
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name and describe one of their own family traditions
- ✓ Name at least one member of their extended family

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Teddy Bear” (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with the nursery rhyme “Teddy Bear” (RL.P.10)
- ✓ Using the nursery rhyme “Teddy Bear,” finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)

Skills

Students will:

- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line, circle (L.P.1a)
- ✓ Recognize the initial letter of one’s first name (RF.P.1d)

- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)

Listening & Learning

Students will:

- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Point to the title, where to start reading a book, the order that words are read on a page, and a word (RF.P.1a)
- ✓ Point to words as distinct units on a page of print (RF.P.1c)
- ✓ With prompting and support, describe and show what the author and illustrator contributed to the creation of *Full, Full, Full of Love* (RL.P.6)
- ✓ With prompting and support, ask and answer questions about the words *full* and *behind* in *Full, Full, Full of Love* (RL.P.4)
- ✓ Situate oneself in space according to the indications given by the spatial terms *in front of* and *behind* (L.P.1e)
- ✓ Demonstrate an understanding and use the spatial words and phrases *in front of* and *behind* (L.P.1e, L.P.5c)
- ✓ With prompting and support, use a combination of drawing and dictating to identify and represent people and a celebration or tradition from one's personal experience (W.P.1, W.P.3)
- ✓ Describe a family celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Add drawings or other visual displays to describe a celebration or tradition and that has already taken place outside the immediate place and time, including details of home and family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Teddy Bear	Nursery Rhyme Poster 44	
SKILLS				
Small Group 1	S	Warm-Ups		10
		Words: Long or Short?		
Small Group 2	S	Warm-Ups	My First Strokes Book; Activity Pages 11-1-11-2; shaving cream or finger paint; trays	10
		Handwriting Strokes with Fingers		
LISTENING & LEARNING				
Introducing the Read-Aloud	W	Count the Words in the Title	Full, Full, Full of Love by Trish Cooke	5
		Purpose for Listening		
Presenting the Read-Aloud	W	Full, Full, Full of Love by Trish Cooke	Full, Full, Full of Love by Trish Cooke	10
Discussing the Read-Aloud	W	Deepening Understanding: <i>behind</i>		10
Extension Activity	L	My Tradition	Activity Page 2-3 (completed by family); paper; writing tools; drawing utensils	During Learning Centers

Take-Home Material

My Family Book

Have students take home their Family Books to share with their families.

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Small Group 2

Place **Activity Pages 11-1–11-2** in the next empty page protectors in students' My First Strokes Books. Insert the diagonal line page and then the circle page after the horizontal line page.

Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Teddy Bear	Nursery Rhyme Poster 44	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

Nursery Rhyme

Whole Group

Teddy Bear

- Practice the song “Teddy Bear” and do the motions with students. Allow students to fill in the rhyming word that finishes each line (e.g., “Teddy bear, teddy bear touch the _____”). If students are ready, allow them to also initiate the associated motion rather than leading them in doing the motions.
- Discuss the meaning of the nursery rhyme as it relates to bedtime routines. Talk about the things teddy bear does to get ready for bed and compare them to the things your students do to get ready for bed.
- Help students think of more things that teddy bear can do to get ready for bed and list these things as if they were in the rhyme (e.g., “Teddy bear, teddy bear, brush your teeth,” or “Teddy bear, teddy bear, put on your pajamas.”).
- When a student thinks of a new line, have the whole class sing the line to the tune of “Teddy Bear.” The purpose of this exercise is to

Learning Center

Encourage students to sing “Teddy Bear” in the **House Dramatic Play Center** while pretending to put children, stuffed bears, or dolls to bed.

encourage students to make connections to nightly routines, so it is not necessary that the new lines rhyme or follow the same meter as the original rhyme.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups		10
	Words: Long or Short?		
Small Group 2	Warm-Ups	My Strokes Book; Activity Pages 11-1–11-2; shaving cream or finger paint; trays	10
	Handwriting Strokes with Fingers		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

Small Group 1

10 minutes

Small Group

Warm-Ups

Silly Words: Same or Different?

Students will say whether two silly words (i.e., nonwords) are the same or different.

- Tell students you are going to say some silly words—words they’ve never heard before and don’t mean anything. Tell them just to listen to the way the words sound.
- Have students show ‘thumbs up’ if the words sound the same. Have students show ‘thumbs down’ if the words sound different.
 - wub—wub
 - ked—yat
 - dop—sib
 - tik—ruz
 - zut—lat
 - dob—dob
 - fim—lat
 - spoud—jern
 - moof—moof
 - thrist—fum
 - thuzz—stot
 - cliss—smend

Words: Long or Short?

Note: In this activity, students are learning about the syllabic length of a word. In the context of this activity, the descriptors “long” and “short” refer to the number of syllables in a word. It does NOT refer to the number of letters in a word. Young students may believe that words are long or short because the thing the word represents is big or small (e.g., grasshopper is a short word because a grasshopper is small; bus is a long word because buses are long). The following list of words has been carefully chosen to show students that words representing small things can be long (i.e., have a lot of syllables) and words representing large things can be short (i.e., have few syllables).

Students will say whether a word is long or short. Then, you will show them how to clap the syllables or parts of the words.

- Tell students that you are going to say two words. One of the words is short and the other is long. Say both words, then tell students that the one-syllable word is the short word and the other word is the long word.

- bus—grasshopper

“Bus. Grasshopper. Bus is a short word. It didn’t take me long to say at all. Bus. Grasshopper. Grasshopper is a long word. It took me a long time to say. Grasshopper.”

- Clap the words for the students.

“I am going to say the words again and clap once for each syllable or each part of the word you just heard. Words that have more parts, or syllables, are longer words. Words that have fewer parts, or syllables, are shorter words. Listen as I clap the word bus.”

- Read and clap the pairs again, asking students to listen carefully and tell you which word is the short word and which word is the long word.

“I just clapped bus. The word bus has only one part, so I only clapped one time. Let’s do another word that is longer and has more than one syllable. This word has more parts, so I will clap more than once. Listen to see if you can count how many parts or syllables this word has.”

- Clap three times as you say the word *grasshopper*. Then, tell students how many times you clapped.

- Continue clapping the word pairs below, asking students to count the parts and to tell you which word is longer.
- bear—broccoli
- house—vitamin
- tree—ladybug
- pig—caterpillar
- If students are ready, have them clap the words with you.

Small Group 2

10 minutes

Small
Group

Warm-Ups

Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

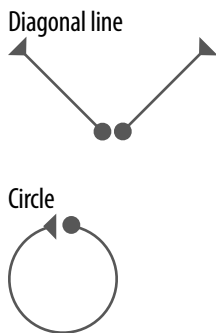
- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.
I can wave to a friend.
I jump so high; I crouch so low.
I tap the floor with my toe.
I cross my arms and breathe in deep.
I calm my body and take a seat.*

My First Strokes Book

Students will practice four handwriting strokes by tracing lines with their fingers in their My First Strokes Books (see **Advance Preparation**).

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, “My First Strokes Book.”



Teaching Tip

Use this time to talk about colors with students. You may say things such as “use your blue crayon to make a diagonal line” or “pick up your red crayon to make your vertical line”, etc.

- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- When you get to the two new strokes, diagonal line and circle, model these strokes for students.
- Tell students when to begin a new page by saying, “Turn the page.”

Handwriting Strokes with Fingers

Note: *You may choose to do this activity with finger paint if shaving cream is not suitable for your students. During Handwriting Strokes with Fingers, you do not need to wipe down the shaving cream trays between groups, but you may need to add more shaving cream to each tray for the second group.*

Students will practice making diagonal lines and circles with their fingers in shaving cream in a tray or cookie sheet. Students make small motions with their wrists and fingers in preparation for making marks on a horizontal surface holding a writing utensil.

- Squirt some shaving cream into each tray and give one to each student.
- Have students spread the shaving cream in the tray with their hands to create a smooth surface in which they can make marks.
- Read the rhymes for diagonal line and circle from the My First Strokes Book and encourage students to make marks in the shaving cream as you read. If needed, model each stroke on the pages of the book or in an extra tray.
- As students explore the strokes, they can “erase” their work by swishing the shaving cream around with their palms before trying again.
- As students practice, circulate around the table stopping at each student to have them show you each stroke. When a student has shown you both strokes, write his/her name on the tray with your finger. Use a capital letter for the first letter and then lowercase letters for the rest. Name each letter as you write the student’s name. Tell the

student he/she is learning how to draw lines that will help him/her write the letters in his/her name.

- Once most students have demonstrated the strokes, show students how to draw a “picture” using the strokes learned thus far. Students could draw a stick person (circle, vertical line, four diagonal lines for legs and arms). Demonstrate the picture for students on a white board or chart paper and allow them to experiment in their trays while using the strokes they have learned.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Count the Words in the Title		5
	Purpose for Listening		
Presenting the Read-Aloud	W <i>Full, Full, Full of Love</i> by Trish Cooke		10
Discussing the Read-Aloud	W Deepening Understanding: <i>behind</i>		10
Extension Activity	L My Tradition	Activity Page 2-3 (completed by family); paper; writing tools; drawing utensils	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

Count the Words in the Title

Note: *Instead of a Picture Talk, reread the book *Full, Full, Full of Love* by Trish Cooke. Use today's reading to focus on print knowledge, since students are already familiar with the story.*

Learning Center

After the read-aloud, place *Full, Full, Full of Love* by Trish Cooke in the **Library Center** so students can look more closely at the pictures. As students pretend to read the book, ask them to point to a word and a letter and, if possible, the first letter of their own names.

- Show students the cover of the book *Full, Full, Full of Love* by Trish Cooke.
- Read the title and slide your finger under the words as you read.
- Ask a student to come forward and point to the title of the book.
- Tell the students that there are words in the title of the book. There are spaces between the words that help you tell where one word stops and another word begins.
- Model counting the words in the title by first saying the title, then counting each word by pointing to it on the cover.

"Let's count the words in the title. It says, 'Full, Full, Full of Love'. (Point to Full) One, (point to Full) two, (point to Full) three, (point to of) four, (point to Love) five. There are five words in the title."
- Have students count the number of words in the title of the book as you point.
- Have students clap the words in the title and ask whether they are long or short words. (They are all short words.)

