

Wonders

WORLD OF
Developing Early Learners

Unit 4

Food

Mc
Graw
Hill
Education

TEACHER'S EDITION



Week 1 Planner

ALL LEARNERS	DAY 1	DAY 2
Starting Your Day <ul style="list-style-type: none"> Introduce Unit Morning Message Transitions that Teach Sign Language Meal Time Conversations 	Welcome to Unit 4 Theme Song: "Apples and Bananas" Introduce Theme Project Sign Language: <i>help, focus</i> <p>pp. 36-37</p>	Morning Message Calendar and Daily Schedule Meal Talk Transitions That Teach <p>pp. 44-45</p>
Social-Emotional Development <ul style="list-style-type: none"> Mister Rogers Learning Through Literature On-the-Spot Flip Chart 	Mister Rogers: Proud to Be Growing (Using Silverware) <p>p. 37</p>	Mister Rogers: Proud to Be Growing (Learning New Things) Health and Safety: Washing Hands <p>p. 45</p>
Alphabet Time <ul style="list-style-type: none"> Phonological Awareness Alphabet Recognition Print Awareness High-Frequency Words Emergent Reading Purposeful Play Centers 	Alphabet Recognition: Oo Phonological Awareness: Syllables Teacher Table: Match Letter-Sounds Alphabet Center: Sound-Matching Game <p>pp. 38-39</p>	Alphabet Recognition: Oo Handwriting: Oo Phonological Awareness: Syllables Teacher Table: Review Letter-Sounds and Write Oo Alphabet Center: Make Oo <p>pp. 46-47</p>
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Week 1 Planner

DIFFERENTIATED INSTRUCTION

DAY 1

DAY 2

3-Year-Olds and Extra Support

Alphabet Time: Focus on Letter Names: Oo
My Name: First Letter
Book Time: *The Apple Pie that Papa Baked*
Read and Build Basic Vocabulary
Science: Oral Language
pp. 39, 41, 43

Alphabet Time: Focus on Letter Names: Oo
Make Oo
Book Time: *The Apple Pie that Papa Baked*
Who? What? Where?
Science: Let's Explore Together
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Transitional K and Advanced Learners

Alphabet Time: Letter-Sound Review
Blend on
Book Time: *The Apple Pie that Papa Baked*
Read, Respond, and Extend Vocabulary
Science: Oral Language
pp. 39, 41, 43

Alphabet Time: Letter-Sound Review
Blend Words with Oo
Book Time: *The Apple Pie that Papa Baked*
Retell
Science: Extend the Concept
pp. 47, 49, 51

English Learners

Alphabet Time: Articulation
Action Rhyme
Book Time: Preview and Build Basic Vocabulary
Science: Preteach Basic Words
pp. 39, 41, 43

Alphabet Time: Preteach Oo Words
Book Time: Preview and Develop Vocabulary
Talk About It
Science: Develop Vocabulary
pp. 47, 49, 51

Adaptations for Children with Special Needs

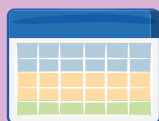
Modifications for Language Delays, Cognitive Delays, and Children on the Autism Spectrum
p. 37

Modifications for Language Delays, Cognitive Delays, and Children on the Autism Spectrum
p. 37

DIGITAL RESOURCES

Go Digital

- Teacher Resources
- Interactive Games and Activities
- Transitional K Small Group Planner



mp3

Digital Flip Charts
Theme and Transition Songs mp3
Morning Movement mp3
Alphabet Song Videos
Theme Book eBooks
Digital Teacher's Edition and Lesson Planner



Digital Flip Charts
Online Handwriting Videos and Resources
Digital Alphabet, Photo, and Concept Cards
Online Science Games



DAY 3

Alphabet Time: Find Oo
Compare Oo to First Letter in Name
Book Time: Draw About It
Social Studies: Oral Language

pp. 55, 57, 59

DAY 4

Alphabet Time: Find Oo
Make Oo
Book Time: Revisit Tale
Social Studies: Let's Explore Together

pp. 63, 65, 67

DAY 5

Alphabet Time: Review Oo
Match Letters
Book Time: Act It Out
Hands-On: Nature Walk

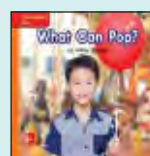
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Alphabet Time:
Letter-Sound Review
Read: *What Can Pop?*
Book Time: Write About It
Social Studies:
Oral Language



pp. 55, 57, 59

Alphabet Time:
Letter-Sound Review
Reread: *What Can Pop?*
Book Time:
Vocabulary Boost
Social Studies: Extend
the Concept



pp. 63, 65, 67

Alphabet Time: Letter-Sound Review
Write Words with Oo
Book Time: Retell
Hands-On: Nature Walk

pp. 71, 73, 75

Alphabet Time: Oral Language
Book Time: Talk About It
Write About It
Social Studies: Preteach Basic Words

pp. 55, 57, 59

Alphabet Time: Review Oo Words
Talk About It
Book Time: Preview Story
Focus on Basic Vocabulary
Social Studies: Develop Vocabulary

pp. 63, 65, 67

Alphabet Time: Review Oo Words
Talk About It
Book Time: Develop Vocabulary
Talk About It
Hands-On: Develop Vocabulary

pp. 71, 73, 75

Modifications for Physical Impairments,
Vision Impairments, and Speech and
Language Impairments

p. 53

Modifications for Physical Impairments,
Vision Impairments, and Speech and
Language Impairments

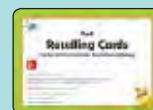
p. 53

Modifications for Behavior Problems,
Attention Deficit Disorder, and ADHD

p. 69



Digital Flip Charts
Social-Emotional eBooks
Little Reader eBooks
Digital Alphabet, Photo, Oral Language,
and Concept Cards



Digital Flip Charts
Little Reader eBooks
Digital Retelling Cards
Online Social Studies Games



Digital Flip Charts
Online Math Games
Online Literacy Games
Digital Assessment Resources
Digital Student Portfolio



Starting

Our Day

Welcome to



FOCUS QUESTIONS

Where does food come from?
What are healthy food choices?

In this unit, children will learn about different kinds of foods and how food changes when you cook it. Introduce the unit by doing the following:

- Display Literacy and Language Flip Chart page 17. Discuss what the boy is eating and what utensil he is using. Ask children to name their favorite food.
- Teach the Theme Song “Apples and Bananas.”
- Show children the new unit centers and set learning goals for each one.
- Introduce the Theme Project on page 30, Family Feast.



SOCIAL-EMOTIONAL DEVELOPMENT

Proud to Be Growing Using Silverware

Objective Use silverware

Materials food eaten with a spoon, food eaten with a fork, butter, crackers, spoons, forks, butter knives



Grow and Learn
with Mister Rogers

Discuss with children some things they can do all by themselves, such as getting dressed or washing their hands. Explain that part of growing up is learning how to use silverware all by yourself.

Practice using silverware during snack time or mealtime.

- Have children eat a food with a spoon (since most children are probably quite good at it).
- Then ask children to practice eating with a fork.
- After they use a fork, have children use a butter knife to practice spreading soft butter on crackers. As children become better spreaders, they'll be able to make their own sandwiches for snacks or lunches.

NOTE Before beginning food activities, first check with parents or guardians for food allergies.

Transitions

Theme Song Sing "Apples and Bananas" between activities. See lyrics on Read-Aloud Anthology page 130.

Sign Language

Teach the signs for *help* and *focus*. Use these for effective classroom management.



help

focus

Meal Talk

What is your favorite food? Describe its color and taste.



Adaptations for Children with Special Needs

Language Delays, Cognitive Delays, and Children on the Autism Spectrum

- Some children might struggle learning weekly songs at the normal speed. Sing the song slowly when you introduce it, before using the audio file.
- Add Velcro dots to the ABC puzzles in the center to stabilize the small pieces. Place a hard Velcro dot on the puzzle base and a soft Velcro dot on the puzzle piece. This helps the pieces stay in place when the child is working or moving around with the puzzle.



Alphabet Time



WHOLE GROUP

Alphabet Recognition

Objective Identify Oo

Materials Letter Cards, tape, Alphabet Card Oo, Oo Song

Letter Review Secure letter cards for all previously-taught letters to the floor to form a path. Have children hop the path as they say each letter name.

Introduce Oo Hold up Alphabet Card Oo. Point to and identify capital O and small o. Have children repeat.

Connect Letter-Sound Say: *The letter o stands for the sound /o/ in octopus.*

- Play and sing the Oo Song.
- Point to Oo and say /o/. *This is the sound you say when the doctor looks inside your mouth. Say it with me: /ooo/. What's the sound for the letter Oo? Open up and say /o/.*

Phonological Awareness

Objective Segment words by syllable

Materials Literacy and Language Flip Chart p. 18

Syllables Teach the fingerplay "Little Red Apple." Clap the syllables as you say *apple* (ap-ple). Ask: *How many times did I clap?* Repeat by having children clap with you.

Count as you clap: *ap-ple; 1-2.*

Continue with others words in the rhyme.



Teacher Table

4-Year-Olds

Objective Identify Oo

Materials Alphabet Card Oo, Oo Song, chart paper, Photo Cards



Review Oo Display the Alphabet Card and review /o/ spelled o. Sing the Oo Song. Help children notice that the letter Oo is a circle. Have them trace the letter with their finger as they say /o/. Then ask children to look for words in the classroom with the letter Oo. List them.

Match Letter-Sounds Display a small set of Photo Cards. All the words should begin with /o/, such as *ox*, *octopus*, and *olive*, or /a/.

- Say each picture name. Have children repeat.
- Guide children to sort the picture cards—one pile labeled O for words that begin with /o/ and the other pile labeled A for words that begin with /a/.

