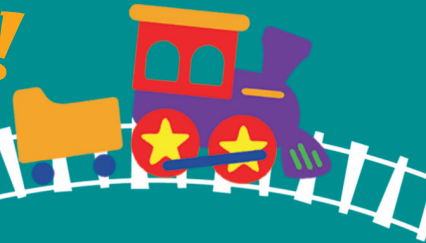


THE **DLM**  
**EARLY CHILDHOOD**  
**EXPRESS**

*Bound for Success!*





**We've Been Cultivating and Challenging Young Minds**

Guide the children in your classroom along the proven track to future academic success with Wright Group/McGraw-Hill's exciting new early childhood program: ***The DLM Early Childhood Express***.

**The DLM Early Childhood Express** is a comprehensive, research-based Prekindergarten curriculum that develops children's minds and bodies through carefully selected and sequenced learning experiences. It delivers flexible lessons that reflect cutting-edge research, materials for teaching the lessons, and extensive training to help you implement the program effectively.

For more than 20 years, in classrooms across the nation, DLM Early Childhood programs have quietly revolutionized early childhood education. They have supported teachers in a variety of settings, including public school classrooms, Head Start, and private childcare programs. Now, transform your classroom with the integrated lessons and unparalleled teacher resources of

***The DLM Early Childhood Express.***





for More Than 20 Years

# THE DLM EARLY CHILDHOOD EXPRESS



- **Practical Applications of Research**

*The DLM Early Childhood Express* uses the latest neuroscience research to structure daily lessons for optimal learning and to create an engaging classroom environment. The program incorporates brain development research into strategies that help children develop early literacy and math concepts.

- **Distinguished Authors**

*The DLM Early Childhood Express* is authored by Dr. Pam Schiller, Senior National Early Childhood Consultant for Wright Group/McGraw-Hill, and an experienced team of early childhood specialists. Every aspect of the program is geared toward the specific needs, abilities, and preferences of young learners.

- **Extensive Early Literacy Support**

The high-quality materials in this program provide rich learning opportunities in oral language and literacy. Oral language and literacy skills are developed through daily lessons and enhanced by program materials, which include a large assortment of beautifully illustrated Big Books and Little Books. All titles are available in both English and Spanish.

- **Comprehensive Materials**

A variety of flexible, easy-to-use materials — including *Teacher's Editions*, assessment tools, and more — are included with this program. Teachers get everything they need to teach lessons, monitor children's progress, and nurture the vital connection between school and home.

- **Engaging Themes**

The 36 weekly themes within the program have been carefully selected to be relevant to the lives of children. They help children make connections and expand on past experiences while building new knowledge on a variety of topics, such as Friends, Celebrations, and Travel.

- **Meaningful Curriculum Connections**

The program's easy-to-use lessons link language and early literacy, math, science, social studies, fine arts, health and safety, personal development, physical development, and technology. The tightly woven connections between disciplines enhance the relevance of instruction and help children recognize patterns in learning.

- **Helpful Teacher Preparation**

The lesson plans and comprehensive materials provided by this program thoroughly prepare teachers for their daily tasks. Intensive professional development gives them a deeper understanding of the importance of what and how they teach.

- **Built-in Accountability**

This program is designed to address key state and national early childhood guidelines. Frequent and ongoing assessment, built upon these guidelines, is integrated throughout the program.

- **Outstanding Professional Development**

Wright Group/McGraw-Hill offers multiple professional development resources, ongoing support, and opportunities for customized training.



# Applying Brain Research in the Early Childhood Classroom



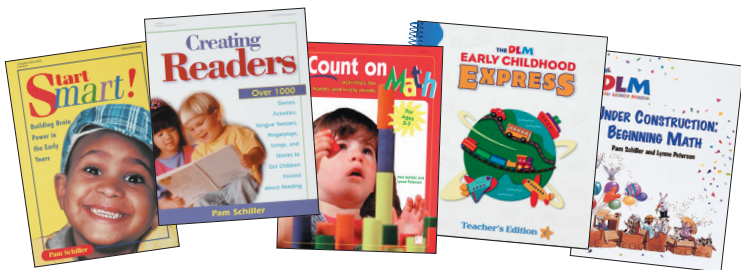
Emerging neuroscience research is filling the gaps in our understanding about how the brain develops. In isolation, these facts are fascinating. But how can they be used to make a difference in the way children's learning experiences are structured? **Dr. Pam Schiller**, Senior National Early Childhood Consultant for Wright Group/McGraw-Hill, wanted to find out.