Purpose for Listening

- Tell students that the word *full* means that there is so much inside that nothing else can fit.
- Tell students to listen to the story again and listen for the word *full* in the story. Tell students that every time they hear the word *full*, you want them to raise their hand. Have students say the word *full* with you while raising their hands.
- Read the title and have students practice raising their hands when they hear the word *full*.

***Full, Full, Full of Love* by Trish Cooke**➔ **PAGE 2 (TITLE PAGE) . . . *Full, Full, Full of Love* by Trish Cooke**

- Slide your finger under the title of the book as you read the words.
- Tell students that the author of the book is Trish Cooke. Ask students what the author does. (writes the words)
- Ask one student to come forward and point to a word.
- Tell students that the illustrator is Paul Howard. Ask students what the illustrator does. (draws the pictures)
- Ask one student to come forward and point to a picture.
- Ask one student to come forward and point to a word on the page.
- Remind students to listen for the word **FULL** throughout the story.

➔ **PAGE 7 . . . Wiggle, wiggle.**

- Tell students that there are words and pictures on this page.
- Hold the book out to a few students and ask them to point to a word.
- Hold the book out to a few students and ask them to point to a picture.

➔ **PAGE 9 . . . Struggle, juggle.**

- Tell students you start reading at the top of the page (point to the word *BUT*).
"I start reading here at the top of the page."
- Tell and show students that you read from left to right, top to bottom.
"Then I read from from left to right (slide your finger under the lines of text), and top to bottom (slide your finger across a few lines of text)."
- Continue sliding your finger as you read.

➔ **PAGE 15 . . . Sunday dinner at Grannie's!**

- Tell students that there are words and pictures on this page.
- Hold the book out to a few students and ask them to point to a word.
- Hold the book out to a few students and ask them to point to a picture.

➔ **PAGE 18 . . . plenty for everybody!**

- Tell students that there are a lot of words on these pages.
- Tell students that when there are a lot of words, it takes a long time to read them.
- Read the page again.

➔ PAGE 22 . . . one wash, one dry!”

- Ask students what chore the kids are going to do now. Read the page again (focusing on the words WASH and DRY) and give students clues if they don’t know.

➔ PAGE 24 . . . hugged some more.

Deepening Understanding

10 minutes

Deepening Understanding: behind

Defining behind

- Tell students they are going to learn about the word *behind* and to listen for the word as you reread the text.

“Today we are going to learn about the word behind. I’m going to read the part of our book with the word behind, listen carefully for the word as I read.”

➔ PAGES 13–14 . . . And out they all came.

- Define the word *behind*.

“The word behind means in the back of. When you line up, you get behind the people who are already in line.”

- Ask students to say the word *behind*.

Reviewing behind

- Tell students how the word *behind* was used in the text of the book.

“In the book, the cars stopped one behind the other. The red car is behind the silver car. They are lined up, one right behind the other.”

Expanding behind

- Tell students that the opposite of the word *behind* is *in front of*. Tell students that the silver car is in front of the red car.
- Tell students to put their hands behind or in front of different body parts.
 - *Put your hands behind your back.*
 - *Put your hands in front of your stomach.*
 - *Put your hands behind your head.*
 - *Put your hands in front of your face.*
 - *Put your hands behind your legs.*
 - *Put your hands in front of your knees.*

Extension Activity

Learning
Center

My Tradition

Continue this activity during Learning Centers. See **Day 6: My Tradition** for detailed instructions on this Extension Activity.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name and describe one of their own family traditions
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Teddy Bear” (RL.P.5, RF.P.2a)
- ✓ Using the nursery rhyme “Teddy Bear,” finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)

Skills

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)

- ✓ With prompting and support, ask and answer questions about unknown words in “Family Celebrations and Traditions” (RI.P.4)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Family Celebrations and Traditions” (RI.P.4, SL.P.2, RI.P.1)
- ✓ Describe a photograph and how it relates to the text (RI.P.7)
- ✓ Understand and use precise nouns and verbs related families (L.P.1b)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Describe a celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Sort and classify objects by color (L.P.5a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

Core Vocabulary

decorate, *v.* To make something pretty or fancy

Example: Every year, my aunt decorates her house with colorful balloons for my birthday party.

Variation(s): decorates, decorated, decorating

honor, *v.* To celebrate and think about something that is important

Example: Mr. Johnson’s class is having a party to honor the preschoolers who are getting ready to leave preschool and go to Kindergarten.

Variation(s): honors, honored, honoring

lanterns, *pron.* Lamps with candles inside

Example: When he was a little boy, my grandfather lit a lantern so he could read when it was dark.

Variation(s): lantern

throughout, *prep.* During the whole time

Example: We are going to be learning about the letters in your name throughout preschool.

Variation(s): none

traditions, *n.* Special thing that families do together over and over again

Example: Felicia’s family has many traditions, like baking special cookies for Kwanzaa.

Variation(s): tradition

At a Glance

At a Glance		Exercise		Materials		Minutes	
STARTING THE DAY							
Routines		W	Continue Established Routines			During morning circle	
Nursery Rhyme		W	Teddy Bear	Nursery Rhyme Poster 44			
SKILLS							
Small Group 1		S	Warm-Ups			10	
			Names: How Many Parts?				
Small Group 2		S	Warm-Ups	Image Cards 5-1-5-4 and 10-1-10-4		10	
			Rhyming Picnic				
LISTENING & LEARNING							
Introducing the Read-Aloud		W	What Do We Already Know?	Full, Full, Full of Love by Trish Cooke		5	
			Purpose for Listening				
Presenting the Read-Aloud		W	Family Celebrations and Traditions			10	
Discussing the Read-Aloud		W	What's the Big Idea?			10	
Extension Activity		L	Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue		During Learning Centers	

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

Extension Activity

Cut paper plates in half. Draw a series of arched guidelines on each paper plate so students will know where to glue their pieces of paper

to make a rainbow. Tear up pieces of construction paper for students to glue to their paper plates. Put a quantity of colored pieces of a paper into a plastic baggie for each student. Mix the colors together. Make an example rainbow as described in the Extension Activity.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Teddy Bear	Nursery Rhyme Poster 44	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

Nursery Rhyme

Whole Group

Teddy Bear

Review the song “Teddy Bear” by having students sing it with you. Then, help students learn to recognize the rhyming words in the song. Teach students the rhyming words *around/ground*; *stairs/hair/bear*; *light/night*.

- Show students **Nursery Rhyme Poster 44** and review the song by having them sing the song with you and do the motions.
- Remind them that some words in the song rhyme. Tell students to take a seat while you talk about the rhyming words in the song.
- Start at the beginning of the song and talk about each rhyming pair. Each time remind students that the words sound the same at the end; that is how you know the words rhyme.
- For the word pair *stairs/hair*, point out that the endings sound a little different. Tell students that the word *stairs* has the /z/ sound at the end and the word *hair* does not have the /z/ sound at the end. Have

students repeat the words after you, paying special attention to the sounds at the end of the words.

- Finally, ask students for another word in the song that rhymes with *hair* (*bear*). This rhyming word will be more difficult for students to identify because it does not come at the end of a couplet. Give students hints as needed by singing the line “Teddy BEAR, teddy BEAR, comb your HAIR” as needed.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups		10
	Names: How Many Parts?		
Small Group 2	Warm-Ups	Image Cards 5-1-5-4, 10-1-10-4	10
	Rhyming Picnic		

*Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.*

Small Group 1

10 minutes

Small Group

Warm-Ups

Students will say whether a word is long or short.

- Tell students that you are going to say two words. One of the words is short and only has one part and the other is long and has more than one part. You want them to tell you which word is the short word and which word is the long word.
- bus—grasshopper
- bear—broccoli
- house—vitamin
- tree—ladybug
- pig—caterpillar

Names: How Many Parts?

Following your model, students will clap out some very familiar words—their names.

- Tell students that you are going to show them how to clap out their names.

Teaching Tip

As you take attendance, show students how to clap their own names, saying whether their names are long or short. Then, have the whole class join in.

- Say and clap one of the students' names, making sure to pronounce it syllable by syllable.

"Everybody listen while I clap Matilda's name. Ma-til-da."

- Have the student clap with you.

"Matilda, now I want you to clap with me. Everybody else listen and count how many parts or syllables Matilda has in her name. Ma-til-da. How many parts is that?"

- Have all the students clap with you.

"How many parts or syllables are in Matilda's name? Let's all clap it together to see if we were right. Ma-til-da."

- Continue clapping students' names, counting claps and pointing out which students have long names and which students have short names.
- If students are ready, have them clap out their last names as well.

Small Group 2

10 minutes

Small
Group

Warm-Ups

Teddy Bear

Students will recite "Teddy Bear" whispering all words except the rhyming pairs of words.

- Students say the nursery rhyme "Teddy Bear."
- Students whisper the words of the rhyme and say the rhyming pairs out loud (*around/ground, stairs/hair, light/goodnight*).

Rhyming Picnic

Students will tell a story about a picnic they are going to take. Use **Image Cards 10-1–10-2: /ok/ Words** as visual support to help students remember what they are going to take with them.

- Have students sit in a circle on the floor.
- Explain that you are going to pretend to go on a picnic and you have to plan what you want to take with you. Tell students that they are going to bring silly things.

- Put **Image Cards 10-1–10-2: /ok/ Words** on the face-up on the ground.
- Start the game by choosing a card and saying you are going to go on a picnic and take the object on the card with you.

“I am going on a picnic and I’m taking a rock.”

- Continue around the circle, having students choose a card and say what they are taking on the picnic. They should repeat all the words that have come before.

“I am going on a picnic and I’m taking a rock and a sock.”

- Play the game again, using **Image Cards 5-1–5-4** and **10-3–10-4** from the other word families.
- If they are ready, invite students to suggest their own words that rhyme, rather than naming the pictures on the cards.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	<i>Full, Full, Full of Love</i> by Trish Cooke	5
	Purpose for Listening		
Presenting the Read-Aloud	W Family Celebrations and Traditions		10
Discussing the Read-Aloud	W What's the Big Idea?		10
Extension Activity	L Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Show students the trade book *Full, Full, Full of Love* by Trish Cooke.
- Remind students that they learned the word *tradition* when they read the book *Full, Full, Full of Love* by Trish Cooke.
- Ask students what tradition Jay Jay and his family celebrated in this book.
- Remind students that the word *tradition* means something special a family does together over and over again.