Alphabet Center

Sound-Matching Games Children match picture cards whose names begin with the same sound. Extend by having them match picture cards with letter cards (e.g., O letter card with picture of an octopus).

Purposeful Play Prompts Introduce new food words that begin with o, such as *olives*. Ask: *Which letter begins the word [olives]?* Emphasize the beginning sound as you say the food name.

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Identify letter names; begin to write name

Materials Letter Cards

Focus on Letter Names: Oo Place letter cards on the table for 2-4 letters learned so far, including Oo.

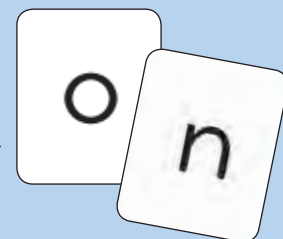
- Say a letter name and have children find the letter. If children take turns, have the other children give a “thumbs up” if their classmate is correct.
- Say the letter’s name and sound when correctly selected, as in *Yes, that’s the letter Oo. What is the letter’s name?* [Children respond.] *The letter Oo makes the /o/ sound.*

My Name: First Letter Have children copy their names. Guide them to identify the first letter. Have them write that letter several times in a different color as they say its name.

Transitional K and Advanced Learners

Objective Identify initial and final sounds; blend words with Oo

Materials Photo Cards, letter cards



Initial and Final Sounds Display 6-8 Photo Cards. Say each picture name. Have children identify the initial sound. Repeat for final sounds.

Blend on Model how to blend the word *on*.

- Display the letter card *o*. Say /o/. Have children repeat. Then display the letter card *n*. Say /n/. Have children repeat.
- Slowly blend together the sounds /ooonnn/ as you run your finger under the letters. Repeat a bit faster: /oonn/. Say: *The word is on.*
- Have children take turns repeating how to blend the word.



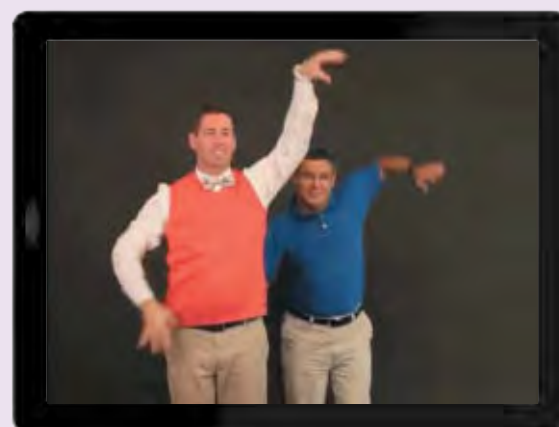
English Learners

Objective Identify /o/o

Materials handheld mirrors, Oo Song

Articulation Help children feel how the /o/ sound is formed. Give each child a small handheld mirror. Say /o/, and have children repeat. Point out how the mouth is shaped like a circle. Contrast /o/ with /a/. Have children say each sound as they watch and feel the change in their mouth position and shape.

Action Rhyme Review the Oo Song with children and act it out several times.





Book Time

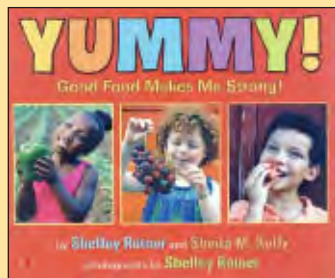


WHOLE GROUP

Read Aloud

Objective Listen and comprehend; learn new vocabulary

Materials *Yummy! Good Food Makes Me Strong!*



Develop Print Awareness Read the title and names of the authors and photographer as you track the print. Explain the role of each.

Read the Book Ask children to listen to find out which foods are good to eat for each meal—breakfast, lunch, dinner, and snacks.

- Stop every few pages and help children identify food names.
- **Build Vocabulary** Use a child-friendly explanation and the photos to explain the following words: *strong, stir, pour, fruit, preparing, vegetables, shopping, labels, garden, giant, chopsticks.*

Respond Remind children to take turns listening and speaking as they share their thoughts and questions. Ask:

- *What foods did the children eat for breakfast? Lunch? Dinner?*
- *What did you learn about food?*
- *Where do people get food? How?*

Teacher Table

4-Year-Olds

Objective Listen and comprehend; categorize; learn new vocabulary

Materials *Yummy! Good Food Makes Me Strong!*

Revisit Book Reread the beginning of *Yummy! Good Food Makes Me Strong!* Stop at “Time to Go Shopping!” Have children find the foods named in the text. Ask them if they have eaten each food. Prompt them to describe the food—color and taste.

- Turn to the last page and point to the plate showing the food categories. Point to each category and ask children to name some foods in that category (e.g., point to “Vegetables” Say: *Name some vegetables.*).

Build Vocabulary Review words introduced in the reading. Use the Define-Example-Ask Routine. Have children act out words like *stir* and *pour*.

YUMMY! Text copyright ©2013 Shelley Rotner and Sheila M. Kelly. Photography ©2013 by Shelley Rotner. Used by permission of Holiday House, Inc.

Library and Listening Center

Theme-Related Books Provide several food-related books for children to read or listen to. Help children use the pictures to pretend-read.

Purposeful Play Prompts *How do you hold the book? Point to the title. Point to where you begin reading. When do you turn the page?*

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children’s progress.

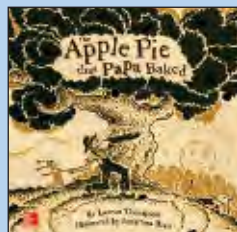


Differentiated Instruction

3-Year-Olds and Extra Support

Objective Listen and comprehend; learn new vocabulary

Materials *The Apple Pie that Papa Baked*



Develop Print Awareness Read the title and names of the author and illustrator as you track the print. Explain that the author wrote the words. The illustrator drew the pictures.

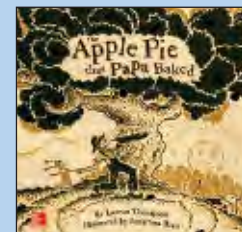
Read the Book Read aloud the book for enjoyment. Encourage children to join in on the repeated parts.

Basic Vocabulary Use the pictures to point out the following words: *apples, red, pie, tree, roots, rain, clouds, sun.*

Transitional K and Advanced Learners

Objective Listen and comprehend; learn new vocabulary

Materials *The Apple Pie that Papa Baked*



Develop Print Awareness Read the title and names of the author and illustrator as you track the print. Ask children what the author and illustrator did.

Read the Book Read aloud the book for enjoyment. Encourage children to join in on the repeated parts. Ask children to tell about their favorite part of the story and explain why.

Respond Use the pictures and child-friendly explanations to point out the following words: *warm, sweet, baked, deep, crooked, juicy, fed, round, cool, wide, blooming.*

THE APPLE PIE THAT PAPA BAKED. Text copyright ©2007 by Jonathan Bean. Reprinted by arrangement with Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division. All rights reserved. (b) Ken Cavanagh/McGraw-Hill Education



English Learners

Objective Build vocabulary

Materials pictures, *Yummy! Good Food Makes Me Strong!*

Preview Book Conduct a picture walk of the book. Use simple vocabulary and gestures as you tell the story. Point to objects as you name them, such as the *pie* or the *apples*.

Focus on Basic Vocabulary Find pictures of the following story nouns: *pie, apple, house, girl, tree, horse, cow, ladder, rain, sun.* Name each picture, and have children repeat. Say a word. Guide children to find the picture card and match it to a picture in the book.





Science



WHOLE GROUP

What Plants Need to Grow

Objective Discuss what plants need to grow

Materials Science Flip Chart pp. 18, 53; What Plants Need audio

Sing Song Have children listen to “What Plants Need.” Play several times and encourage children to join in. Ask: *What do plants need to grow?*

Share and Read Show children Flip Chart page 18, read the question, and discuss the photos. *What are the children doing? What else do you see?* Point out all the things plants need to grow—sunlight, air, water, food (soil)—using the side photos.

Build Vocabulary Write the words *air*, *light*, and *water* on sticky notes. Read each label and guide children to place them on the photos. Discuss how air is all around us, even though it can’t be seen.

- *What might happen to a plant that does not get what it needs?*
- *Do all plants need the same amount of water, air, and light to survive?*

Journal Prompt Have children draw a plant growing (in the sunshine or rain) and label their picture.



Plant Needs

Teacher Table

4-Year-Olds

Objective Observe what happens as a seed begins to turn into a plant

Materials fast growing seeds or beans, such as wheat berries, lima beans, mung beans, or soy beans; hand lenses; resealable plastic bags; paper towels

From Seed to Sprout

Observe Show seeds to children and explain they will be growing them in the Science and Discovery Center. Give children hand lenses and have them describe what the seed looks like.

Predict Work with children to place seeds in resealable bags with moist paper towels. Put one type of each seed in each bag. Label the bag with the name of the seed, and put them in natural light. Ask: *What might happen to the seeds? Tell children you will be checking on the seeds throughout the upcoming weeks.*

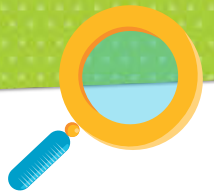
Science and Discovery Center

Living or Nonliving Sort Have children sort photo cards into two piles: living and nonliving things.

Purposeful Play Prompts *How do you know it is a living thing? What is the same about all the living things? Help children define living and nonliving.*



Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children’s progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Discuss what plants need to grow

Materials chart paper

Oral Language Write the fingerplay on chart paper. Read it as you track the print. Guide children to make up actions and hand gestures to the poem. Recite the poem together using these actions and gestures. Review that plants need sun (light and warmth), rain (water), and air.

My Garden



This is my garden. I'll rake it with care.

And find some flower seeds that I'll plant right there.

The Sun will shine,

And the rain will fall,

And my flowers will blossom and grow straight and tall.