As the author of many award-winning curriculum materials and children's books, Dr. Schiller knows what works in early childhood classrooms. She began to examine the brain research with an experienced educator's eye. Then she incorporated it with current literacy and math research to create the most comprehensive and exciting early childhood program to emerge in years: *The DLM Early Childhood Express*.

Over the past several years, early childhood education has been increasingly geared toward preparing young children for later academic success. *The DLM Early Childhood Express* is designed to match instruction with the latest research about how children learn and develop. Here are just a few of the ways the findings are expressed in the program:

- **A rich learning environment contributes to brain structure and capacity.**

Research suggests that the richer a child's environment, the more neural connections the brain will create. *The DLM Early Childhood Express* offers a wide range of materials to keep children engaged and stimulated. The lessons focus on using a multi-sensory approach to ensure that children absorb and remember what they are experiencing.



As the author of many award-winning curriculum materials and children's books, Dr. Schiller knows what works in early childhood classrooms.

- **Experience is the architect of the brain.**

The brain reinforces and strengthens neural connections when activities and experiences are repeated, expanded, and connected. *The DLM Early Childhood Express* provides continuous opportunities for children to revisit what they have learned, viewing it within new and expanded contexts.

- **Neuroscience research suggests that children learn by identifying patterns and connecting those patterns to previously learned material. *The DLM Early Childhood Express* helps children find patterns and make connections through meaningful activities, relevant and child-centered themes, and cross-curricular connections.**

Getting learners focused, allowing them time to practice, and providing time for reflection are equally as important as actually developing the lesson.

In *The DLM Early Childhood Express*, the lesson cycle is driven by information from neuroscience research about how the brain processes and stores information. Each lesson begins with a **Focus** strategy that prepares children for the instruction and helps them focus their attention. The **Develop** strategies that follow present the instruction. Children follow the lesson by participating in several **Practice** activities, which allow them to apply and make sense of what they have just learned. Finally, they are encouraged to **Reflect** on what they have learned and on how they will use the new information.

- **For children to grow intellectually, they must feel confident in their abilities and secure in their relationships with teachers, family members, and peers.**

Healthy social-emotional development is an important aspect of *The DLM Early Childhood Express*. It is addressed in every lesson, built into content connections, and inherent in the way families are actively involved in *The DLM Early Childhood Express* classrooms.



# An Author Team That Provides Experience and Research

## Authors



### **Dr. Douglas Clements**

Dr. Douglas Clements is Professor of Mathematics and Computer Education at the University at Buffalo, The State University of New York. A veteran of Prekindergarten and Kindergarten classrooms, Dr. Clements has published over 90 research studies, four books, 40 chapters, and 250 additional

publications. His research topics include the early development of mathematical ideas, the effects of social interactions on learning, and the use of computer applications in mathematics education. He is currently working on several National Science Foundation projects.



### **Dr. Julie Sarama**

Dr. Julie Sarama is currently the Principal or Co-Principal Investigator for projects funded by the National Science Foundation on professional development, research-based materials development, and Prekindergarten math.



### **Dr. Beverly J. Irby**

Dr. Beverly J. Irby has explored issues in administration, curriculum development, and gifted and early childhood education in her research, writing, and presentations.



### **Dr. Rafael Lara-Alecio**

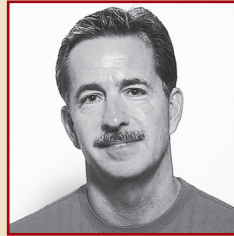
Dr. Rafael Lara-Alecio's primary areas of expertise in bilingual/ESL education include methodologies, biliteracy, assessment/evaluation, and parental involvement. He has an extensive background in mathematics and science education.

## Contributing Authors



### **Dr. Thomas Moore**

An internationally known early childhood educator and musician, Dr. Thomas Moore has produced numerous children's learning tools, including eight educational albums and tapes.



### **John Funk**

John Funk has extensive teaching expertise in Prekindergarten, Kindergarten, and Grades 1 and 2. He is past president of the Utah Association for the Education of Young Children.