Purpose for listening

- Tell students to listen to find out about all the different ways families celebrate traditions.

Family Celebrations and Traditions

Note: The “Family Celebrations and Traditions” read-aloud focuses on what people do in general to celebrate special events (e.g., decorate, wear special clothes, eat cake, etc.). The focus of the read-aloud is not on the reason particular holidays are celebrated. Individual teachers may choose to discuss certain holidays that are relevant to their students, but the Core Content Objectives do not require that teachers address such information.



← **SHOW FLIP BOOK PAGE 12-1: Valentine, Nepalese child, Mexican dancers, Christmas**

Throughout the year we celebrate all kinds of important days.
We **honor** the things we care about in many different ways.

- Define HONOR.

“HONOR means to celebrate and think about something that is important to us.”

- Ask students what kinds of things they like to celebrate or honor with their families.



← **SHOW FLIP BOOK PAGE 12-2: Birthdays**

For birthdays, we might **decorate** and eat delicious cake.
My sister's Quinceañera [keen-seh-ahn-YAIR-ah] means there's yummy food to make.

Note: *The word Quinceañera is pronounced "keen-seh-on-YAIR-ah." In many parts of Latin America, girls celebrate Quinceañera, which means fifteenth year, on their fifteenth birthday. The birthday girl wears a big, long skirt or a special dress, has a party with birthday cake, and dances with friends and family.*

- Ask students if they have ever decorated or eaten a delicious birthday cake.
.....
- Reread the last sentence and ask students if they know what QUINCEAÑERA [keen-seh-ahn-YAIR-ah] means?
.....
- Ask students if they have ever made special delicious food to eat at a birthday party.
.....
.....



← **SHOW FLIP BOOK PAGE 12-3: Family at Thanksgiving**

Thanksgiving is a special time to show how much we care.
With family, friends and those we love we take the time to share.

.....
.....
.....
.....
.....



← **SHOW FLIP BOOK PAGE 12-4: Kwanzaa**

And seven candles light the way for the Kwanzaa holiday.
Red, black, and nature's green are the African colors we display.

- *Tell students that some people light candles to celebrate holidays.*



← **SHOW FLIP BOOK PAGE 12-5: Powwow**

Across this land for many moons, Native Americans have honored their past.
A powwow is a celebration of **traditions** that will always last.

- *Tell students that some people wear beautiful costumes to celebrate holidays.*



◀ **SHOW FLIP BOOK PAGE 12-6: Independence Day**

Left, right, left, right, you march in July to celebrate the day
When independence was won, not lost, and now it's here to stay.

- *Tell students that on the fourth of July, the United States of America became a country.*
- *Ask students what they do to celebrate the Fourth of July, also called Independence Day.*
- *Relate students' answers back to the ways their experiences represent our country. (e.g., "fireworks explode to remind us of how exciting our country is;" "we wave flags because the flag is important to our country;" "we eat food outside with our neighbors to show how much we love and care for all of the people in our country.")*



◀ **SHOW FLIP BOOK PAGE 12-7: Chinese New Year**

During the Chinese New Year the night sky is often aglow,
With lanterns, parades, and dragons that put on a magnificent show!

- Tell students that this picture shows a parade. A parade is when lots of people put on costumes and march in the street. In this parade, there is a big dragon costume. Sometimes fire trucks are in parades.
- Ask students if they have ever been in or seen a parade.



◀ **SHOW FLIP BOOK PAGE 12-8: Chanukah**

As we repeat these cultural traditions, whether near or whether far,
They hold a place within our hearts and remind us of who we are.

- Tell students that the word *REPEAT* means to do something over and over again.
- Tell students that celebrations often become traditions, or special things we repeat over and over again.
- Ask students if they have favorite traditions in their families.

What's the Big Idea?

How do you Celebrate?

- Remind students that they just heard about all the ways people celebrate.
- Have students use 'thumbs up' and 'thumbs down' to indicate whether or not they like to do certain things to celebrate.
- Continue listing things saying "Do you like to _____ to celebrate?"
 - light candles
 - eat cake
 - put on special clothes
 - wear a costume
 - eat delicious food
 - wear a prince or princess crown
 - watch fireworks
 - eat candy
 - wear a special hat
 - go to a parade
 - have a lots family members to your house
 - hang up decorations
 - dance

Different Ways to Celebrate

- Turn to **Flip Book Page 12-1: Valentines, Nepalese child, Mexican dancers, Christmas**. Ask students how the people in these pictures are celebrating.
- Continue showing the Flip Book images, asking students to describe how the people in the pictures are celebrating.
- Expand students' responses, incorporating words from the list above.

Extension Activity



Language Facilitation

Use the **parallel talk strategy** to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

Review Tip

While the students are making their rainbows, talk with them about their sense of sight. When they are looking at different colors, they are using their sense of sight. Use this activity to highlight this sense as part of their five senses.

Learning Center

In the **Art Center**, set up paints in primary colors (red, yellow, blue) and white and black. Encourage students to mix colors and make different shades of colors by making them darker or lighter. Put multi-colored bear counters in the **Math Center** and show students how to sort by color or make patterns using different colors. In the **Games Center**, play Twister, having students put different body parts on the colored dots (do not worry about left and right).

Make the Rainbow

Students will use the colors red, orange, yellow, green, blue, and purple to make a rainbow.

- Pass out the materials students will use to make their rainbows (see **Advance Preparation**).
- Have students sort their materials by color, putting each color in a separate pile. You may want to give students trays or cookie sheets to contain their materials. Use the **parallel talk strategy** to describe how students are sorting (e.g., “You are putting red in a different pile from orange; you are putting all the blue pieces together; you are moving the blue square out of the green pile into the blue pile;” etc.).
- Ask students to label the colors, or provide the label and have students point to the correct pile. Use the following words as you discuss with students:
 - *rainbow*
 - *shade*
 - *color*
 - *curve*
 - *arc*
 - *sun*
 - *rain*
 - *sky*
 - *clouds*
 - *light*
 - *red*
 - *orange*
 - *yellow*
 - *green*
 - *blue*
 - *purple*
- Have students glue down their colored squares of paper to make their rainbow. If needed, glue down a few squares of each color yourself to show students where to glue each color.
- Glue cotton ball “clouds” along the bottom of the paper plate.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name and describe one of their own family traditions
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “A Tisket, A Tasket” (RL.P.5, RF.P.2a)

Skills

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line, circle (L.P.1a)
- ✓ Recognize the initial letter of one’s first name (RF.P.1d)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Family Celebrations and Traditions” (RL.P.1, RL.P.3, SL.P.2)
- ✓ Find and/or describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from “Family Celebrations and Traditions” (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to “Family Celebrations and Traditions” (L.P.6)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Describe a celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Sort and classify objects by color (L.P.5a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Image Cards 13-1, 13-2; stuffed animal	10
		Robot Talk: Blending Compound Words		
<i>Small Group 2</i>	S	Warm-Ups	My First Strokes Books; Activity Page 13-1; primary crayons	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	Family Celebrations and Traditions		10
<i>Show and Tell</i>	W	Show and Tell: Celebrations and Traditions	celebration drawings from Extension Activity; students' celebration objects	15
<i>Extension Activity</i>	L	Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During Learning Centers

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	

Routines

Whole Group

Continue Established Routines

- Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:
- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

Nursery Rhyme

Whole Group

A Tisket, A Tasket

- Teach students the song “A Tisket, A Tasket” using the echo technique. For an example of the echo technique see **Day 1: Rain, Rain Go Away**.
- After using the echo technique to teach students the rhyme, sing the rhyme together as a group and hold up the green and yellow **Transition Cards: Colors** when you say the words *green* and *yellow*.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Stuffed animal; Image Cards 13-1, 13-2	10
	Robot Talk: Blending Compound Words		
Small Group 2	Warm-Ups	My First Strokes Books; Activity Page 13-1; primary crayons	10
	Tracing with Primary Crayons		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

Small Group 1

10 minutes

Small Group

Warm Ups

Clapping Names

Students will listen to you clap and say the syllables in their names and then guess whose name you clapped.

- Tell students that you are going to clap someone's name, and you want them to guess whose name you are clapping.
- Say one student's name syllable by syllable, pausing in between each syllable, and clapping once for each syllable.
- Have students guess whose name you clapped. The student whose name it is should stand up and clap his/her name.

Robot Talk: Blending Compound Words

Students will learn to blend compound words by listening to a stuffed animal who speaks syllable by syllable like a robot. You will be the voice of the stuffed animal. Students will have visual support for the first two words they are expected to blend.

- Introduce the stuffed animal you have chosen. Tell students the stuffed animal's name is Robo and he only talks in robot talk. Have Robo greet the students by talking in robot talk (i.e., speak very deliberately, pausing between each syllable).

“My name is Ro...bo.”

- Explain that Robo is going to ask students for some items. Tell them you are going to show them some things Robo might want and they have to figure out what he is asking for.
- Show students **Image Card 13-1: Cupcake Blending**. One of the pictures shows what Robo wants. Tell students to listen to Robo’s request and then find the item that wants and give it to him.
- Show students **Image Card 13-1: Cupcake Blending**. Have Robo ask for a cupcake.

“I want a cup...cake.”

- Ask students if they understood what Robo wanted (a cupcake) by asking them to pick between the three pictures (a cup, a piece of cake, a cupcake).

“Did Robo want a cup? Did Robo want a cake? No. He wanted a cupcake. Say that word with me.”

- Show students **Image Card 13-2: Toothbrush Blending**. Have Robo ask for a toothbrush.

“I want a tooth...brush.”

- Ask students if they understood what Robo wanted (a toothbrush) by asking them to pick between the three pictures (a tooth, a hairbrush, a toothbrush).

“Did Robo want a tooth? Did Robo want a brush? No. He wanted a toothbrush. Say that word with me.”

- Continue having Robo ask students for the following items (without visual support):
 - foot...ball > football
 - back...pack > backpack
 - sun...shine > sunshine
 - dog...house > doghouse
 - base...ball > baseball
 - door...knob > doorknob
 - ear...ring > earring
 - eye...ball > eyeball
 - grape...fruit > grapefruit

- lip...stick > lipstick
- night...gown > nightgown
- sea...shell > seashell
- bed... bug > bedbug
- After students have blended all of the words, model clapping the parts or syllables of the words for them. Have them clap the word after you.