Transitional K and Advanced Learners

Objective Discuss what plants need to grow

Materials Science Flip Chart p. 18

Oral Language Review that plants need sun (light), rain (water), and air. They also need food (minerals in the soil).

- Have children circle on the Flip Chart where they see light, soil, and water. Point out that another word for *soil* is *dirt*.
- Have them draw an X where they think the air might be. Prompt them to use the new concept words to explain where they drew each circle or X (e.g., *The [soil] is here.*).



English Learners

Objective Learn vocabulary

Materials Concept Cards

Preteach Basic Words Show children the plant-related Concept Cards. Point to the plant photo and say *plant*. Continue with the other photo cards. Identify different plant names, plant parts, and plant needs (e.g., *flower, leaf, stem, tree, seed, light, water*). Guide children to match the photo cards to pictures in the unit's books or on the Science Flip Chart. Prompt them to repeat the photo name when they find a match.



Starting Our Day

☐ Welcome

Greet children and guide them to put away and organize their belongings. Prompt children to put their name card on the attendance chart.



☐ Morning Message

- Gather children and sing the theme song "Apples and Bananas."
- Remind children that they will be learning more about where food comes from, and about making healthy food choices.
- Write a message to children. Read it aloud, tracking the print. Point out the week's high-frequency word *my*. Allow children time to respond to the question.

*My favorite food is pizza.
What is your favorite food?*

☐ Calendar and Daily Schedule

- Ask children what day it is. Write the sentence: Today is (Tuesday). Discuss what day yesterday was and what day tomorrow will be.
- Guide children to find the date on the calendar (e.g., November 11, 2017). Write the date under the sentence. Have children record the day's weather using a symbol, such as a sun.
- Display and review today's schedule. Point out daily routines, the order of activities, and identify any special events.
- Choose one of the transition activities listed (or one of your own favorites) to move children into the next activity.

SOCIAL-EMOTIONAL DEVELOPMENT

Proud to Be Growing Learning New Things

Objective Feel proud of accomplishments

Materials large sheet of paper or poster board

Describe to children something you recently learned to do, such as play tennis or make a new recipe. Explain how you felt accomplishing something new.

- Ask children to tell you about something they just learned, such as tying their shoes, putting on a jacket by themselves, or using words to show what they think and feel.
- Create a chart showing the new things children are learning. Write each child's name beside their entry. Make sure you include at least one accomplishment for each child.
- Display the chart in the classroom. Add new accomplishments throughout the year.



Grow and Learn
with Mister Rogers

Transitions

Literacy Clap syllables in children's names as you call them to line up for recess or to the teacher table. Have them repeat and clap.

Math Have children line up by counting to nine. Tap each child lightly as he or she says the next number in sequence before lining up. Repeat until all children have lined up.

Sign Language

Review the signs for *help* and *focus*, and continue to use previous signs.

Meal Talk

What do you eat for breakfast? What do you drink?



Health and Safety

Washing Hands

Objective Learn when and how to wash hands

Materials soap, paper towels, Alphabet Song

Discuss things children do each day, such as brushing their teeth and eating lunch. Explain that something we do all the time is a habit. *A healthful habit is something you do all the time that is good for you. What are some healthful habits?* (exercising, getting enough sleep at night)

Model and explain the steps of washing hands. Point out that washing hands before eating is a habit that is important to stay healthy and stop the spread of germs. Have children:

- Lather soap in their hands for the time it takes to sing the ABC's.
- Dry their hands using a paper towel, not clothes.





Alphabet Time



WHOLE GROUP

Alphabet Recognition

Objective Identify /o/o; write Oo

Materials alphabet chart, Oo Song, chart paper, Oo handwriting video

Letter Review Sing the Alphabet Song as you point to each letter on an alphabet chart or wall frieze.

Connect Letter-Sound Review the /o/ sound spelled o. Say: *The letter o stands for the sound /o/ in octopus.* Play and sing the Oo Song. Have children say words that begin with the /o/ sound. Write these words on a chart.

Write Oo Model how to write the letter Oo. Use the online video. Have children trace the letter as they say the /o/ sound each time.

Phonological Awareness

Objective Segment words by syllable

Materials Photo Cards, Teacher's Resource Book p. 46

Syllables Display sets of 4-6 Photo Cards (e.g., *astronaut, turtle, jacket, tiger, octopus*).

- Have children clap and count the number of syllables in each picture name.
- Then have children sort the cards into 2- and 3-syllable piles. Use Teacher's Resource Book page 46 for more practice.



Teacher Table

4-Year-Olds

Objective Identify /o/o; write Oo

Materials Alphabet Card Oo, Oo Song



Review Oo Display the Alphabet Card and review /o/ spelled o. Sing the Oo Song. Help children notice that the letter Oo is a circle.

Write Oo Guide children to write the letter Oo.

- Focus on form (making curved lines), pencil grasp, and body position.
- Have children say /o/ every time they write the letter to reinforce the letter-sound.
- Use the additional online handwriting resources, as appropriate.

Alphabet Center

Make Oo Let children make letter Oo necklaces by stringing multi-colored cereal O's onto a length of yarn. Prompt children to say the /o/ sound each time they add an O to reinforce the letter-sound.

Purposeful Play Prompts *What shape is the letter Oo? Show me how you hold your pencil to write the letter.*

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Identify Oo; write Oo

Materials Letter Cards, Oo tracing models

Focus on Letter Names: Oo Place 2-4 letter cards on the table facedown. Include previous letters and the first letter in children's names.

- Have children take turns turning over one card. Ask them to say the letter name. Confirm or correct, using the letter name and sound. Repeat with other letter sets.

Make Oo Have children trace the letter Oo as they say its name.

- Give each child a pencil, crayon, or marker to write the letter. Children will be experimenting with pencil grasp, body position, and making scribbles/marks at this level.

Transitional K and Advanced Learners

Objective Identify o/o; blend words with Oo

Materials Letter Cards, chart paper

Letter-Sound Review Display letter cards for Oo and any previously-taught letter-sounds. Have children chorally say the sound as you show the letter card.

Blend Words with Oo Write the following words in two lists: *not, pot; mop, top, pop*. Underline *-ot* or *-op* in each word.

- Model blending the first word in each list. Then guide children to blend the remaining words.
- Point to the first letter and ask for the sound. Then state the sounds for *-ot* or *-op*, and help children blend all the sounds to form the word.



English Learners

Objective Build vocabulary

Materials Photo Cards (71-75)

Preteach Words with Oo Display the Photo Cards whose names begin with Oo (e.g., *ox, ostrich*). For each card say: *I see an _____. What do I see?* Have children repeat the name. Then place all the cards on the table. Say: *I see an _____. Where is it?* Have children find the correct card. Ask: *What is it?* Have children talk about the pictures in English and their native language.

English-Spanish October/octubre, olive/aceituna, ostrich/avestruz, otter/nutria, ox/buey





Book Time

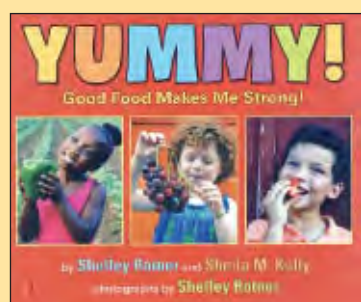


WHOLE GROUP

Reread

Objective Begin to compare and contrast items

Materials *Yummy! Good Food Makes Me Strong!*



Focus on Compare and Contrast Reread the book. Ask children to look carefully at the photographs. Say: *Let's think about what is the same and different about the foods in this book as we read it again.* Select foods such as the *watermelon* and *banana* for children to compare and contrast. Then ask questions about each food.

- *What color is this food?*
- *How does it taste?*
- *When do you usually eat it?*
- *How are these two foods the same?*
- *How are these two foods different?*

Journal Prompt Have children draw two foods that have something in common, such as the same color or eaten during the same meal. Have them label their picture.

Teacher Table

4-Year-Olds

Objective Begin to retell information learned

Materials *Yummy! Good Food Makes Me Strong!*

Model Retelling Page through the book and model retelling key details learned about food. Then guide children in retelling key details. Have them flip through the pages and state what they learned. Guide them to express their ideas in complete sentences.

Build Vocabulary Explain the words *delicious*, *strong*, and *prepare*, using the Define-Example-Ask Routine.

- **Define** Delicious means "yummy" or "tastes very good."
- **Example** *The sandwich I ate for lunch was delicious.*
- **Ask** *What foods do you find delicious?*

YUMMY! Text copyright ©2013 Shelley Rotner and Sheila M. Kelly. Photography ©2013 by Shelley Rotner. Used by permission of Holiday House, Inc.

Library and Listening Center

Theme-Related Books Provide several food-related books for children to read or listen to. Help children use the pictures to pretend-read.

Focus on Speaking/Listening Guide children to express ideas in complete sentences. Model by restating children's statements.



Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.

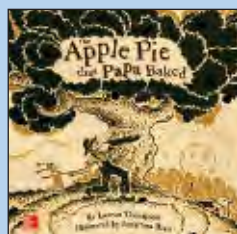


Differentiated Instruction

3-Year-Olds and Extra Support

Objective Identify who, what, where in a book

Materials *The Apple Pie that Papa Baked*



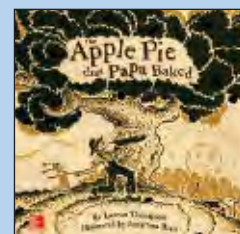
Who? What? Where? Reread the book. As you page through it, stop and ask basic *Who?* *What?* and *Where?* questions.