### **Dr. Patricia Phipps**

Dr. Patricia Phipps' areas of expertise include multiple intelligences, brain research implications, multicultural and cross-cultural issues, and family/school/community connections in the early childhood field.



### **Dr. Leo Gómez**

Dr. Leo Gómez has focused his research on the curriculum, assessment, and language issues that affect racial and linguistic minority populations.

## Contributing Writers

Dr. Alma Flor Ada  
Dr. Amie Mitchell Beckett

Dr. Linda Rodriguez  
Maria Galindo

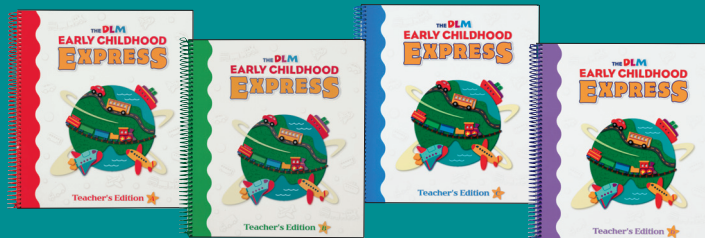




# Teacher's Resource Package

## Teacher's Edition ►

Comprehensive lessons are developed in four volumes, each containing nine weekly themes.



## Math Resource Package ►

Includes a Resource Guide of patterns for math games, a set of Pattern Blocks, and a unique, research-validated CD-ROM with games and activities that enhance math lessons.



## Teacher's Resource Anthology ►

Contains more than 500 pages of songs, chants, rhymes, games, dances, patterns, finger plays, and feltboard stories.



## Sequencing Cards ►

Twelve sets of beautifully illustrated cards provide experiences in sequencing stories, routines, and events.



## Alphabet Wall Cards ►

This unique collection of wall cards features illustrations of objects whose names begin with the same letter in both English and Spanish.



## Oral Language Development Cards ►

The set of 72 photographs is printed on sturdy, laminated 8 1/2" x 11" posters. On the reverse side is a list of English and Spanish vocabulary with suggestions for oral language development activities that help expand children's use of language.



## Teacher Resource Guides ►

The **English** and **Spanish Phonics Resource Guides** are a collection of songs, stories, finger plays, and rhymes for every letter in the alphabet.

The **Home Connections Resource Guide** provides communication tips, family letters, and more to keep families involved and informed about their children's education.



## Photo Library CD-ROM ►

This versatile language development tool contains 630 full-color photo images with brief descriptions and labels in six languages: English, Spanish, Russian, Vietnamese, Chinese, and American Sign Language Finger Spelling. Also included are a Photo Index, a Dictionary, Electronic Games, sound effects, and Flash Cards.



## CDs ►

Entertaining CDs feature musical selections in English and Spanish. (5 CDs: 2 English, 2 Spanish, and 1 Instrumental).





# Literature Libraries

Stimulating **Literature Libraries** engage young learners. Thirty-seven titles are available in both English and Spanish.



## ◀ Big Book Package

**Big Books** support the literacy lessons and offer read-to and shared-reading experiences for the classroom. Thirty-seven Big Books are available in both English and Spanish.



## ◀ Listening Center

### Little Book Package

This package puts books in the hands of children, allowing them to turn the pages themselves as they listen to the stories. Available in both English and Spanish, it contains 18 audiocassettes and two copies each of 37 titles.



## Manipulative Package

◀ These concrete materials allow children to have a hands-on connection with the concepts and skills they are learning.

- Uppercase Magnetic Letters, 42/Set
- Lowercase Magnetic Letters, 44/Set
- Spanish Magnetic Letters, 18/Set
- Dinosaur Counters, 108/Set
- 2 Bear Counters, 24/Set
- Light Brown Plush Bear Puppet with Shirt
- Dark Brown Plush Bear Puppet with Shirt
- Rhythm Band Instruments, 6/Set

*The DLM Early Childhood Express* is comprised of three packages: the **Teacher's Resource Package**, **Literature Libraries**, and a **Manipulative Package**. See page 16 for additional program resources.



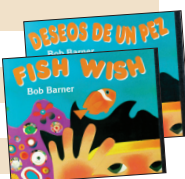
# Engaging Literature to Support Weekly Themes

To create a literacy-rich environment in your Prekindergarten classroom, you need a variety of engaging, age-appropriate books. The multitude of titles in *The DLM Early Childhood Express* support the literacy lessons and offer helpful storytime suggestions.