Small Group 2

10 minutes

Small
Group

Warm Ups

Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

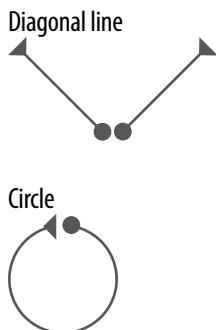
- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.
I can wave to a friend.
I jump so high; I crouch so low.
I tap the floor with my toe.
I cross my arms and breathe in deep.
I calm my body and take a seat.*

My First Strokes Book

Students will practice five handwriting strokes by tracing lines with their fingers in their My First Strokes Books.

- Give each student their My First Strokes Book. Tell students they will be practicing strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, "My First Strokes Book."
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.



- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

Tracing with Primary Crayons

Learning Center

Put primary crayons and extra copies of **Activity Pages 13-1** or blank paper in the **Art Center** for students to practice drawing lines.

Students will practice tracing diagonal lines and circles using primary crayons.

- Give each student **Activity Page 13-1** (front and back) and a primary crayon.
- Have students practice drawing diagonal lines and circles by tracing the lines on the Activity Pages.
- When students finish both strokes, have them color the background of their Activity Page.

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W Family Celebrations and Traditions		10
Show and Tell	W Show and Tell: Celebrations and Traditions	celebration drawings from Extension Activity, students' celebration objects	15
Extension Activity	L Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During learning centers

Picture Talk

10 minutes

Whole Group

Family Celebrations and Traditions

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



← **SHOW FLIP BOOK PAGE 12-1: Valentine, Nepalese child, Mexican dancers, Christmas**

Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language. Remember to expand students' responses into complete sentences.

- Have students share different ways they celebrate.

"We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about all different ways we celebrate holidays. What are some ways your family celebrates?"

- Allow a few students to share. Talk with students using the following words to discuss celebrations with students:
 - light candles
 - eat cake

- put on special clothes
- wear a costume
- eat delicious food
- wear a prince or princess crown
- watch fireworks
- eat candy
- wear a special hat
- go to a parade
- have a lots family members to your house
- hang up decorations
- dance



◀ **SHOW FLIP BOOK PAGE 12-2: Birthdays**

- Ask students what the people in these pictures are celebrating. (birthdays)

“Who knows what these people are celebrating?”

- Ask students how old they think the little boy in the yellow shirt is.

“This little boy is about to blow out his candle. His candle has a number give on it. How old do you think this little boy is?”

- Ask students to talk about a birthdays.

“Who in our class has been to a birthday party? What did you do there? Why do people have birthday parties? How old will you be on your next birthday? Who in our class is having a birthday soon?”

- Tell students that the girl in the purple crown is celebrating her Quinceañera [keen-seh-ahn-YAIR-ah].

“This girl is turning fifteen years old. She is going to have a very special birthday party because she is turning fifteen. She is already wearing a beautiful pink dress. At her party, there will be lots of candles, dancing, and yummy food. She will also have a delicious birthday cake. Would you like to have a party like that?”



◀ **SHOW FLIP BOOK PAGE 12-3: Family at Thanksgiving**

- Tell students that many families celebrate by eating big meals.

“This family is having a big Thanksgiving dinner. You can celebrate by eating a special meal at any time. Some families have a big meal

every Sunday. Some families have a big meal to celebrate a birthday. Some families eat a big breakfast of pancakes every Saturday morning to celebrate the weekend. Does anyone in this class have a big meal when they celebrate? What do you eat?"

- Ask students if they have ever helped their family cook the food for a big meal.

"Has anyone in this class ever helped cook the food for a big meal? Maybe you have baked cookies for dessert. Maybe you have kneaded dough to make bread. Maybe you have helped your mom shuck corn or shell peas to eat. What kinds of foods have you helped make?"



◀ **SHOW FLIP BOOK PAGE 12-6: Independence Day**

- Tell students that this little boy is celebrating Independence Day.

"This little boy is celebrating the Fourth of July. He is waving a pinwheel that looks like an American flag."

- Tell students that this is a picture of fireworks.

"On the Fourth of July, many people watch fireworks displays. People light fireworks to celebrate how proud we are of our country, the United States of America. Fireworks are like big, colorful lights that flash in the sky. Often, there is a loud noise right before you see a firework. Who in this class has seen fireworks? What were they like?"



◀ **SHOW FLIP BOOK PAGE 12-8: Chanukah**

- Read the last page of the read-aloud to bring closure to the Picture Talk.

*As we repeat these cultural traditions, whether near or whether far,
They hold a place within our hearts and remind us of who we are.*

Show and Tell: Celebrations and Traditions

Note: Typically the Picture Talk is followed by Deepening Understanding. Instead of focusing on vocabulary, students will practice using language and vocabulary acquired throughout the domain to describe a personal celebration or tradition to their peers. If students are not comfortable presenting information orally in front of peers, consider reading their dictated writing from the **Extension Activity: My Celebration or Tradition** while they stand in front of the class. You will continue this activity on Day 14 for students who do not share on Day 13.

Students will share a special tradition that their families celebrate. Previously, students have helped their parents complete a questionnaire about the tradition, chosen an object or picture that is representative of the tradition, discussed the celebration with you one-on-one, dictated information about the tradition, and drawn a picture illustrating the tradition. Using all of these past experiences, students will show the object/picture and tell their classmates about the celebration.

- Tell students that everyone is going to get a turn to talk about their special family tradition. Some students will share today and some will share tomorrow.
- Call a student to the front of the room.
- Ask the student the name of their tradition and when they celebrate it.
- Have the student show the object they brought and say why it is special.
- Ask the student to tell the class about the tradition, prompting them as needed. You may use the following prompts to help students share their tradition meaningfully with the class.
 - *What did you bring in to show the class? What do you do with it?*
 - *What is your favorite part of your family's tradition?*
 - *Do you eat any special foods? Do you sing any special songs? Do you get any special presents?*
 - *Does anyone special in your family come to visit?*

Teaching Tip

After students have shared their traditions with the class, post their drawings and dictated writing from the **Extension Activity: My Celebration or Tradition** on a bulletin board titled "Our Celebrations and Traditions." If possible, include the objects the students brought for Show and Tell.

- *What do you do in the morning/at night on that special day?*

- Summarize what the student shared for the class, being sure to mention the name of the holiday and why it is special to that student. Use your own knowledge of the students' experiences from the Take-Home Materials and Extension Activity.

Extension Activity

Learning
Center

Make the Rainbow

Continue this activity during Learning Centers. See **Day 11: Make the Rainbow** for detailed instructions on this Extension Activity.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name and describe one of their own family traditions
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “A Tisket, A Tasket” (RL.P.5, RF.P.2a)
- ✓ Classify by color (L.P.5a)

Skills

Students will:

- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

Listening & Learning

Students will:

- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)

- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Describe a celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Sort and classify objects by color (L.P.5a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Image Cards 14-1–14-5; stuffed animal; picnic basket	10
		Robot Talk: Blending Words		
<i>Small Group 2</i>	S	Warm-Ups	Image Cards 10-1–10-2	10
		Rhyming Trip		
LISTENING & LEARNING				
<i>Show and Tell</i>	W	Show and Tell: Celebrations and Traditions	celebration drawings from Extension Activity; students' celebration objects	20
<i>Extension Activity</i>	L	Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During Learning Centers

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Small Group 2

Cut apart **Image Cards 10-1–10-2**.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

Nursery Rhyme

Whole Group

A Tisket, A Tasket

- Review the song “A Tisket, A Tasket” by having students sing it with you.
- Then, vary the song using the **Transition Cards: Colors** to prompt students to substitute other colors for *green* and *yellow* in “a green and yellow basket.” For example, sing, “A tisket, a tasket, a *blue* and *orange* basket,” while holding up first the blue card and then the orange card.
- If students are ready, invite them to come up and choose colors about which the group can sing.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Image Cards 14-1–14-5; stuffed animal; picnic basket	10
	Robot Talk: Blending Words		
Small Group 2	Warm-Ups	Image Cards 10-1–10-2	10
	Rhyming Trip		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

Small Group 1

10 minutes

Small Group

Warm Ups

Clapping Names

Students will listen to you clap and say the syllables in their names and then guess whose name you clapped. Today, you will say the name, then whisper the name, then mouth the name as you clap.

- Tell students that you want them to clap names with you. You are going to clap each name three times.
- Choose a student to clap. Tell students to do exactly what you do.
- First, say the student's name **out loud**, clapping once for each syllable. Then, **whisper** the student's name, clapping once for each syllable. Finally, **mouth** the student's name without making a sound, clapping once for each syllable.
- Continue clapping the rest of the student's names.

Robot Talk: Blending Words

Students will learn to blend compound words by listening to a stuffed animal who speaks syllable by syllable like a robot. You will be the voice of the stuffed animal.

- Show students Robo the stuffed animal and remind them that he talks in robot talk.

- Show students **Image Cards 14-1–14-5: Multisyllabic Picnic Words** and the picnic basket. Lay the Image Cards on the floor in the middle of the circle so students can see all of them.
- Explain that Robo is going on a picnic and he wants to bring some things with him. All of the things he wants to bring are on the cards.
- Ask Robo to tell each student one of the things to put in the picnic basket.

“Robo, tell Sarah what you want to pack for the picnic.”

- Have Robo talk to the student in robot talk (i.e., syllable by syllable). Robo says:

“Sand (pause) wich.”

- Have the student find the picture of the word from a pile on the carpet. Encourage the student to repeat the word, blending it together and saying it without pausing.
- Continue having Robo ask students for the following items:
 - cup...cake > cupcake
 - pop...corn > popcorn
 - hot...dog > hotdog
 - nap...kin > napkin
 - wa...ter...mel...on > watermelon
 - yo...gurt > yogurt
 - ba...na...na > banana
 - coo...kies > cookies
 - straw...ber...ries > strawberries
 - pick...les > pickles
 - ham...burg...ers > hamburgers
 - mac...ar...on...i > macaroni
 - piz...za > pizza
 - pretz...els > pretzels
 - ketch...up > ketchup
 - must...tard > mustard
 - lem...on...ade > lemonade
 - sal...ad > salad
 - chick...en > chicken
- After students have blended all of the words, take them out of the basket one by one. Have a student clap the word shown on the **Image Card**.



