

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

Skills Small Group Activities Summary			Music	Phonological Awareness						Print			Handwriting	
Day(s)	Skills Small Group	Activity	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.