You'll appreciate this delightful mix of new and classic tales — and your children will want to hear them again and again.

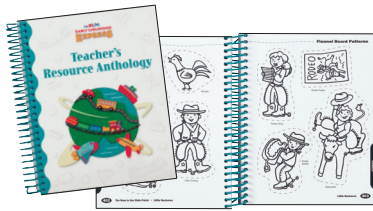
## CORE LITERATURE

Theme	English	Spanish
1 School Days	Hurray for Pre-K!	¡Qué viva el preescolar!
2 Physical Me	Here Are My Hands	Aquí están mis manos
3 Thinking and Feeling Me	How Happy I Would Be!	Me gustaría tener...
4 My Family	A Birthday Basket for Tía	Una canasta de cumpleaños para Tía
5 Fall/Autumn	Fall	El otoño
6 Friends	Ginger	Jengibre
7 Pets	Sara Sidney: The Most Beautiful Iguana in the World	Sara Sidney: la iguana más bella del mundo
8 Opposites	Sing a Song of Opposites	Canta una canción de opuestos
9 Color, Shape, and Size (Color)	The Color Bear	El oso de colores
10 Color, Shape, and Size	Blue Cat	Gato azul
11 Things That Go Together	Wordsong	Canto de palabras
12 Under Construction	Animals That Build Their Homes	Animales que construyen sus nidos
13 Growing Things	The Tortilla Factory	La tortillería
14 Food and Nutrition	Martí and the Mango	Martí y el mango
15 Nursery Rhymes	Humpty Dumpty Dumpty	Humpty Dumpty Dumpty
16 Sound and Movement	This Old Man Is Rockin' On	Este viejito tiene mucho ritmo
17 Music	Animal Orchestra	La orquesta de los animales
18 Winter	Flannel Kisses	Besos de franela
19 Community Workers	Guess Who?	Adivina quién...
20 Traditional Tales (Familiar)	The Little Red Hen	La gallinita roja
21 Traditional Tales	A Bicycle for Rosaura	Rosaura en bicicleta
22 Cowgirls and Cowboys	The Cowboy Mouse	El ratón vaquero
23 Transportation	Little Rabbit's Journey	El viaje del conejito
24 Travel	The Zebra on the Zyder Zee	Una aventura en alta mar
25 Celebrations	¡Fiesta!	¡Fiesta!
26 Spring	De Colores	De colores
27 Weather	Listen to the Rain	Escucha la lluvia
28 Real and Make-Believe	The Dragon's Coming After You	El dragón te está persiguiendo
29 Bugs (Insects)	Insect Picnic	El picnic de los insectos
30 Bugs	The Itsy Bitsy Spider	La araña pequeñita
31 Animals	Book of Animals	El libro de los animales
32 Zoo Animals	Edward the Emu	Eduardo el emú
33 Farm Animals	The Farm	La granja
34 Ocean Life	Fish Wish	Deseos de un pez
35 Big Things	Who Is the Beast?	¿Quién es la bestia?
36 Summer Fun	The Little Ants	Las hormiguitas





# Expanding Storytime Within the Themes



## Teacher's Resource Anthology

*The DLM Early Childhood Express* features a *Teacher's Resource Anthology* with an exciting variety of stories to enrich your literature collection:

### Flannel Board Stories

*The DLM Early Childhood Express* features more than 50 entertaining flannel board stories in both English and Spanish. The collection includes classic tales ("The Little Red Hen") as well as newly created thematic stories ("Little Buckaroo"). Flannel boards give children stimulating, hands-on opportunities to retell the stories they love.

### Listening Stories

The *Teacher's Resource Anthology* provides more than 30 read-to stories for building children's listening skills. Several of the stories do this explicitly by suggesting that children listen for a particular word or phrase. All of the stories prompt children to use their imaginations to visualize characters and events.

### Action Stories

Storytelling that incorporates physical movement enables children to build comprehension and to listen more effectively for details. With the 24 theme-related action stories in the *Teacher's Resource Anthology*, children can also develop physical coordination — and have a wonderful time.

### Prop Stories

These six entertaining thematic stories were designed to be told and retold. With puppets and other concrete objects as props, children can create an infinite number of imaginative variations on the original tales.

