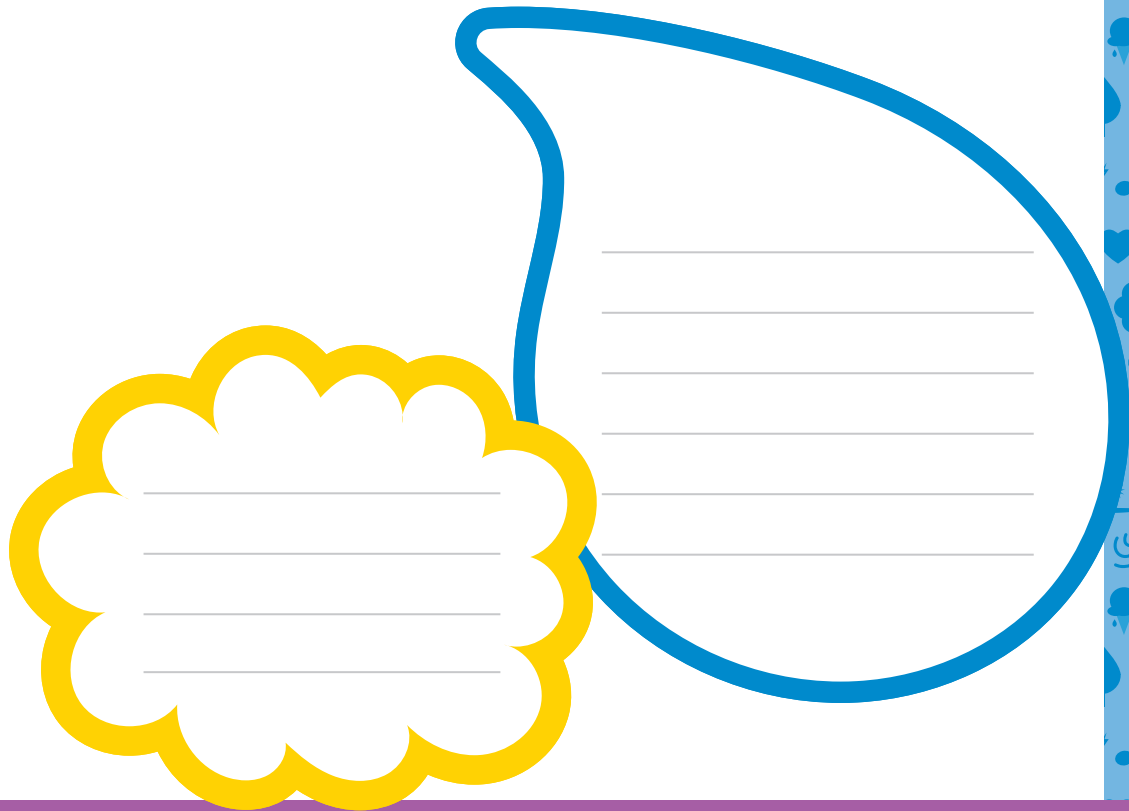
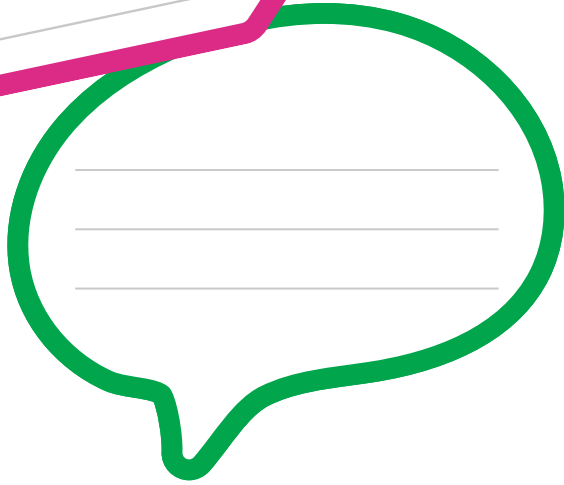
Cognition

- **CM.C.2. Two-Dimensional Shapes**
 - › Math Small Groups, Days 1-5 (pp. 11-12)
 - › Use **Checklist #13**
- **CS.A.2. Explore, Examine, and Investigate**
 - › STEAM and Science Center (p. 16)
 - › Observe up to 4 children daily

Physical

- **PPMD.A.4. Tool and Object Manipulation**
 - › Fine Motor Center (p. 15)
 - › STEAM and Science Center (p. 16)
 - › Observe up to 4 children daily

NOTES AND THOUGHTS AND IDEAS





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