“Teddy Bear”

Students will recite “Teddy Bear,” whispering all words except the rhyming pairs of words.

- Students say the nursery rhyme “Teddy Bear.”
- Students whisper the words of the rhyme and say the rhyming pairs out loud (*around/ground, stair/hair, light/goodnight*).

Rhyming Trip

Students will tell a story about a trip to Grandma’s they are going to take. Today, have students think of their own rhyming words.

Review Tip

During your Rhyming Trip, talk about the five senses, and specifically the sense of hearing. You might say something like, “use your sense of hearing to listen for rhyming words on our Rhyming Trip today,” etc.

- Have students sit in a circle on the floor.
- Explain that you are going to pretend to go on a pretend trip to Grandma’s and you have to plan what you want to take with you. Tell students that they are going to bring silly things.
- Put **Image Cards 10-1–10-2: /ok/ Words** face-up on the ground.
- Start the game by choosing a card and saying you are going to go on a picnic and take the object on the card with you.

“I am going on a picnic and I’m taking a rock.”

- Continue around the circle, having students choose a card and say what they are taking on the picnic. They should repeat all the words that have come before.

“I am going on a picnic and I’m taking a rock and a sock.”

- Continue playing the game, but this time let students think of their own rhyming words. You start the rhyme family choosing from the rhyme families students have practiced so far (/at/, /ee/, /ok/, /am/), then have students add their own rhyming words.

Listening & Learning

	Exercise	Materials	Minutes
Show and Tell	W Show and Tell: Celebrations and Traditions	celebration drawings from Extension Activity; students' celebration objects	20
Extension Activity	L Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During Learning Centers

Show and Tell

20 minutes

Whole Group

Show and Tell: Celebrations and Traditions

Continue this activity during Listening & Learning whole group time today. Make sure all students have had an opportunity to present by the end of Whole Group today. See **Day 13** for detailed instructions on **Show and Tell: Celebrations and Traditions**.

Extension Activity

Learning Center

Make the Rainbow

Continue this activity during Learning Centers. See **Day 11: Make the Rainbow** for detailed instructions on this Extension Activity.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Classify by color (L.P.5a)

Skills

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line, circle (L.P.1a)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)

Listening & Learning

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Point to the front cover, title, back cover, and spine of a book, and a word (RI.P.5)
- ✓ With prompting and support, describe an illustration and make connections to the story, self, and world around them (RL.P.7, RLP.11)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Career Day* (RL.P.1, RL.P.3, SL.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Career Day* (L.P.6)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)
- ✓ Understand and use precise nouns and verbs related to families and communities (L.P.1b)
- ✓ Describe an event or task that will take place in the future (SL.P.4)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Sort and classify by color (L.P.5a)
- ✓ With prompting and support, follow illustrated directions to do a simple craft or science experiment (RI.P.10)
- ✓ With prompting and support, dictate and record scientific observations of a color experiment (W.P.2, W.P.8)

Core Vocabulary

career, n. A job somebody has for a long time

Example: Marvin wants to have a career being a teacher when he is an adult.

Variation(s): careers

interesting, *adj.* Fun to do or learn about

Example: We do some interesting activities during center time, like painting with our fingers and building skyscrapers out of blocks.

Variation(s): careers

introduce, *v.* To show or present someone to another person for the first time

Example: When we get a new student in our class next week, Mr. Mack will introduce him to everyone in our class.

Variation(s): introduces, introduced, introducing

robe, *n.* A piece of clothing like a dress that covers your body from shoulders to ankles

Example: The judge wore her robe over her clothes so everyone could tell she was the judge.

Variation(s): robes

recycle, *v.* To use something you don't need any more to make something new

Example: When you are finished with your milk, remember to recycle the carton so it can be melted down and turned into a new carton.

Variation(s): recycles, recycled, recycling

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups		10
		Hand Motions: Blending Compound Words		
<i>Small Group 2</i>	S	Warm-Ups	My First Strokes Book; Activity Page 15-1; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Have We Already Learned?	Career Day by Anne Rockwell	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	Career Day by Anne Rockwell	Career Day by Anne Rockwell	10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	Career Day by Anne Rockwell	10
<i>Extension Activity</i>	L	Experiment: Making Colors	Transition Cards: Colors; cookie sheets or trays; chart paper; red, yellow, and blue tissue paper	During Learning Centers

Take-Home Material

Tropical Fish

Give students the following material to take home to their family:

Activity Page 15-2: Tropical Fish

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

Extension Activity

Cut out two squares each of red, yellow, and blue tissue paper. Glue them in pairs on the chart paper as shown below. Draw a line under each pair all the way across the page and an empty rectangle approximately the size of a Transition Card to the right of each pair. Title the chart paper “Making Colors Experiment.” Cut up pieces of red, yellow, and blue tissue paper into approximately three-inch squares. Make sure you have plenty of pieces with which students can experiment.

<u>Making Colors Experiment</u>		
R	Y	
Y	B	
B	R	

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

Nursery Rhyme

Whole Group

A Tisket, A Tasket

- Review the song “A Tisket, A Tasket” by having students sing it with you. Remind students that the other day you held up new colors to change the song.
- Then, have two students at a time to come up and vary the song using the **Transition Cards: Colors** to prompt peers to substitute other colors for *green* and *yellow* in “a green and yellow basket.”
- Allow students to choose any color they want. If students are ready, invite them to choose objects from around the classroom to represent different colors.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups		10
	S Hand Motions: Blending Compound Words		
Small Group 2	Warm-Ups	My First Strokes Book; Activity Page 15-1; primary crayons	10
	S Writing with Primary Crayons		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

Small Group 1

10 minutes

Small Group

Warm-Ups

Clapping Names

Students will listen to you clap and say the syllables in their names and then guess whose name you clapped. Today, you will say the name, then whisper the name, then mouth the name as you clap.

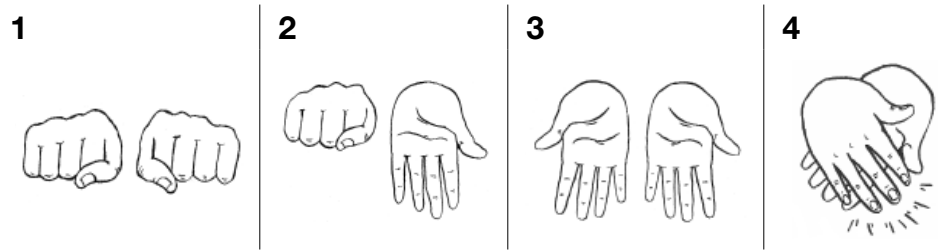
- Tell students that you want them to clap names with you. You are going to clap each name three times.
- Choose a student's name to clap. Tell students to do exactly what you do.
- First, say the student's name **out loud**, clapping once for each syllable. Then, **whisper** the student's name, clapping once for each syllable. Finally, **mouth** the student's name without making a sound, clapping once for each syllable.
- Ask students whose name you just clapped and have that student raise his/her hand.
- Continue clapping the rest of the student's names.

Hand Motions: Blending Compound Words

Students will learn hand motions to accompany compound word blending.

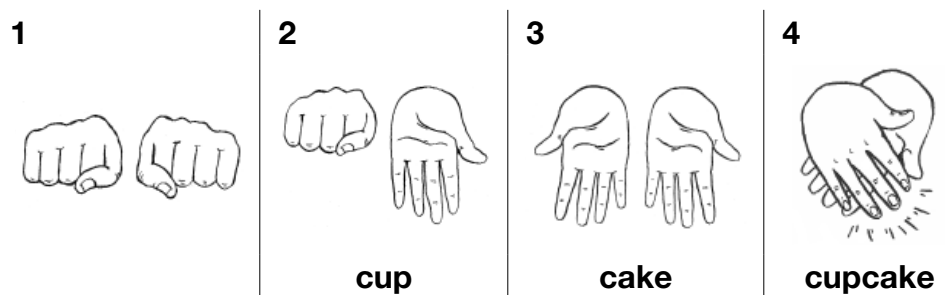
Hold your fists in front of you, palms facing down (see Illustration 1).

- Say the word *one* as you flip over your left fist and open it (see Illustration 2).
- Say the word *two* as you flip over your right fist and open it (see Illustration 3).
- Say the word *blend* as you clap your hands (see Illustration 4). Practice this with the class.



Tell the class the word *cupcake* has two parts. Say the word syllable-by-syllable: *cup . . . cake*.

- Hold your fists in front of you, palms facing down.
- Say the syllable *cup* as you flip over your left fist and open it.
- Say the syllable *cake* as you flip over your right fist and open it.
- Say the word *cupcake* as you clap your hands.
- Practice this with the class.
- Complete the activity using the words listed.



- foot...ball > football
- back...pack > backpack
- sun...shine > sunshine
- dog...house > doghouse
- base...ball > baseball

- door...knob > doorknob
- ear...ring > earring
- eye...ball > eyeball
- grape...fruit > grapefruit
- lip...stick > lipstick
- night...gown > nightgown
- sea...shell > seashell
- bed... bug > bedbug

Small Group 2

10 minutes

Small
Group

Warm-Ups

Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

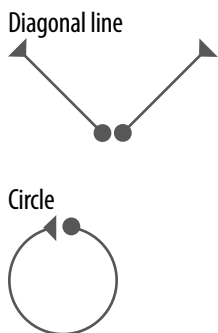
- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.
I can wave to a friend.
I jump so high; I crouch so low.
I tap the floor with my toe.
I cross my arms and breathe in deep.
I calm my body and take a seat.*

My First Strokes Book

Students will practice three handwriting strokes by tracing lines with their fingers in their My First Strokes Books.

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, "My First Strokes Book."
- Have students open to the first page of their books.



- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

Writing with Primary Crayons

Learning Center

Put primary crayons and extra copies of **Activity Page 15-1** or blank paper in the **Art Center** for students to practice drawing lines.

Review Tip

Use this exercise as a time to talk with students about what colors they are using to draw. You may say something like, “Use a red crayon to make your line,” or “Use a green crayon to finish your strokes book”, etc.

Students will practice writing diagonal lines and circles using primary crayons.