## Literacy Focuses Include:

- Listening Comprehension
- Speech Production and Speech Discrimination
- Vocabulary
- Verbal Expression
- Phonological Awareness
- Print and Book Awareness
- Letter Knowledge and Early Word Recognition
- Motivation to Read
- Developing Knowledge of Literary Forms
- Written Expression
- Oral Language Development
- Alphabet Knowledge



*The DLM Early Childhood Express* meets all the specifications of **Early Reading First.**



## LITERACY

## MATHEMATICS

## SCIENCE

## SOCIAL STUDIES

### Listening Comprehension

- Listens with increasing attention
- Listens for different purposes
- Understands and follows simple oral directions
- Enjoys listening to and responding to books
- Listens to and engages in several exchanges of conversations
- Listens to tapes and CDs and shows understanding
- Listens purposefully to English-speaking teachers and peers (ESL)

### Speech Production and Speech Discrimination

- Perceives differences between similar-sounding words
- Produces speech sounds with increasing ease and accuracy
- Experiments with new language sounds
- Experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL)

### Vocabulary

- Shows a steady increase in listening and speaking vocabulary
- Uses new vocabulary in everyday communication
- Refines and extends understanding of known words
- Attempts to communicate more than current vocabulary will allow
- Links new learning experiences and vocabulary to what is already known about a topic
- Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL)

### Verbal Expression

- Uses language for a variety of purposes
- Uses sentences of increasing length and grammatical complexity
- Uses language to express common routines and familiar scripts
- Tells a simple personal narrative, focusing on favorite or most memorable parts
- Asks questions and makes comments related to the current topic of discussion
- Begins to engage in conversation and follows conversational rules
- Begins to retell the sequence of a story
- Engages in various forms of nonverbal communication with those who do not speak his/her language (ESL)
- Uses single words and simple phrases to communicate meaning in social situations (ESL)
- Attempts to use new vocabulary and grammar in speech (ESL)

### Phonological Awareness

- Becomes increasingly sensitive to the sounds of spoken words
- Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems
- Begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way
- Begins to break words into syllables or claps along with each syllable in a phrase
- Begins to create and invent words by substituting one sound for another

### Print and Book Awareness

- Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems
- Understands that print carries a message by recognizing labels, signs, and other print forms in the environment
- Understands that letters are different from numbers
- Understands that illustrations carry meaning but cannot be read

- Understands that a book has a title and an author
- Begins to understand that print runs from left to right and top to bottom
- Begins to understand some basic print conventions
- Begins to recognize the association between spoken and written words by following the print as it is read aloud
- Understands that different text forms are used for different functions

### Letter Knowledge and Early Word Recognition

- Begins to associate the names of the letters with their shapes
- Identifies 10 or more printed alphabet letters
- Begins to notice beginning letters in familiar words
- Begins to make some letter/sound matches
- Begins to identify some high-frequency words (age 4)

### Motivation to Read

- Demonstrates an interest in books and reading through body language and facial expressions
- Enjoys listening to and discussing storybooks and information books read aloud
- Frequently requests the rereading of books
- Attempts to read and write independently
- Shares books and engages in pretend-reading with other children
- Enjoys visiting the library

### Developing Knowledge of Literary Forms

- Recognizes favorite books by their covers
- Selects books to read based on personal criteria
- Understands that books and other print resources are handled in specific ways
- Becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story
- Begins to predict what will happen next in a story
- Imitates the special language used in storybooks and story dialogue and uses it in retellings
- Asks questions and makes comments about the information and events in books
- Connects information and events in books to real-life experiences
- Begins to retell some sequences of events in stories
- Shows appreciation of repetitive language patterns

### Written Expression

- Attempts to write messages as part of playful activity
- Uses known letters and approximations of letters to represent written language
- Attempts to connect the sounds in a word with its letter forms
- Understands that writing is used to communicate ideas and information
- Attempts to use a variety of forms of writing
- Begins to dictate words, phrases, and sentences for an adult to record on paper

### Number and Operations

- Arranges sets of concrete objects in one-to-one correspondence
- Counts by ones to 10 or higher
- Counts concrete objects to five or higher
- Begins to compare the numbers of concrete objects using language
- Begins to name "how many" are in a group of up to three (or more) objects without counting
- Recognizes and describes the concept of zero
- Begins to demonstrate "part of" and "whole" with real objects
- Begins to identify first and last in a series
- Combines, separates, and names "how many" concrete objects