- *Who is in the story?* (Explain that *Papa* is another word for “dad.”)
- *What does Papa bake for his daughter? What kind of pie is it?*
- *Where do the apples grow? Where are Papa and his daughter at the end of the story?*

Transitional K and Advanced Learners

Objective Retell the story; sequence

Materials *The Apple Pie that Papa Baked*



Retell Reread the book. Then flip through it as children take turns retelling the story events using the illustrations and what they recall from listening carefully. Work with children to explore the sequence of the story beginning with the *pie*, then backing up to the *apples*, on the *tree*, the *roots*, the *rain*, the *clouds*, etc. Point out how the print for these words is bigger and darker than the other words.

Partner Read Allow partners to flip through the book. Prompt them to retell key events and share personal responses to the story. Listen in and note children’s use of language (vocabulary) and sentence structures.

THE APPLE PIE THAT PAPA BAKED. Text copyright ©2007 by Lauren Thompson. Illustrations copyright ©2007 by Jonathan Bean. Reprinted by arrangement with Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children’s Publishing Division. All rights reserved.



English Learners

Objective Develop vocabulary

Materials plastic foods, *Yummy! Good Food Makes Me Strong!*

Develop Vocabulary Display various plastic foods from the Dramatic Play Center. Hold up each food and say: *This is a _____. What is this?* Prompt children to chorally respond. When completed, call out food names for children to find the corresponding plastic food.

Talk About It Display a picture from the book. Point to items and name and describe them (e.g., apple, red apple). Then ask yes/no questions about the picture (e.g., *Is this a banana? Is the banana red?*).





Science



WHOLE GROUP

Plant Life Cycle

Objective Discuss how a plant grows

Materials Science Flip Chart p. 20, What Plants Need audio

Sing Song Sing “What Plants Need” with children several times. Ask: *What do plants need to grow?* List these things on a chart. Share the pen with children for letters they know.

Share and Read Display Flip Chart page 20. Discuss the life cycle of a plant. Then point to each picture and allow children to describe how the plant changes as it grows. Ask: *What did this plant need to grow?*

Build Vocabulary Read the labels *seed*, *young*, and *adult*. Have children point to the correct picture to match each word. Point out to children that you are an “adult” and they are “young.”

- *Where is the seed? What happens to it in the soil, or dirt?*
- *How is an adult, or grown-up, plant different from a young plant?*
- *How is an adult person different from a young child?*



Plant Life Cycle

Teacher Table

4-Year-Olds

Objective Observe what happens as a seed begins to turn into a plant

Materials fast growing seeds or beans, such as wheat berries, lima beans, mung beans, or soy beans; hand lenses; resealable plastic bags; paper towels

From Seed to Sprout

Observe Continue to work with children to place seeds in resealable bags with moist paper towels for their Science and Discovery Center experiment. Put one type of each seed in each bag. Label the bag with the name of the seed, and put them in natural light. Ask: *What might happen to the seeds?* Children will revisit the plant sprouts in Week 3.

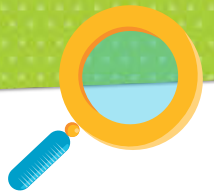
Compare Have children use a hand lens throughout the upcoming days and weeks to observe changes over time (color, shape, size). Help them record their observations in their journals. Ask: *Which type of seed grew the fastest? Which grew more slowly?*

Science and Discovery Center

Living or Nonliving Sort Have children continue to sort photo cards into two piles: living and nonliving things. Add photo cards, as needed.

Focus on Listening/Speaking Guide children to use conversational rules when discussing concepts with you, such as listening without interrupting and turn-taking. Stop and model, as needed.

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children’s progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Explore seed characteristics

Materials various seeds and associated plant pictures

Let's Explore Together Place several seeds of different sizes, colors, and patterns on the table (e.g., 2 pumpkin seeds, 2 sunflower seeds, 2 lima beans). Guide children to sort the seeds. Discuss how they are alike and different. Show pictures of the adult plant for each seed type. Ask children what these seeds need to grow into adult plants.



Transitional K and Advanced Learners

Objective Discuss how a plant grows

Materials paper and crayons, Science Flip Chart p. 20

Extend the Concept Give children a blank piece of paper divided into four parts. Based on Science Flip Chart page 20, tell a brief story of the life cycle of a pumpkin.

- Children draw a picture of what the pumpkin plant looks like at each stage of growth. Then have children describe their pictures to you or a partner. Prompt them to add labels.

(l) lynx/iconotec/Glowimages; (r) Purestock/SuperStock



English Learners

Objective Develop concept vocabulary

Materials Concept Cards, online games

Develop Vocabulary Use the Concept Cards and online science games to develop children's theme-related vocabulary. Have children play the games independently and with partners. The visual and audio supports reinforce and build word knowledge. Use the cards to play matching and sorting games. Identify each picture name and have children repeat before, during, and after play.



Starting Our Day

☐ Welcome

Greet children by singing the “Hello Song” or one of your favorite greeting songs. Guide children to put away and organize their belongings. Prompt children to put their name card on the attendance chart.



☐ Morning Message

- Gather children and sing the theme song “Apples and Bananas.”
- Remind children that they will be learning more about where food comes from, and about making healthy food choices.
- Write a message to children. Read it aloud, tracking the print. Point out the week’s high-frequency word *my*. Allow children time to respond to the question.

*I like my red apple.
What color is your favorite food?*

☐ Calendar and Daily Schedule

- Ask children what day it is. Write the sentence: Today is (Wednesday). Discuss what day yesterday was and what day tomorrow will be.
- Guide children to find all the dates on the calendar that contain the numeral 9. Have children clap nine times for each 9 they find.
- Display and review today’s schedule. Point out daily routines, the order of activities, and identify any special events.
- Choose one of the transition activities listed (or one of your own favorites) to move children into the next activity.

SOCIAL-EMOTIONAL DEVELOPMENT

I Can Do It!

Objective Listen to a read aloud

Materials *I Can Do It!*

Look at Me! Display the *I Can Do It!* cover. Track the print as you read the title. Discuss the cover image. Ask children what they can do now that they couldn't do when they were babies.

- Tell children to practice their good listening skills as you read *Look at Me!* pages 3-18.
- Guide children through the Time to Talk questions on page 20. Have children find story pictures showing things they could do when they were little and things they can do now.
- Have children role-play caring for a baby, such as feeding and putting it to bed. Use dolls from the Dramatic Play Center. *What can the baby do? What does the caregiver do to help?*

Journal Prompt Have children draw a picture of something they are proud they can now do. Ask them to write or dictate a sentence for their picture.



Transitions

Literacy Say a sound (e.g., /s/). If the sound matches the first sound in a child's name, he or she can line up. Repeat until all children have lined up.

Math Place number cards 2-9 on the floor in sequence. Have each child line up next to the number that matches the number of letters in his or her first name.

Sign Language

Review the signs for *help* and *focus*, and continue to use previous signs.

Meal Talk

What are you eating for lunch today? Did you help make it?



Adaptations for Children with Special Needs

Physical, Vision, and Speech and Language Impairments

- For music activities, provide simple props to help children focus on the actions (e.g., scarves). If children have difficulty grasping musical instruments, add a soft elastic band to the handle.
- Use a black marker and ruler to simplify cutting activities. Draw straight lines between or around pictures on reproducibles. Straight lines are easier for children to cut out. In sorting activities, place the pictures or objects on high-contrast yellow or black sheets of laminated paper.



Alphabet Time



WHOLE GROUP

Alphabet Recognition

Objective Identify /o/o; write Oo

Materials Letter Cards, Oo tracing models

Letter-Sound Review Hide (easily visible) letter cards around the room. Have children find them and name the letter. Discuss each letter's attributes (e.g., curves, straight lines, name).

Connect Letter-Sound Review the /o/ sound spelled o. Say: *The letter o stands for the sound /o/ in octopus.* Have children find the letter in words around the room.

Write Oo Review how to write the letter Oo. Have children write the letter in the air as they say the /o/ sound. Provide tracing models, as needed.

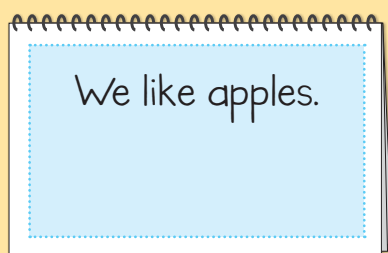
Print Awareness

Objective Recognize uppercase letters

Materials chart paper

Uppercase Letters Write the sentence: *We like apples.* Then say:

- *This sentence has three words. Watch as I point to each word and count it. Now it's your turn. Count with me: 1, 2, 3.* Continue by pointing out that the first word in a sentence begins with a capital, or uppercase, letter. Circle the capital W. Repeat with other sentences.



Teacher Table

4-Year-Olds

Objective Identify /o/o; write Oo and name

Materials Alphabet Card Oo, Oo Song, crayons, construction paper

Review Oo Display the Alphabet Card and review /o/ spelled o. Sing the Oo Song.

Write Oo Guide children to write the letter Oo. Give each child a piece of construction paper.

- Have children fill the page with different colored Oo's.
- Prompt them to say /o/ every time they write the letter to reinforce the letter-sound.

Write Name Have children practice writing their name. Provide name cards for reference. Focus on any letters with curved lines or O's.

Alphabet Center

Magnetic Letter Names Children use magnetic letters to form their names. Provide a center sign-in sheet for children to practice writing their name each day in this unit.

Focus on Grammar Model how to create longer sentences by combining children's ideas (e.g., *Yes, your name and Oscar's both begin with a capital O.*).

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Identify Oo; compare letters

Materials Letter Cards (or magnetic letters), clay

Find Oo Display a mixed set of capital letter cards on the table (or put magnetic letters in a bucket). Include multiple letter O's.

- Guide children to locate all the O's. Have them say the letter name when they find it (e.g., *Here's an O.*).

Compare Oo to First Letter in Name Give each child a letter O card and a card for the first letter in his or her name. Help children say each letter name.