- Give each student **Activity Page 15-1** (front and back) and a primary crayon.
- Have students practice diagonal lines and circles by drawing lines on the Activity Page starting at the triangle and ending at the dot.
- Encourage students to reference their My First Strokes Books if they cannot remember a specific stroke.
- When students finish both strokes, have them color the background of their Activity Page or practice drawing strokes on a blank piece of paper.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Have We Already Learned?	Career Day by Anne Rockwell	5
	Purpose for Listening		
Presenting the Read-Aloud	W Career Day by Anne Rockwell	Career Day by Anne Rockwell	10
Discussing the Read-Aloud	W What's the Big Idea?	Career Day by Anne Rockwell	10
Extension Activity	L Experiment: Making Colors	Transition Cards: Colors; cookie sheet or trays; chart paper; red, yellow, and blue tissue paper	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

Note: During Day 15 and Day 16 instruction, students will be learning about different jobs in the community. You may refer to jobs as “careers” and people who do certain jobs as “community helpers.” It is important that students understand that these three terms are related. Regardless of the terms used to refer to jobs, students should understand that jobs and careers are things people do daily that help a community.

Essential Background Information and Terms

- Remind students that they have been learning all about different families, which are people who love and care for each other.
- Define the word *community*.
“There are also bigger groups of people who care for each other and work together to do things. A big group of people who works together and does things together is called a community. In a community, everyone has a special job to do. In our school, we have a community and each person at school has a special job to do.”
- Discuss the different roles people in your school play (e.g., student, teacher, cafeteria worker, principal, librarian, nurse, bus driver, etc.).
- Expand students’ understanding of the word *community* by talking about the greater community in which they live (e.g., their neighborhoods, town, city, etc.). Discuss the different jobs people do within the community (e.g., police officer, doctor, parent, etc.). Tell

students sometimes we call special jobs that you do for a long time *careers*.

Purpose for listening

- Tell students the book you are about to read is about a Preschool classroom. In this Preschool classroom, lots of community members come to visit and talk about their special jobs, or careers.
- Tell students to listen to the book to find out more about careers or special jobs people can have in their communities.

Career Day by Anne Rockwell

Note: Career Day by Anne Rockwell presents many different careers to students. While some suggested language is provided for this read-aloud, it is important that you allow your own students' interests in specific jobs to drive the conversation during the read-aloud. Additional space is provided for you to plan how to make the read-aloud interactive, combining your own strategies with those demonstrated here.

➔ **PAGE 1 (TITLE PAGE) . . . pictures by Lizzy Rockwell**

- Call on students to come up and identify the front cover, back cover, spine, and title page of the book. Call on a few students to come up and point to a word on the page.
- Discuss the illustration on the title page with students by asking them what the boy is playing with and whether they think he is pretending or he is a real doctor.

➔ **PAGE 3 . . . introduce my visitor.**

- Tell students this boy is getting ready to introduce his special visitor to his classmates.
- Ask students whether they have ever had special visitors in the classroom.

➡ PAGE 6 . . . my dad says.

- Describe Mr. Lopez's job to students in the context of the community.

"This boy's dad has a career building things. He is a construction worker. He is helping build the library so that lots of people in the community can visit the library once it's built."

- Ask students about construction workers in their communities.

"Have you ever seen construction workers building things in your community?"

➡ PAGE 8 . . . everyone has to be quiet.

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➡ PAGE 12 . . . good at drawing mice.

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➡ PAGE 16 . . . home in the afternoon.

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➡ PAGE 20 . . . sick animals better.

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➡ PAGE 30 . . . And so do we.

- *Ask students what kind of jobs the students in this classroom are doing. (passing out napkins and pretzels for snack, feeding the class pet, watering the plants, playing with blocks)*
- *Tell students this classroom is a community, and everyone in the picture is doing a special job.*

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Discussing the Read-Aloud

10 minutes

Whole
Group

What's the Big Idea?

When You Grow Up

- Remind students that different people in a community have different jobs.

"We saw some pictures in this book that showed the many different jobs people can have in a community. These jobs are called careers."

- Have students raise their hands when they hear a job or career they would like to have when they grow up.
- For each job, give students a quick description of the job and refer to the pictures in *Career Day* by Anne Rockwell to remind students what that job is like.

"Raise your hand if you would like to be a _____ like the person in this picture. A _____ does _____."

- construction worker (page 7)
- judge (page 9)
- musician (page 11)
- author (page 13)
- illustrator (page 13)
- paleontologist (page 15)
- crossing guard (page 17)
- nurse (page 19)

- veterinarian (page 21)
- carpenter (page 25)
- store manager (page 27)
- professor (page 29)

How My Family Cares for Me

- Tell students there are many more jobs than the ones from the book that you just discussed. Give students some examples like parent, firefighter, banker, waiter/waitress, lawyer, plumber, doctor, teacher, chef, etc.
- Ask each student to share one job or career that they would like to do when they grow up. Call on students one by one using their **Name Cards** to share something they would like to do when they grow up. Accept any answers students might provide.

“There are many jobs and careers you can do to help your community when you grow up. What job or career would you like to do when you grow up?”

- After a student answers, ask the rest of the class who else might like to do that job when they grow up.

“Who else in our class would like to be a firefighter like Cassandra?”

Extension Activity

Learning
Center

Language Facilitation

Use the **expansion strategy** to expand on what students say by repeating the student’s words in a more grown-up manner (e.g., Student: “Zip.” Teacher: “Zip it up.” Student: “Go home time.” Teacher: “It’s time to go home!”).

Review Tip

During this activity, talk with students about their five senses and especially their sense of sight. You might say something like, “Use your sense of sight to see new colors as they are formed during this activity.”

Experiment: Making Colors

Note: *If groups of students need extra time to complete this **Extension Activity**, they can do so during Pausing Point 2. You may wish to conduct this **Extension Activity** using water and food coloring instead of tissue paper.*

Students will use tissue paper to “make” new colors from primary colors.

- Give each student a tray with pieces of red, yellow, and blue tissue paper (to make orange, green, and purple).
- Explain that you are going to overlap colored paper to see if you can make a new color.
- Ask students to hold up the piece of red tissue paper. Then ask them to hold up the yellow tissue paper.

- Ask the students to predict what new color they might be able to make from red and yellow.
- Show the students how to overlap the tissue paper to make orange.
- Ask the students to observe what new color they made, following up on their observations using the expansion strategy (e.g., Student: “It did orange.” Teacher: “You made orange.” Student: “New color.” Teacher: “You made a new color—the color orange,” etc.)
- On the chart paper, record your observation that red plus yellow equals orange. Beside the red and yellow tissue paper you glued to the chart paper, temporarily post the solid orange **Transition Card** (you will remove this when you invite a new group of students to conduct the experiment).

“When we put red and yellow together we make the color orange.”

- Have students put the tissues back in the trays continue the experiment combining yellow and blue to make green and blue and red to make purple.
- Make predictions, observations, and a record of your findings as you go.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)

Skills

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Using familiar rhymes, poems, or songs, finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RL.P.10, RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

Listening & Learning

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, describe an illustration and make connections to the story, self, and world around them (RL.P.7, RLP. 11)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Career Day* (RL.P.1, RL.P.3, SL.P. 2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Career Day* (L.P.6)
- ✓ With prompting and support, make cultural connections to text and self (RL.P.9a)
- ✓ Understand and use precise nouns and verbs related to families and communities (L.P.1b)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Sort and classify by color (L.P.5a)
- ✓ With prompting and support, follow illustrated directions to do a simple craft or science experiment (RI.P.10)
- ✓ With prompting and support, dictate a recording of scientific observation of a color experiment (W.P.2, W.P.8)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Nursery Rhyme Review	Nursery Rhyme Posters 1, 14, 36, 41, and 44	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups		10
		Hand Motions: Blending Words		
<i>Small Group 2</i>	S	Warm-Ups	Image Cards 5-3-5-6 and 10-1-10-4	10
		Rhyming Words Memory		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	<i>Career Day</i> by Anne Rockwell	<i>Career Day</i> by Anne Rockwell	10
<i>What’s the Big Idea?</i>	W	Guess the Community Helper	Career-related props	10
<i>Extension Activity</i>	L	Experiment: Making Colors	Transition Cards: Colors; cookie sheets or trays; chart paper; red, yellow and blue tissue paper	During Learning Centers

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Listening & Learning

Before conducting the **Picture Talk** and **Deepening Understanding** activities, write down a list of at least ten jobs/community helpers you want to discuss with students. If you want each student in your class to be able to participate in the riddles, make sure to choose enough jobs that each student has one to represent. Find at least one prop to accompany each job (See **What's the Big Idea?** portion of this Day for a list of suggestions). Among the jobs you choose to represent, choose at least five jobs from *Career Day* by Anne Rockwell and flag these pages for review during the **Picture Talk**.

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Nursery Rhyme Review	Nursery Rhyme Posters 1, 14, 36, 41, and 44	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

Nursery Rhyme

Whole Group

Nursery Rhyme Review

Students will review the words and motions to some of the nursery rhymes they have learned during this domain. Choose two or three rhymes that had skills, motions, or lyrics that were especially challenging for your students. See the chart below for an overview of which skills and content each nursery rhyme targeted.

- Show students the Nursery Rhyme Posters showing the songs you chose for them to sing.
- Allow students to choose which song they would like to sing first.
- Review the songs you chose ahead of time, reviewing any difficult concepts, skills, or content.

Nursery Rhyme Title	Poster #	Skills and Content Targeted
Rain, Rain Go Away (Days 1+2)	41	<ul style="list-style-type: none"> • Rhyming
Five Little Monkeys (Days 3+4)	14	<ul style="list-style-type: none"> • Counting backward from 5 • Numerals 1–5
Pease Porridge (Days 5+6)	36	<ul style="list-style-type: none"> • Content: cooking routines • Rhyming
Teddy Bear (Days 10–12)	44	<ul style="list-style-type: none"> • Content: bedtime routines • Rhyming • Differentiating final sounds
A Tisket, A Tasket (Days 13–15)	1	<ul style="list-style-type: none"> • Colors

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups		10
	S Hand Motions Blending Words		
Small Group 2	Warm-Ups	My First Strokes Books; Activity Page 13-1; primary crayons	10
	S Tracing with Primary Crayons		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.

Small Group 1

10 minutes

Small Group

Warm-Ups

Stomping Names

Students will listen to you stomp and say the syllables in their names and then guess whose name you stomped. Today, you will say the name, then whisper the name, then mouth the name as you stomp.