### Patterns

- Imitates pattern sounds and physical movements
- Recognizes and reproduces simple patterns of concrete objects
- Begins to recognize patterns in the everyday environment
- Begins to predict what comes next when patterns are extended

### Geometry and Spatial Sense

- Begins to recognize, describe, and name shapes
- Begins to use words that indicate where things are in space
- Begins to recognize when a shape's position or orientation has changed
- Begins to investigate and predict the results of putting together two or more shapes
- Puts together puzzles of increasing complexity
- Puts together shapes to make new shapes and designs
- Identifies horizontal and vertical lines

### Measurement

- Covers an area with shapes
- Fills a shape with solids or liquids
- Begins to make size comparisons between objects
- Begins to use tools to imitate measuring
- Begins to categorize time intervals and uses language associated with time in everyday situations
- Begins to order two or three objects by size

### Classification and Data Collection

- Matches objects that are alike
- Describes similarities and differences between objects
- Sorts objects into groups by an attribute and begins to explain how the grouping was done
- Participates in creating and using real and pictorial graphs

### Science Processes

- Demonstrates safe practices and appropriate use of materials
- Asks questions about objects, events, and organisms
- Shows an interest in investigating unfamiliar objects, organisms, and phenomena
- Uses one or more senses to observe and learn about objects, events, and organisms
- Describes observations
- Begins to perform simple investigations
- Gathers information using simple tools, such as a magnifying lens and an eyedropper
- Explores by manipulating materials with simple equipment
- Uses simple measuring devices to learn about objects and organisms
- Compares objects and organisms and identifies similarities and differences
- Sorts objects and organisms into groups and begins to describe how groups were organized
- Begins to offer explanations using his or her own words
- Predicts what will happen next based on previous experience
- Solves simple design problems
- Participates in creating and using simple data charts
- Shares observations and findings with others through pictures, discussions, or dramatizations

### Science Concepts

- Observes and describes properties of rocks, soil, and water
- Describes properties of objects and characteristics of living things
- Begins to observe changes in size, color, position, weather, and sound
- Identifies animals and plants as living things
- Groups organisms and objects as living or nonliving and begins to identify things people have built
- Begins to recognize that living things have similar needs for water, food, and air
- Begins to identify what things are made of
- Uses patterns to predict what happens next
- Identifies similarities and differences among objects and organisms
- Begins to use scientific words and phrases to describe objects, events, and living things

### Individual, Culture, and Community

- Shares ideas and takes turns listening and speaking
- Cooperates with others in a joint activity
- Identifies and follows classroom rules
- Participates in classroom jobs and contributes to the classroom community
- Identifies similarities among people like himself/herself and classmates as well as among people of other cultures
- Begins to examine a situation from another person's perspective

### History

- Identifies common events and routines
- Begins to categorize time intervals using words
- Recognizes changes in the environment over time
- Connects past events to current events
- Begins to understand cause-and-effect relationships

### Geography

- Identifies common features in the home and school environment
- Creates simple representations of home, school, or community through drawings or block constructions
- Begins to use words to indicate relative location
- Identifies common features of the local landscape
- Labels common features in familiar environments

### Economics

- Understands the basic human needs of all people for food, clothing, and shelter
- Understands the roles, responsibilities, and services provided by community workers
- Becomes aware of what it means to be a consumer



# Essential Disciplines

The weekly themes in *The DLM Early Childhood Express* meet key state and national standards for Prekindergarten education in all the following content areas:

## FINE ARTS

## HEALTH/ SAFETY

## PERSONAL/ SOCIAL

## PHYSICAL MOVEMENT

## TECHNOLOGY

### Art

- Uses a variety of materials to create original work
- Uses different colors, surface textures, and shapes to create form and meaning
- Begins to use art as a form of self-expression
- Shares ideas about personal artwork
- Begins to show interest in the artwork of others

### Music

- Participates in classroom music activities
- Begins to sing a variety of simple songs
- Begins to play classroom instruments
- Begins to respond to music of various tempos through movement
- Begins to distinguish among the sounds of several common instruments

### Dramatic Play

- Expresses feelings through movement
- Begins to create or re-create stories, moods, or experiences through dramatic representations
- Begins to engage in dramatic play with others