- Ask them to trace each letter or form it with clay.
- Discuss how the letters are the same and different (straight lines vs curved; name).

Transitional K and Advanced Learners

Objective Read words with Oo; read connected text; respond to a book

Materials word cards, *What Can Pop?*



Read Words with Oo Display the following word cards for children to blend: *pop, mop, not, pot*. Model, as needed.

Read *What Can Pop?* Read the title. Have children repeat. Point out the word *what*. Model sounding out *pop* and *pot*.

- Have children point to each word as they chorally read it with you. Stop and provide corrective feedback (e.g., model sounding out a word). Read the book twice.
- **Check Comprehension** Ask: *What things can pop? Why do they pop?* Prompt children to answer in complete sentences.



English Learners

Objective Build theme-related vocabulary

Materials Oral Language Cards (55-64)

Oral Language Display the kitchen Oral Language Cards. Name each picture and have children repeat. Ask: *Where do you find these things?* Describe how to use each item pictured (e.g., *I eat with a fork.*). Perform the action, then say: *Now you try.* Turn over the cards. In turn, have children select a card. Help children identify the item and act out how it is used.

English-Spanish fork/tenedor, knife/cuchillo, spoon/cuchara, pan/pan, bowl/cuenco, plate/plato, refrigerator/refrigerador, stove/estufa





Book Time



WHOLE GROUP

Shared Writing

Objective Participate in making a list

Materials chart paper, *Yummy! Good Food Makes Me Strong!*

Make a List Flip through the book. Write *Shopping List* on chart paper. Have children pick a meal that they want to shop for. Write the name of the meal.

- Work with children to create a shopping list of the foods eaten for the meal. Prompt children to add other foods they eat.
- Review key vocabulary (e.g., food and meal names) that children might wish to use.
- Track the print as you read the completed list. Then have children circle initial letters they have learned or that appear in their name.

Shopping List

Breakfast

pancakes	cereal
oatmeal	bagel
eggs	toast

Teacher Table

4-Year-Olds

Objective Respond to a story by creating a model and labeling it.

Materials *Yummy! Good Food Makes Me Strong!*, playdough or modeling clay

Write About It Have children create their favorite food pictured in the book. Allow them time to flip through the book to make their selection. Have them make the food using playdough or modeling clay then dictate a label for you to write. For children ready for a challenge, prompt them to copy the food name from the book.

Writing and Drawing Center

Pre-Writing Technique Model appropriate pencil grip. Observe and provide corrective feedback as children practice writing their names. Additional handwriting resources are available online.

Purposeful Play Prompts Say: *Tell me about your drawing.* Write labels they dictate to emphasize that print conveys meaning.

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Create a reading response

Materials *The Apple Pie that Papa Baked*, other food-related books, playdough or modeling clay



Draw About It Have children create their favorite food using playdough or modeling clay. Allow them to flip through *The Apple Pie that Papa Baked* or other food-related books to make a selection. Ask children to name their food and its color.

Transitional K and Advanced Learners

Objective Write a reading response

Materials *The Apple Pie that Papa Baked*, playdough or modeling clay

Write About It Have children create their favorite food using playdough or modeling clay, then write a sentence about it. Suggest they select a food a family member makes for them. Provide a sentence frame for support, such as *My favorite food is ____ or The ____ is ____.*

(t) takasu/Shutterstock.com; (b) Ken Cavanagh/McGraw-Hill Education



English Learners

Objective Develop vocabulary; write labels

Materials *Yummy! Good Food Makes Me Strong!*

Talk About It Display another picture from the book. Point to items and name and describe them. Then ask yes/no questions about the picture. Prompt children to talk about the picture in English and their native language.

Write About It Have children draw a picture of foods from the book they eat. Guide them to name the food in their native language. Then state and write the name in English for children under their picture.





WHOLE GROUP

From Farm to Table

Objective Describe the relationship between work and money

Materials paper and coin money, Social Studies Flip Chart p. 19

Share and Read Display paper money and coins for children to examine. Explain that you buy things with money.

- Display the Flip Chart. *What do you see in the picture?* Explain that some farmers sell fruits and vegetables to grocery stores and some farmers bring their fruits and vegetables to markets to sell. Use the photograph to discuss with children the relationship between work and money.
- *Who is giving money? Why?*
- *Who is getting money? Why?*



At the Market

Teacher Table

4-Year-Olds

Objective Describe the relationship between work and money

Materials pretend fruit and vegetables, pretend money, grocery bags

Act It Out Set up a pretend fruit and vegetable market. Talk about what people might do at a market. Divide the children into farmers and buyers. Invite children to pretend sell and pretend shop. As they pretend, point out that more money is needed for things of greater value.

Social Studies Center

Make a Place Setting Glue to a poster board "place mat" a model of a proper place setting. Distribute paper cup and plates, plastic utensils, napkins, poster board, glue, markers, and glitter. Invite children to decorate their own plate, then "set" (glue) a place setting to a poster board place mat. Ask children to write their name on their place setting.

Purposeful Play Prompts Have children explain how to set a place setting and what each item is used for.

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Explore concepts of buying and selling, build vocabulary

Materials pretend coin or paper money, items for sale

Oral Language Give each child three pretend pennies or dollar bills. Guide children to count to three with you as they point to each coin or bill. Display a pretend item for sale, such as a pencil or stuffed toy. Say: *I want to sell this _____. Who wants to buy it?* Provide a price (e.g., one dollar) and help children count the money needed to buy the item. Exchange the money for the item and continue with other items.



Transitional K and Advanced Learners

Objective Explore concepts of buying and selling, build vocabulary

Materials pretend coin or paper money, items for sale

Oral Language Give each child 10–20 pretend pennies or dollar bills. Guide children to count the amount they have. Ask: *How much money do you have?* Give each child a pretend item to sell (e.g., a stuffed toy). Have them set a price for their item and sell it to a classmate. Guide children to count and exchange the correct amount for each item. Prompt the child to say: *I want to sell a _____. Who wants to buy it?* Guide the other children to respond: *I want to buy it. How much does it cost?*

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English Learners

Objective Learn vocabulary

Materials Concept Cards

Preteach Basic Words Show children the money and market-related Concept Cards. Point to each form of currency (e.g., penny) and state its name. Have children repeat. Identify different places to buy goods (e.g., farmer's market, grocery store). Highlight the words *buy* and *sell*. Provide sentence frames for children to talk about the pictures (e.g., *He buys a _____. She sells a _____*).



Starting Our Day

☐ Welcome

Greet children and guide them to put away and organize their belongings. Prompt children to put their name card on the attendance chart.



☐ Morning Message

- Gather children and sing the theme song "Apples and Bananas."
- Remind children that they will be learning more about where food comes from, and about making healthy food choices.
- Write a message to children. Read it aloud, tracking the print. Point out any uppercase letters. Allow children time to respond to the question.

*I can make a sandwich for dinner.
What foods can you make?*

☐ Calendar and Daily Schedule

- Ask children what day it is. Write the sentence: Today is (Thursday). Discuss what day yesterday was and what day tomorrow will be.
- Guide children to find the letter or alphabet card that matches the first letter of the day's name (e.g., T). Count with children the number of letters in the day's name.
- Display and review today's schedule. Point out daily routines, the order of activities, and identify any special events.
- Choose one of the transition activities listed (or one of your own favorites) to move children into the next activity.

SOCIAL-EMOTIONAL DEVELOPMENT

I Can Do It!

Objective Discuss growing up

Materials *I Can Do It!*

Look at Me! Display the *Look at Me!* cover. Reread the story. Work with children to create a two-column chart listing the things the story children did when they were babies versus those they can do now.

Growing Up Use the photos and questions on page 19 to engage children in a conversation about how children change as they grow. *What can each child do? How do kids change as they grow up?*

- Guide children to fold a piece of paper in half. On one side have them draw something they could do as a baby. On the other, have them draw something they can do now.
- Discuss with children the things they do in the classroom that show they are growing and changing (e.g., taking on more responsibility, listening more carefully, playing well with friends).



Transitions

Music/Movement Sing "Did You Clean Up" to the tune of "Are You Sleeping, Are You Sleeping, Brother John?"
Did you clean up?
Did you clean up?
Please make sure.
Please make sure.
Everything is picked up.
Everything is picked up.
Please. Thank you!
Please. Thank you!

Sign Language

Review the signs for *help* and *focus*, and continue to use previous signs.

Meal Talk

How can you help your mom or dad make a meal?



Health and Safety

Washing Hands

Objective Learn when and how to wash hands

Materials soap, paper towels, Teacher's Resource Book p. 41, scissors, glue, Follow Me song

Review with children how and when to wash hands.

- Color, cut out, and glue in order the steps on Teacher's Resource Book page 41.
- Invite children to act out the steps as they sing "Follow Me." *Will you follow me washing hands like this?*





Alphabet Time



WHOLE GROUP

Alphabet Recognition

Objectives Identify /o/o; compare letter-sounds

Materials Letter Cards, picture cards

Letter-Sound Review Hold up a letter card (use Oo and previous letters). Have children say the letter name and perform the action (e.g., sing the letter song).

Compare Letter-Sounds Display picture cards for words whose names begin with *o*, *a*, and *i*. Say each picture name, emphasizing the beginning sound. Guide children to sort the cards into three piles by initial sound.

High-Frequency Word

Objectives Read and write high-frequency words

Materials chart paper

Teach my Use the Read-Spell-Write Routine to teach *my*.