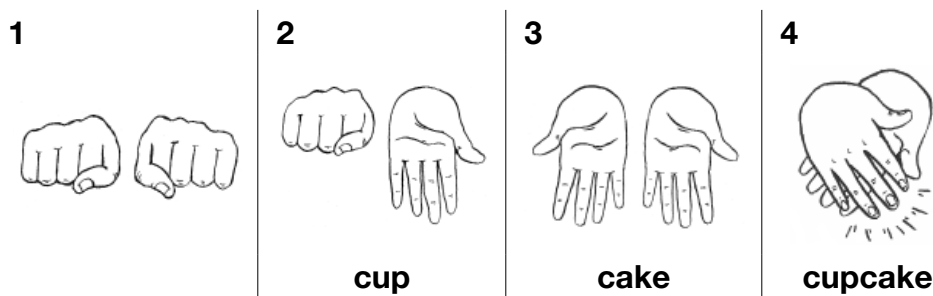
- Tell students that you want them to stomp names with you. You are going to stomp each name three times.
- Choose a student's name to stomp. Tell all students to do exactly what you do.
- First, say the student's name **out loud**, stomping once for each syllable. Then, **whisper** the student's name, stomping more quietly once for each syllable. Finally, **mouth** the student's name without making a sound, barely stomping for each syllable.
- Ask students whose name you just stomped and have that student raise his/her hand.
- Continue stomping the rest of the student's names.

Hand Motions: Blending Words

Students will learn hand motions to accompany compound and multisyllabic word blending.

Hold your fists in front of you, palms facing down (see Illustration 1).

- Say the word *one* as you flip over your left fist and open it (see Illustration 2).
- Say the word *two* as you flip over your right fist and open it (see Illustration 3).
- Say the word *blend* as you clap your hands (see Illustration 4).
- Practice this with students.
- Remind students the word *cupcake* has two parts. Say the syllables in a segmented fashion: *cup . . . cake*.
- Hold your fists in front of you, palms facing down.
- Say the syllable *cup* as you flip over your left fist and open it.
- Say the syllable *cake* as you flip over your right fist and open it.
- Say the word *cupcake* as you clap your hands.
- Practice this with the class.
- Complete the activity using the list below.



- juice...box > juicebox
- pop...corn > popcorn
- hot...dog > hotdog
- nap...kin > napkin
- yo...gurt > yogurt
- coo...kies > cookies
- pick...les > pickles
- piz...za > pizza
- pretz...els > pretzels
- ketch...up > ketchup
- must...tard > mustard
- lem...on...ade > lemonade

- sal...ad > salad
- chick...en > chicken

Small Group 2

10 minutes

Small
Group

Warm-Ups

Nursery Rhyme Review

Students will recite “Teddy Bear” whispering all words except the rhyming pairs of words.

- Show students the **Nursery Rhyme Posters** for the songs you chose for them to sing.
- Allow students to choose which song they would like to sing first.
- Students whisper the words, except for the rhyming words or pairs.

Rhyming Words Memory

Students will play the game Memory, making matches from rhyming pairs of words.

- Lay out **Image Cards 5-1-5-4: /at/ Words** and **/ee/ Words** in random order in a grid.
- Have students take turns turning over two cards at a time.
- If students turn over cards that rhyme, they have made a match and get another turn.
- Play the game again, gradually adding in additional sets: **Image Cards 10-1-10-2: /ok/ Words** and **Image Cards 10-3-10-4: /am/ Words**.

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W <i>Career Day</i> by Anne Rockwell	<i>Career Day</i> by Anne Rockwell	10
What's the Big Idea?	W Guess the Community Helper	Career related props	10
Extension Activity	L Experiment: Making Colors	Transition Cards: Colors; cookie sheets or trays; chart paper; red, yellow, and blue tissue paper	During Learning Centers

Picture Talk

10 minutes

Whole Group

Career Day

Note: Today's **Picture Talk** will focus on five specific jobs you have pre-selected (see **Advance Preparation**). Therefore, rather than give you talking points and suggested language for particular pages, we have provided you with general talking points followed by space in which to make your own notes about each job/page.

Show Cover of *Career Day* by Anne Rockwell

- Remind students that this book describes a preschool classroom that had many visitors. Ask students why the visitors came to the classroom (to share information about jobs/careers).
- Remind students of the definition of *community* and tell students that jobs are very important to our community. Within a community, people have special jobs that they do.

"The other day we learned that a community is a big group of people who work together and do things together. In a community different people have special jobs that they do. Your special job in your community is to be a Preschool student. My job is to be a teacher in our community."

- Tell students that today you will be talking about many different kinds of jobs in the community. Ask students if they can remember any specific jobs from *Career Day* by Anne Rockwell.
- Review each of the five jobs you flagged (see **Advance Preparation**) by turning to the page, re-reading the text, and then discussing the job with

Teaching Tip

You might introduce the **Picture Talk** by asking students what they remember from *Career Day* by Anne Rockwell. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the **Picture Talk** using your planned pages.

students. Be sure to describe the tools/objects associated with the job so that, when you present the props to students later, they can figure out which job you are describing. For example, if you are reviewing page 16 and plan to use a play hammer as a prop later, you might say:

“This man is a construction worker. He helps build things in our community, like libraries, houses, and even schools. He wears a hardhat to work every day to keep him safe and sometimes he drives a big bulldozer like the one in this picture. Construction workers also use hammers and other tools to build things.”

- Once you have reviewed at least five jobs from the book, tell students you are going to play a game called “Guess That Community Helper.” You are going to tell them riddles and give them hints, and they have to guess the name of the community helper you are describing.

What’s the Big Idea?

10 minutes

Learning Center

Place all of the props you collected in a box and place it in the **House Dramatic Play Center**. While playing family members, students can also pretend to go to work every day as a different community helper. Leave this box in the Dramatic Play Center throughout the next domain.

Guess the Community Helper

Students will guess the community helper you are describing and discuss what that community helper does to help the community. See below for a list of possible jobs and props you might include.

- You may choose to hold the props yourself as you describe each job, or you might pass out a prop to each student to make the game more interactive.
- Describe a job by talking about what the community helper does while at work. Make sure to include the prop in your description. For example, if you have chosen a stethoscope as the prop for *doctor* say, “I am thinking of a community helper who makes sure we stay healthy. This community helper uses a stethoscope to listen to your heartbeat, wears a white coat, and sometimes gives us medicine. Who am I describing?”
- Help students guess the name of the community helper. Then, ask students if they know anything else about what doctors do. Finally, ask students to raise their hands if they might want to be a doctor when they grow up.
- Continue playing this game until you have discussed each pre-selected career. To conclude the activity, ask students if they know of any other community helpers. Accept any answer and ask the student to describe what the community helper does to help his/her community.

Guess the Community Helper Suggestions List

Community Helper, Job, Career	Possible Prop(s)	“I am thinking of a community helper who...”
mailman/woman	bag, letter, blue shirt	delivers our mail every day, wears a blue shirt, drives a mail truck, walks and carries a big bag of mail
firefighter	firefighter costume, hose, toy fire truck	helps keep us safe and puts out fires, drives a big red truck with sirens, climbs tall ladders
police officer	police uniform, toy police car, badge	keeps everyone safe and makes sure everyone follows the laws, drives a black and white car with sirens, helps us cross the street
doctor	stethoscope, white coat, doctor's bag	makes sure our bodies stay healthy, uses a stethoscope to listen to your heartbeat, wears a white coat, sometimes gives us medicine
dentist	headlamp, toothbrush, toothpaste	makes sure our teeth stay healthy, cleans our teeth, reminds us to brush our teeth
librarian	library books	takes care of lots of books in the library and keeps them organized, helps us pick out books, reads to us
teacher	chalk/markers, books	teaches us how to read and write, reads stories to us, helps us learn during the day, works at a school
waiter/waitress	apron, menu, pretend food	takes your order and brings your food to you in a restaurant
chef	chef's hat, cooking utensils, pretend food	works in a restaurant and cooks the food for lots of people
cashier	pretend cash register, coins, grocery bags	works in a store like a grocery store or clothing store, uses a cash register to check out what you are buying, counts money
parent	baby bottle, towel, cooking utensils	works at home and takes care of the children in our family, feeds us, bathes us, loves us, and makes sure we are happy
banker/bank teller	coins, piggy bank	works in a bank, keeps track of our money, counts money
barber/hairdresser	comb/brush, safety scissors, cape	has a special chair, cuts our hair, puts a special cape on us, uses scissors and a comb

Extension Activity

Learning
Center

Experiment: Mixing Colors

Continue this activity during Learning Centers. See **Day 15: Experiment: Making Colors** for detailed instructions on this Extension Activity.

Note to Teacher

Pausing Point 2 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see below). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting Routines that have been introduced up until this point (e.g., daily schedule, Attendance Chart, Classroom Jobs, signing in to Learning Centers, etc.).

☑ Lesson Objectives

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Name and describe one of their own family traditions
- ✓ Name at least one member of their extended family
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast)
- ✓ State the name of the community where they live
- ✓ Name and describe two different community helpers

Skills Review

Skills Activities Summary

The following chart shows the small-group activities that students have completed up to Pausing Point 2 and the emergent literacy skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Music		Phonological Awareness				Print			Handwriting	
			Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Rhyme	Syllable: Segmenting	Syllable: Blending	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes
1	1	Old MacDonald	✓	✓									
	2	Words That End in /ae/		✓	✓	✓							
2	1	Musical Instrument Circle	✓									✓	
	2	Handwriting Strokes with Fingers							✓	✓	✓	✓	✓
3	1	Musical Instrument Circle	✓									✓	
	2	Words That End in /ed/		✓	✓	✓							
4	1	How Many Noises?	✓									✓	
	2	Tracing with Primary Crayons							✓	✓	✓	✓	✓
5	1	Step Forward for your Word		✓	✓								
	2	Sorting /at/ and /ee/ Words				✓							
6	1	How Many Words?			✓								
	2	Writing with Primary Crayons							✓	✓	✓	✓	✓
7–9 Pausing Point 1													
10	1	How Many Words?			✓								
	2	Sorting /ok/ and /am/ Words				✓							
11	1	Words: Long or Short?					✓						
	2	Handwriting Strokes with Fingers							✓	✓	✓	✓	✓
12	1	Names: How Many Parts					✓		✓				
	2	Rhyming Picnic				✓							
13	1	Robot Talk: Blending Compound Words						✓					
	2	Tracing with Primary Crayons							✓	✓	✓	✓	✓
14	1	Robot Talk: Blending Words						✓					
	2	Rhyming Trip				✓							
15	1	Hand Motions: Blending Compound Words					✓	✓				✓	
	2	Writing with Primary Crayons							✓	✓	✓	✓	✓
16	1	Hand Motions: Blending Words					✓	✓				✓	
	2	Rhyming Words Memory				✓							
17–19 Pausing Point 2													
20	Domain Assessment												

Additional Skills Activities

Developing Fine Motors Skills

Ideas for activities that develop fine motor skills:

- building with blocks
- pouring water from a pitcher to a cup
- cutting and pasting
- hole punching
- stringing beads
- lacing hole-punched cards
- making shapes with play dough
- playing with squirt bottles
- screwing and unscrewing lids
- popping air-bubbled packing plastic
- using a turkey baster or nasal aspirator to blow ping pong balls back and forth
- using tongs or clothespins to pick up small objects

Writing in Sand

Materials: Sand; trays (one per student); paint brushes; My First Strokes Books

Give each student a tray filled with sand and a My First Strokes Book. Open the books to a page showing one of the writing strokes students have learned before Pausing Point 2. Have students practice writing strokes using their pointer finger or the handle of the paintbrush.

I Spy

Play the game “I Spy,” allowing students to describe something around the room. Prompt them to include the color of the object, as well as what it looks like, and what it is used for. Once students guess what the object is, clap out the syllables of that word.

Syllable Sort

Materials: Chart paper; marker; various classroom objects; bag

Collect objects from around the classroom (being sure to find things whose names have one, two, three, or four syllables) and put them in the bag. Draw columns on the chart paper and label them with the numerals 1, 2, 3, and 4. Then have students take an object out, clap its name, and then place it on the chart paper in the correct column.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity for students to practice using Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to plan and conduct a Picture Talk addressing pages not shown in the original Picture Talk.

Domain-related Trade Books

Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 2. See the Introduction for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

Curious George, by H.A. Rey (HMH, 1973) ISBN 978-0395150238

Connection to content from *Career Day* by Anne Rockwell.

Curious George's adventures take him to meet a sailor and a firefighter. Talk with students about what each of these people do in their jobs.

Kite Flying, by Grace Lin. (Dell Dragonfly Books, 2002) ISBN 978-0553112542

Connection to content from "Family Celebrations and Traditions."

A little girl makes a kite with her family. Many Chinese and Asian families fly kites on festival days. Talk with students about how some families celebrate by flying kites.

Activities

Class Birthdays Board

Materials: Poster board; construction paper; photographs of students; marker

Make a class birthday board to display in the classroom. Post each student's photo and write their birthday beside it, using both letters and numbers. Be sure to organize students' birthdays from top to bottom in the order that they occur so that students can anticipate whose birthday is next. Ask students to help you come up with a way to celebrate

students' birthdays at school (e.g., they wear a crown, they get to be line leader, you sing to them, etc.). During Morning Circle, talk with students whose birthday are coming up about how they want to celebrate. Also discuss the difference between the letters and the numbers in students' birthdates.

A Class Tradition

Materials: Box; decorations; party games; party hats; etc.

Help students vote on a tradition they would like to celebrate with their classmates. For example, students might wish to celebrate the first day of every month, pizza day in the cafeteria, the first day of every season, etc. Mark the days you will celebrate with a special symbol on the classroom calendar. Decide with the class what they would like to do to celebrate their tradition. Label the box with the name of the tradition and keep the party supplies inside. Bring out the box and talk about what you will do to celebrate.

Our Community Helpers Class Book

Materials: Large paper (11" x 14"); markers; primary crayons; glue

Help students make a list of the community helpers in their school or in their greater community. Have each student dictate a sentence about what one of the community helpers does and draw a picture to accompany it. Bind all the pages together and place the book in the Library Center for students to read.

Career Day

Invite students' family members to talk with the class about their jobs and careers. Encourage family members to bring in some supplies they use to do their jobs and to tell the students about each item.

Preschool Parade

Materials: Face paint; balloons; streamers; decorations

Lead the students in a parade around the playground. Have students dress up in costumes from the Dramatic Play Learning Center, paint their faces, blow up balloons, and sing songs. Students could also decorate and ride tricycles as part of the parade.

This Domain Assessment evaluates each student's knowledge relative to Language Arts and Core Content Objectives addressed in the *Families and Communities* domain. Portfolio Collection and Assessment Opportunities can occur throughout the domain; the Task Assessment is designed to be administered to each student at the end of the domain (i.e., during Pausing Point 2 and the Domain Assessment day of *Families and Communities*). In order to conduct individual Task Assessments, teachers may find it convenient to pull individual students into a quiet corner of the classroom, perhaps during Learning Center or snack time. Because skills and vocabulary are meant to develop across the entire year, teachers may re-administer certain assessments from the *All About Me* domain if students scored poorly at the end of the previous domain.

Portfolio Collection

Work Samples

Note: *Be sure to date each piece of student work as it is added to the portfolio.*

In this domain, students' work from the following activities may be included in their portfolios:

- House Dramatic Play Center: Students' emergent writing samples, such as their efforts to make grocery lists and sign birthday cards.
- Day 1: Extension Activity, My Family Book (make photocopies of pages)
- Days 4, 6, 13, and 15: Handwriting strokes Activity Pages (See Domain Assessment Record Form for a systematic way to evaluate these.)
- Day 12: Make the Rainbow Extension Activity

Assessment Opportunities

Observing Learning Centers

Language Arts Objectives Assessed

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Greet adults as "Mr. (name)," and/or "Ms. or Mrs. (name)" (SL.P.1c)
- ✓ Give simple single-step directions (SL.P.6)
- ✓ Give simple, multi-step directions (SL.P.6)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Use words or situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there; here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) (L.P.1e)
- ✓ Combine simple sentences using *and* (L.P.1f)
- ✓ Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency. (L.P.3)

Materials

Various colored sticky notes

Pen

House Dramatic Play Center

As you observe the House Dramatic Play Center, keep the above Language Arts Objectives with you. When you see a student demonstrating a behavior or using language that is related to the objective, write that student's name and a brief description of what occurred on a sticky note. You might use different colored notes for each objective. At the end of the day, reflect on these notes and distribute them to student's portfolios, sticking them inside the manila folder or on a separate piece of paper. At the end of the domain, review notes collected in each student's portfolio, perhaps writing a sentence or two reflecting on each student's progress across the domain and current performance relative to the Language Arts Objectives.

Task Assessments

Skills Assessment

Language Arts Objectives Assessed

- Given a word, provide a rhyming word (RF.P.2b)

Materials

Rhyme family Image Cards (/at/ and /ee/)

Rhyme

Rhyming Pairs: Place the /at/ family Image Cards and the /ee/ family Image Cards face-up on the table. Review with the students what each picture is, saying the words aloud. Demonstrate how to make a ‘match’ by finding a pair of rhyming words—words that sound the same at the end. Ask the student to find pairs of words that rhyme until all the matches have been made.

Rhyming Words: Tell students that you are going to say some words and you want them to say a word that rhymes. Explain that they do not have to say real words; ‘silly words’ are acceptable answers. First, give the example. Then, read the list of words.

Example: cat—bat

List of rhyming stems:

1. rat
2. tree
3. sock
4. ham
5. fox
6. pig

Listening & Learning Assessment Tasks

Language Arts Objectives Assessed

- Classify and sort by color (L.P.5a)
- Describe oneself, home, and immediate family (SL.P.4)
- Describe an event or task that has already taken place outside the

immediate place and time (SL.P.4)

- Understand and use precise nouns and verbs related to families and communities (L.P.1b)
- With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)

Core Content Objectives Assessed

- Name the members of their own families
- Name two chores or routines that they do with their families
- Name two activities that they do with their families
- Name and describe one of their own family traditions

Materials

Image Cards: Colors

Color Identification

Note: *Receptive language (e.g., point to named colors) typically develops before expressive language (e.g., saying color names). You only need to administer the receptive task if students have difficulty with the expressive task. In the interest of time, you can also assume that students who can name colors would also be able to point to them if you were to supply the name.*

Place the Image Cards: Colors face-up on the table. Ask students to name the colors (expressive task). If students are unable to name the colors, ask students to point to the color you name (receptive task). Show the following colors:

- | | |
|----------|----------|
| • red | • green |
| • yellow | • purple |
| • blue | • brown |
| • white | • black |
| • orange | |

Family Interview

Note: Consider any plausible answer a student provides as correct. For example, if a student says that a chore they do is to take out the trash, but they do not in fact do this chore, count the answer as correct since it correctly identifies a chore (taking out the trash).

In a small group or individually, ask students the following questions about their own families:

1. What are the names of the people in your family? (need not name all)
2. What chores do you or some of the people in your family do?
3. What kinds of fun things or activities do you like to do with your family?
4. What is one tradition you like to celebrate with your family? How do you celebrate that tradition?

Key to Domain Assessment Record Form

Skills: Rhyming

Not Yet Ready

Student does not yet demonstrate this skill, knowledge or behavior.

- Rhyming Pairs: Does not match rhyming words.
- Rhyming Words: Does not produce rhyming words when given a root word.

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Rhyming Pairs: Matches some rhyming words but not others.
- Rhyming Words: Sometimes produces one or more rhyming words given a root word.

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Rhyming Pairs: Matches most or all rhyming words.
- Rhyming Words: Produces multiple rhyming word examples given a root word.

Listening & Learning: Color Identification

Not Yet Ready

Student does not yet demonstrate this skill, knowledge or behavior.

- Correctly labels fewer than four colors or correctly points to fewer than six colors.

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Correctly labels fewer than eight colors or correctly points to all colors but cannot label them verbally.

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Correctly labels eight or more colors.

Listening & Learning: Family Interview

Not Yet Ready

Student does not yet demonstrate this skill, knowledge or behavior.

- Satisfactorily answers one or zero questions.

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Satisfactorily answers two or three questions.

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Satisfactorily answers all four questions.

CORE KNOWLEDGE LANGUAGE ARTS

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Families and Communities

Teacher Guide

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