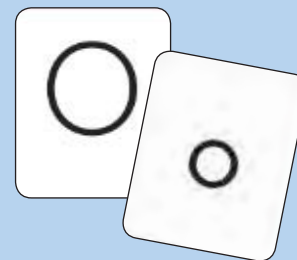
- **Read** Write the word *my*. Point to it. Say: *This is the word my. What is the word?*
- **Spell** Point to each letter and say its name. Repeat and have children join in. *My is spelled m-y.*
- **Write** Have children write the word (or trace it) as they say each letter name.

Teacher Table

4-Year-Olds

Objectives Identify /o/o; match upper- and lowercase letters

Materials Alphabet Card Oo, Oo Song, letter Cards



Review Oo Display the Alphabet Card and review /o/ spelled *o*. Sing the Oo Song.

Match Letters Display upper- and lowercase letter cards for Oo and previously-taught letters. Have children find the matches. Ask them to say the letter's name when they make a match.

Alphabet Center

Alphabet Puzzles Stock the center with alphabet puzzles. Sing the Alphabet Song with children, pointing to each letter in the puzzle. Prompt children to point to and name letters they know.

Focus on Grammar Model how to create longer sentences by combining children's ideas (e.g., *What letters are in your name? Yes, the letters a and t are both in your name.*).

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objectives Identify Oo; write Oo

Materials Letter Cards, letter tracing models, paper, self-adhesive hole reinforcements

Find Oo Place a mixed set of lowercase letter cards on the table. Include multiple o's. Guide children to locate all the o letter cards. Have them say the letter name when they find it (e.g., *Here's an O.*).

Make Oo Lightly trace a large upper- and lowercase Oo on a sheet of paper. Copy for each child.

- Have children affix colorful self-adhesive hole reinforcements along each tracing to form the letters. Then have children trace the shape of the letters with their finger.

Transitional K and Advanced Learners

Objectives Read connected text; respond to a book in writing

Materials *What Can Pop?*, crayons, paper



Reread *What Can Pop?* Reread the book with children.

- Have children point to each word as they chorally read it. Stop and provide corrective feedback. Then have children read it to a partner.
- Retell and Write** Have children retell what they learned to a partner, using the photos. Then have them write about something that can pop. Provide a sentence frame for support: *A ____ can pop.*
- Remind children that the first word in every sentence begins with a capital letter. (Explain that in this sentence, the letter A is a word.) Every sentence also has an end mark. This sentence ends with a period. It is a simple statement.



English Learners

Objective Build vocabulary

Materials Photo Cards (71-75)

Review Words with Oo Display the Photo Cards whose names begin with Oo (e.g., *olive, ostrich*). Review each card. Say: *I see an ____.* *What do I see?* Then place all the cards on the table. Say: *I see an ____.* *Where is it?* Have children find the correct card. Ask: *What is it?*

Talk About It Give each child a turn looking through the card pile. Have children say: *I see an ____* as they flip through the pictures.





Book Time



WHOLE GROUP

Classic Tale

Objective Listen and comprehend; learn new vocabulary

Materials Retelling Cards, Read-Aloud Anthology p. 59

The Little Red Hen Display the first Retelling Card and have children discuss the illustration. Then read the story and have them listen to find out what food the little red hen makes. Display the other cards as prompted.

Respond Have children discuss the story and whether they think the little red hen's friends should have helped her.



Teacher Table

4-Year-Olds

Objective Learn new vocabulary

Materials Retelling Cards

Revisit Tale Display the Retelling Cards for "The Little Red Hen" and guide children to put them in order. Have children describe what is happening in each scene. Ask: *Which animal is working? Which animals look cozy? What are they doing?*

Build Vocabulary Explain the words *cozy* and *intend* using the Define-Example-Ask Routine.

- **Define** Cozy means "comfortable."
- **Example** *The reading corner in our classroom is very cozy.*
- **Ask** *What places do you find cozy?*

Writing and Drawing Center

Theme Draw/Write Children draw and write about a favorite meal.

Purposeful Play Prompts Ask children: *What are you drawing or writing about?* Write labels and sentences they dictate for their drawings to emphasize that print conveys meaning.

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Learn new vocabulary

Materials Retelling Cards

Revisit Tale Display the Retelling Cards for “The Little Red Hen” and guide children to put them in order.

Basic Vocabulary Use the illustrated scenes to build basic vocabulary. Prompt children to point to various characters, actions, and things as you name them. Use descriptive words when naming them, such as “the red hen” or the “yellow house.” Then name an item or character pictured and have children find and describe it (e.g., *Find the house. Tell me about it.*).

Transitional K and Advanced Learners

Objective Learn new vocabulary

Materials Retelling Cards

Revisit Tale Display the Retelling Cards for “The Little Red Hen” and guide children to put them in order. Have children describe what is happening in each scene. Ask: *What did the Little Red Hen intend to do?*

Vocabulary Boost Explain the words *cozy*, *intend*, *grains*, *ripe*, and *superb*.

- **Define** If you *intend* to do something, you are planning to do it.
- **Example** *I intend to have a glass of milk for lunch.*
- **Ask** *What do you intend to do today during Center Time?* Provide a sentence frame for children to complete, such as *Today, I intend to ____.*



English Learners

Objective Build vocabulary

Materials pictures, “The Little Red Hen” Retelling Cards

Preview Story Display the three Retelling Cards, one at a time. Use simple vocabulary and gestures as you tell the story. Use 1 or 2 sentences per card. Point to characters and objects as you name them, such as the little red hen, dog, cat, and mouse.

Focus on Basic Vocabulary Find pictures of the following story nouns: *bread*, *hen*, *dog*, *cat*, *mouse*, *oven*, *flour*. Name each picture, and have children repeat. Play I Spy. Say a word (e.g., *I spy a ____*). Guide children to find the picture card and say the picture name as they pick up the card.





Social Studies



WHOLE GROUP

Work and Money

Objective Describe the relationship between work and money

Materials paper and coin money, Social Studies Flip Chart p. 19

Review Vocabulary Display Flip Chart page 19. Use a child-friendly explanation and the photo to review the words *buy*, *sell*, *work*, and *money*.

Explore Concept Display three items. Poll children. Ask: *Which item do you want the most? Which item do you think is worth the most (money)?* Continue until the items have been ranked from the most valuable (expensive) to the least valuable.

- Assign prices to each item based on their value.
- Tell children that they need to work to earn money for the items. For example, give them a pretend dollar for each task they complete. Choose tasks such as cleaning up a messy class center, counting to 10, performing 10 jumping jacks, etc.
- Guide children to earn enough money to pretend buy the items they want.

Journal Prompt *What do you want to buy at the store?*



Buying and Selling

Teacher Table

4-Year-Olds

Objective Describe the relationship between work and money

Materials pretend fruit and vegetables, pretend money, grocery bags

Act It Out Continue to work with children in the pretend fruit and vegetable market. Talk about what people might do at the market. Have children switch roles: farmers and buyers. Invite children to pretend sell and pretend shop. As they pretend, point out that more money is needed for things of greater value.

Social Studies Center

Make a Place Setting Children continue working on their place settings.

Focus on Listening/Speaking Guide children to use conversational rules when discussing concepts with you, such as listening without interrupting, turn-taking, and using appropriate intonation. Stop and model, as needed.



Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Explore concepts of buying and selling

Materials pretend coin or paper money, items for sale

Let's Explore Together Continue exploring the concept of ownership and paying money to buy items.

- Give each child five pretend pennies or dollar bills. Guide children to count to five with you as they point to each coin or bill.
- Display a pretend item for sale, such as a pencil or stuffed toy. Say: *I want to sell this _____. Who wants to buy it?*
- Provide a price and help children count the money needed to buy the item. Exchange the money for the item and continue with other items until children have spent their money.

Transitional K and Advanced Learners

Objective Explore currency values

Materials pretend coin and paper money, counters



Extend the Concept Teach children the names and values of various coin currency (penny, nickel, dime, quarter) and the amounts of various bills (one dollar, five dollars, ten dollars).

- Say each name and value. Have children match the value to the number of counters (e.g., ten counters for a dime).
- If available, match pennies to nickels, dimes, and quarters. For example, have children display a dime, then count out ten pennies to match the value of the dime.



English Learners

Objective Develop concept vocabulary

Materials Concept Cards, online games

Develop Vocabulary Use the Concept Cards and online social studies games to develop children's theme-related vocabulary. Have children play the games independently and with partners. The visual and audio supports reinforce and build word knowledge. Use the cards to play matching and sorting games. Identify each picture name and have children repeat before, during, and after play.



Starting Our Day

☐ Welcome

Greet children and guide them to put away and organize their belongings. Prompt children to put their name card on the attendance chart.



☐ Morning Message

- Gather children and sing the theme song "Apples and Bananas."
- Remind children that they will be learning more about where food comes from, and about making healthy food choices.
- Write a message to children. Read it aloud, tracking the print. Point out any uppercase letters. Contrast letters with numbers when looking at the calendar. Allow children time to respond to the question.

*Today we will have pretzels at snack time.
When do you eat snacks at home?*

☐ Calendar and Daily Schedule

- Ask children what day it is. Write the sentence: Today is (Friday). Discuss what day yesterday was and what day tomorrow will be.
- Review the days of the week using the "Days of the Week" song.
- Display and review today's schedule. Point out daily routines, the order of activities, and identify any special events.
- Choose one of the transition activities listed (or one of your own favorites) to move children into the next activity.

SOCIAL-EMOTIONAL DEVELOPMENT

Making Good Choices

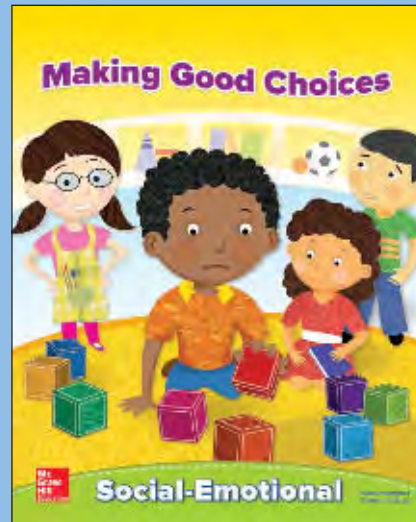
Objective Discuss problem-solving strategies

Materials Social-Emotional Flip Chart p. 17

Working with Friends Display the Social-Emotional Flip Chart page 17. Point to the children building with blocks. Ask: *Why is the girl upset? What is the standing girl saying to the boys? What can the children do if they all want to play with the blocks?* Discuss problem-solving strategies when playing and sharing materials.

- Repeat with the picture of the children in the Dramatic Play Center. Have children role-play sharing items from one of the centers. Model how to ask for and share toys (*May I use ____?*), and what to say when there is a disagreement.
- Then plan a class production of a recently-read story. Have children help you plan it. Assign various roles for writing, acting, creating costumes, and decorating.
- Use the Flip Chart for on-the-spot teaching and review as needed throughout the year.

WEEKLY TIP Encourage children to show respect for friends by complimenting them.



Transitions

Your Choice

Sign Language

Review the signs for *help* and *focus*, and continue to use previous signs.

Meal Talk

What is your favorite snack food? Why?



Adaptations for Children with Special Needs

Behavior Problems, Attention Deficit Disorder, and ADHD

- State what is not acceptable behavior, such as pushing or falling on someone, before doing a physical activity. Offer frequent praise and positive reinforcement.
- Use masking or colored duct tape as visual supports for the environment. Place a strip on the floor where children line up. Use tape arrows to show proper movement pathways and tape lines to define clear borders between centers and activity areas.



Alphabet Time



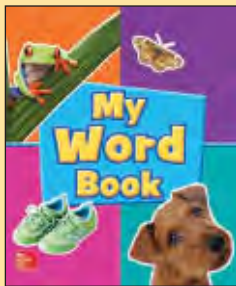
WHOLE GROUP

Alphabet Recognition

Objectives Read a theme-related book

Materials *My Word Book* (Book 4), crayons

Read Food Help children tear off and fold the book.



- Read the book to children. Use the directions at the bottom of each page to guide the instruction and discussion.
- Guide children as they complete the “My Favorite Meal” activity. Engage children in conversation while they work.
- Send the book home to share with families.

High-Frequency Word

Objectives Read and write high-frequency words

Materials chart paper

Review my Use the Read-Spell-Write Routine to review *my*.

- **Read** Write the word *my*. Point to it. Say: *This is the word my. What is the word?*
- **Spell** Point to each letter and say its name. Repeat and have children join in. Say: *My is spelled m-y.*
- **Write** Tell children to write the word (or trace it) as they say each letter name. Then have them create oral sentences with *my*. Write their sentences. Share the pen by having them write *my*.

Teacher Table

4-Year-Olds

Objectives Identify /o/o; match upper- and lowercase letters

Materials Alphabet Card Oo, Oo Song, letter cards

Review Oo Display the Alphabet Card and review /o/ spelled o. Sing the Oo Song. Use other favorite hands-on activities to review the letter and sound.

Match Letters Display upper- and lowercase letter cards for Oo and previously-taught letters. Have children find the matches. Ask them to say the letter’s sound when they make a match.

Alphabet Center

Alphabet Fun Use the online literacy games to develop children’s skills. Have children play the games independently and with partners. The visual and audio supports reinforce and build letter knowledge and phonemic awareness.



- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children’s progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objectives Identify Oo; recognize upper- and lowercase letters

Materials Alphabet Card Oo, Oo Song, letter cards

Review Oo Display the Alphabet Card and review the letter Oo. Sing the Oo Song.

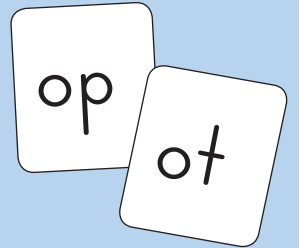
Match Letters Gather uppercase letter cards for O, C, N, and I, two per letter. Scatter them on the table.

- Guide children to match the letters.
- Repeat for the lowercase letters o, c, n, and i.
- Help children say the letter name when they make a match. Conclude by singing each letter's song.

Transitional K and Advanced Learners

Objectives Write words with Oo

Materials index cards, letter cards



Write Words with Oo Write *op* on an index card.

- Display the letter cards *m*, *t*, and *p* in front of *op*, one at a time. Help children to blend the words.
- Guide children to write each word formed. Model writing the first letter-sound (e.g., *I hear /m/. I will write the letter m for /m/.*), then adding the *-op* spelling pattern.
- Repeat with the *-ot* spelling pattern and the letter cards *n* and *p*.



English Learners

Objective Build theme-related vocabulary

Materials Oral Language Cards (49-64)

Oral Language Display the kitchen-related Oral Language Cards. Review each picture and have children repeat. Discuss how to use each item pictured (e.g., *I eat with a fork.*). Perform the action, then say: *Now you try.*

Talk About It Pretend-play with children in the Dramatic Play Center. Ask them to make a favorite meal. Name the items that they pick up or use, such as fork, plate, or stove. Reinforce the items on the Oral Language Cards.





Book Time



CIRCLE TIME

WHOLE GROUP • READ ALOUD

Classic Tale

Objective Listen and comprehend; begin to retell story events

Materials Retelling Cards, Read-Aloud Anthology p. 59

Reread and Model Retelling

Reread the story. Use the Retelling Cards to model a retelling. Then guide children in telling who the characters are and what happens first, next, and so on. Use a sequence graphic organizer to record these events as children state them.

Journal Prompt Have children draw or write about their favorite moment from the story. Have them dictate a sentence to describe their picture. Review that the sentence begins with an uppercase, or capital, letter.



Teacher Table

4-Year-Olds

Objective Listen and retell; practice new vocabulary

Materials Retelling Cards, Read-Aloud Anthology p. 59

Guided Retell Place the Retelling Cards on the table. Have children take turns putting them in the proper sequence (beginning, middle, end). Then have children retell the story using the pictures. Listen in and direct children to provide missing details. Prompt them using the questions on the back of each card.

Dramatic Play Center

Kitchen/Restaurant Provide props, such as plastic food, table settings, menus, and kitchen items, for children to pretend cooking and serving food in a restaurant.

Focus on Speaking Work with children to use specific food-related words as they share what they're doing. Focus children on speaking clearly and in complete sentences to their "customers."

✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Listen and retell; practice new vocabulary

Materials Retelling Cards; props, fingerplay puppets, Teacher's Resource Book p. 50



Act It Out Provide props or fingerplay puppets for children to act out the story. See Teacher's Resource Book page 50. Assign children parts. Allow children to retell the story multiple times, switching the child who plays the part of the Little Red Hen. Display the Retelling Cards so children can use them to aid in retelling.

Transitional K and Advanced Learners

Objective Listen and retell; practice new vocabulary

Materials Retelling Cards

Retell Place the Retelling Cards on the table. Have children work together to put them in the proper sequence (beginning, middle, end). Then have children retell the story to a partner. They can use the Retelling Cards as reference. Circulate and listen in on the retellings. Prompt children to predict what they think will happen the next time the Little Red Hen asks her friends for help.



English Learners

Objective Listen and retell; practice new vocabulary

Materials Retelling Cards, picture cards

Develop Vocabulary Review the pictures for the story nouns: *bread, hen, dog, cat, mouse, oven, flour*. Say a word. Guide children to find the picture and say the picture name as they pick it up. Then have children name a picture for their classmates to find.

Talk About It Display the Retelling Cards. Ask children to name items in each picture. Then act out the scene depicted as you state a sentence to summarize what you are doing. Have children repeat the actions while saying the sentence.





Hands-On



WHOLE GROUP

Let's Pretend

Objective Develop coordination and the ability to play creatively

Materials dance scarves

Let's Wrap Together Encourage children to wrap dance scarves around themselves and pretend they are sushi rolls or burritos. *What kinds of fillings would you want to be wrapped up inside?* Then have them roll around the room as you sing this song together. Encourage them to roll away from each other so flavors won't mix and keep the scarves wrapped tightly around them so the fillings won't fall out.

Little Sushi Roll

Sing to "London Bridge" (Read-Aloud Anthology p. 154)

Roll, little Sushi, roll, roll, roll,
Roll, roll, roll, roll, roll, roll.
Roll, little Sushi, roll, roll, roll,
Fish and rice and seaweed.

(Alternate: Roll, Burrito . . .
Beans and rice and salsa. Roll,
little Egg Roll . . . Rice threads,
sprouts, and soy sauce.)



Teacher Table

4-Year-Olds

Objective Observe plants in the environment

Materials hand lenses, camera, journals

Nature Walk Take children on a nature walk around the school neighborhood.

- Give each child a hand lens to observe plants close-up.
- Take photos and/or have children draw pictures in their journals of the plants they see. Use these photos and drawings for follow-up classroom discussions to help children remember their observations.
- Provide language during the nature walk, including labels (nouns), actions (verbs), and descriptive words (adjectives, adverbs) to build and reinforce vocabulary. Repeat words children say (including made-up words) and match these to the new words you introduce, based on children's developmental level.

(t) Foodcollection; (b) Iconotec/Glow Images

Art and Construction Center

Food Art Children use various cut foods (e.g., potatoes, celery) and paints to make picture designs.

Focus on Grammar Work with children to use "my" or "mine" to indicate their work, and "his" or "her" to identify the work of others. Model as needed.

- ✓ Use the Observation Checklists and Daily Observation Form in the Assessment Handbook to monitor children's progress.



Differentiated Instruction

3-Year-Olds and Extra Support

Objective Observe plants in the environment

Materials hand lenses, camera

Nature Walk Take children on a nature walk around the school neighborhood.

- Give each child a hand lens to observe plants close-up.
- Take photos of the plants children see. Use these photos for follow-up classroom discussions to help children remember their observations.
- Provide language during the nature walk, to build and reinforce vocabulary. Repeat words children say (including made-up words) and match these to the new words you introduce, based on children's developmental level.



Transitional K and Advanced Learners

Objective Observe plants in the environment

Materials hand lenses, camera, journals

Nature Walk Take children on a nature walk around the school neighborhood.

- Give each child a hand lens to observe plants close-up.
- Take photos and/or have children draw pictures in their journals of the plants they see. Use these photos and drawings for follow-up discussions.
- Provide language during the nature walk, including labels (nouns), actions (verbs), and descriptive words (adjectives, adverbs) to build and reinforce vocabulary.
- List children's observations and questions. Post these on a chart in the classroom and provide books and activities for further exploration based on children's interests.

(t) McGraw-Hill Education; (b) Ken Cavanagh/McGraw-Hill Education



English Learners

Objective Develop vocabulary

Materials nature walk photos

Develop Vocabulary Print the nature walk photos. Add a label to each photo. Double label the photos where possible (e.g., plant/planta, flower/flor). Use the photos to build vocabulary. Provide sentence frames for children to use the new terms in conversation (e.g., *I see a _____. It is _____*). Have children select a photo and discuss it with a friend using English and their native language.





Math

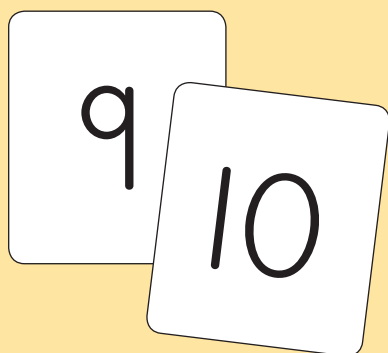


CIRCLE TIME

WHOLE GROUP

Objectives Count objects to 10; recognize numerals; sort and classify

Materials numeral cards 1-10



Numeral 9

- Write the numeral 9. Teach how to form it. Have children practice forming the numeral by writing it in the air, tracing it, and so on.
- Hold up cards with the numerals 1-9 written on them, one at a time. Have children chorally say the numeral, then jump that number of times. Make sure children have room to safely jump. Together, count the jumps.
- Continue by varying the movement (e.g., twirling, clapping, squatting).



Numeral 9

- Display a set of counters. Guide children to create sets of 9. Have them count aloud as they form each set. Then display cards with the numerals 1-9 written on them. Guide children to count and create the correct number sets under each card.
- Make mistakes in verbal counting order: wrong order (1, 2, 3, 4, 6, 5), skipped number (1, 2, 3, 5, 6), repeated number (6, 7, 8, 8, 9), and substituted number (12, 19, 14, 19, 16, 17, 18, 19). Count to 10 (or 20). Have children correct you.

(1) Nadezda1906/Shutterstock.com; (1c) McGraw-Hill Education; (1c, 1) Ken Cavagnagh/McGraw-Hill Education

Teacher Table

All Learners

Mini Motor Shop Help children set up and run a mini motor shop, applying the mathematical concepts of sorting, counting, and adding. First children sort by color, size, and type. Then children take turns playing customers and salespeople. The "orders" are put into boxes, which are then labeled with the corresponding numeral. Play money can be used. Guide children as needed.



Math and Manipulatives Center

Mini Motor Counters Children use the Mini Motor Counters and Cards 9a-11b to practice counting and identifying quantities.

Dough Numerals Children practice forming numerals out of inedible dough (or clay).





Numeral 10

- Hold up both hands, showing all ten fingers. Teach the fingerplay “Ten in a Bed” on Read-Aloud Anthology page 171 or another “10” fingerplay of your choice.
- Write the numeral 10. Explain that it is a 1 next to a 0. Review that 1 is an up-and-down line and 0 is an oval. Have children practice making the number by writing in the air, tracing it, and so on.
- Create a numbered list 1-10. Guide children to name their 10 favorite foods. Write them on the list. Read the list with children. Have them say the number as you point to it.



Numeral 10

- Hold up cards with the numerals 1-10 written on them, one at a time. Have children chorally say the numeral, then jump that number of times. Make sure children have room to safely jump. Together, count the jumps.
- Display a set of counters. Guide children to create sets of 10. Have them count aloud as they form each set. Then say a number, such as 4. Have children count to 10 starting at the number you name. Continue with other number starting points.



Fingerplay

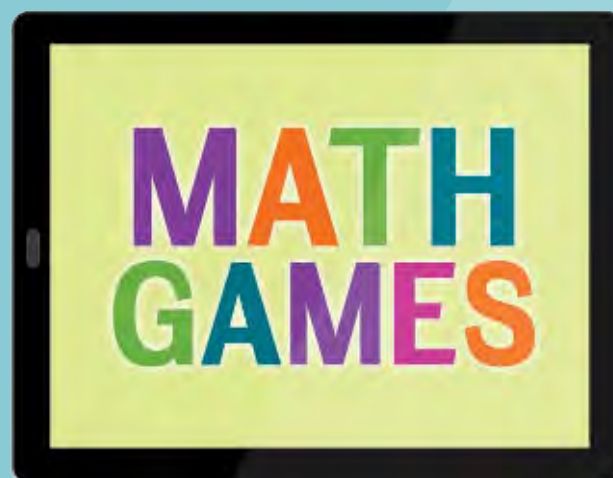
- Hold up both hands, showing all ten fingers. Review the fingerplay “Ten in a Bed” or another “10” fingerplay of your choice.
- Show two sets of counters: one with 9 and one with 10. Have children determine which has 10 and why. Repeat with other sets.
- Make mistakes in verbal counting order: wrong order, skipped number, repeated number, and substituted number. Count to 10 (or 20, if children are ready). Have children count with you.

Go Digital

Each child should complete computer activities individually as you (or an assistant) periodically monitors and guides.

Weekly Data Each week create a different graph to organize data. Make a bar graph of children’s favorite foods.

Daily Math Talk While children are exploring in the centers, narrate their step-by-step actions to develop mathematical understandings (e.g., *Luis, you rolled a die with three dots, then moved three spaces. How did you know to do that?*).





Music and Movement



WHOLE GROUP

Literacy Through Music

Objective Learn a rhyme and echo its pattern

Materials Big Book of Nursery Rhymes and Songs pp. 14-15, 4 types of percussion (rhythm) instruments, paper, tape, Teacher's Resource Book p. 51



- Invite children to learn the rhyme by echoing you line by line. Point to yourself when you speak and to children when they echo. Then ask children to echo you by whispering the words while clapping the rhythm.
- Demonstrate how to play the instruments. As a class, decide which types of instruments should accompany each line of the rhyme.
- Use Teacher's Resource Book page 51 and tape each instrument picture to the Big Book in front of the line in which it should be played.
- Perform the rhyme with children. Have them continue to echo you by whispering the words while playing the rhythm on instruments.

Let's Sing mp3

Objective Discover contrasting rhythm patterns

Materials multiple cutouts of apples and bananas in different sizes, drawings of an apple tree and a banana tree, drum

Apples and Bananas

Traditional Children's Game



- 1 I like to eat, eat, eat, eat.
I like to eat apples and bananas.
I like to eat, eat, eat, eat.
I like to eat apples and bananas.
- 2 I like to at, at, at, at.
I like to at apples and bananas.
- 3 I like to et ... epples and benenes.
- 4 I like to it ... ipples and bininis.
- 5 I like to ot ... opples and bononos.
- 6 I like to ut ... upples and bununus.

Invite children to sit in a circle. Place in the center the paper apple and banana trees.

- Invite children to repeat the chant after you:
Do-re-mi and 1-2-3. [Child's name] pick an apple [banana] from the apple [banana] tree.
Continue until all children have played.
- Guide children to discover the contrasting rhythm patterns using a drum: *ap-ple* and *ba-na-na*.
- Review the words of the song, stressing the different vowels, then listen to the recording.
- Play again, singing along.



Outdoor Play

PHYSICAL
DEVELOPMENT

Allot at least 30 minutes a day for outdoor play. Create a chart that shows when children can play on specific equipment to teach sharing and turn taking.

- Play games such as Duck, Duck, Goose; Freeze Tag; 1-2-3 Red Light; Simon Says; and Mother, May I.
- Have lots of balls, jump ropes, bubbles, beanbags, and sidewalk chalk handy for children to play with. Teach jump rope rhymes for children to enjoy.



Indoor Play

FINE
MOTOR
SKILLS

Morning Movement

- Use "Morning Movement" audio every day to help build children's muscular strength, endurance, and flexibility.
- As an option, spend a few minutes doing yoga with children. Introduce a new yoga pose and review any previously-taught poses.

Manipulative Skills

- Provide children with alphabet and shape puzzles in the Alphabet Center. Monitor their use of eye-hand coordination as they handle the smaller pieces.
- Set up stations with tubs of sand and colored water. Bury small cooking utensils and other objects in each tub. Guide children to experiment sifting and finding items using a colander.

Let's Move

GROSS
MOTOR
SKILLS

Objective Develop gross-motor skills

Materials dance scarves

Pizza Pie

Chant to "Pat-a-Cake."



Knead the dough, knead the dough, pizza pie,
Make me a pizza in the blink of an eye.
Toss it up, toss it up, and spread it on the sheet.
Put on all the toppings, and the pizza is complete.

Give each child a scarf and invite children to pretend their scarves are hunks of pizza dough.

- As you chant the rhyme, "Pizza Pie," have children act out the words.
- Let them experiment crumpling the scarves in their hands and tossing them high in the air. (See if they can catch them on one finger as pizza chefs do.)