### Health

- Becomes aware of routine healthy behaviors
- Begins to follow health-promoting routines
- Begins to understand the need for exercise and rest
- Refines use of eating utensils
- Begins to recognize and select healthy foods
- Prepares simple, healthy snacks
- Demonstrates an understanding of basic health and safety rules

### Safety

- Recognizes the danger of fire and learns to treat fire with caution
- Responds appropriately during a fire drill
- Knows how to seek help in an emergency
- Knows how to cross a street safely
- Recognizes the symbol for poison
- Knows never to eat substances that are not food
- Recognizes the danger of poisonous substances, including drugs
- Knows not to talk to, accept rides from, or take treats from strangers
- Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult
- Knows never to take medicine unless it is administered by an adult
- Knows about safe behavior around bodies of water
- Knows about safe behavior around bugs and insects
- Understands about safe behavior in potentially dangerous situations

### Personal Development

- Develops a sense of personal space
- Expresses interest and self-direction in learning
- Begins to show self-control by following classroom rules
- Begins to be responsible for individual behavior and actions
- Begins to show greater ability to control intense feelings

### Social Development

- Begins to share and cooperate with others in group activities
- Respects other people's space and personal belongings
- Begins to develop friendships with others
- Begins to express thoughts, feelings, and ideas through language as well as through gestures and actions
- Responds to the suggestions of others

### Physical Movement

- Explores moving in space
- Shows an awareness of names, locations, and relationships of body parts
- Moves within a space of defined boundaries, changing body configurations to accommodate the space
- Becomes more able to move from one space to another in different ways
- Becomes more able to move in place
- Begins to move in rhythm
- Begins to participate in group games involving movement

### Gross Motor Development

- Begins to throw or kick an object in a particular direction
- Begins to play catch with a bean bag or a large ball
- Bounces a large ball and catches it
- Begins to coordinate arms and legs

### Fine Motor Development

- Begins to develop pincer control in picking up objects
- Begins to practice self-help skills
- Begins to hold writing tools with fingers instead of a fist
- Begins to manipulate play objects that have fine parts
- Begins to use scissors
- Begins to coordinate finger activities and clapping exercises

### Technology Applications

- Opens, uses, and exits software programs
- Uses a variety of input devices, such as a mouse, keyboard, voice/sound recorder, or touch screen
- Begins to use technical terminology, such as "mouse," "keyboard," "printer," or "CD-ROM"
- Follows basic oral or pictorial cues for operating programs successfully
- Enjoys listening to and interacting with storybooks and information texts in electronic form
- Uses a variety of software packages with audio, video, and graphics to enhance learning experiences



# Lesson Planners: Snapshots of the Week Ahead

A **Lesson Planner** spread before every lesson organizes learning objectives by day and serves as a handy reference throughout the week.


**Connecting to the Theme** gives a short overview of what is covered in this week's theme.

Clearly stated **Objectives** for each daily lesson let you see at a glance what the children will be learning.

Every Lesson Planner includes a list of the **DLM Materials** you will need for this week's lessons.

A list of the classroom **Materials to Gather**.

The **Teacher's Resource Anthology** icon directs you to the source of additional materials, such as songs, activities, and stories.



## PLANNER

## Looking Ahead

### Connecting to the Theme: Opposites

Children are usually adept at recognizing similar attributes among things. It is also important for them to begin to notice differences. This lesson will help the children discuss opposites and identify attributes that define opposites. Children will also have the opportunity to develop their vocabularies further as they learn about location opposites, such as *in* and *out*.

	Objectives	DLM Materials	Materials to Gather
<b>DAY 1</b>	<ul style="list-style-type: none"> <li>To use new vocabulary in everyday communication</li> <li>To count concrete objects to five or higher</li> <li>To start, use, and exit software programs</li> <li>To perform simple investigations</li> </ul>	<ul style="list-style-type: none"> <li>Sing a Song of Opposites/Canta una canción de opuestos book and listening tape</li> <li>Teacher's Resource Anthology</li> <li>Math Resource Guide</li> <li>DLM Math software</li> <li>Esta es mi tierra CD</li> </ul>	<ul style="list-style-type: none"> <li>opposites basket</li> <li>balls</li> <li>fall leaves</li> <li>magnet</li> <li>wallpaper sample books</li> <li>counters (chips for cookies)</li> <li>cereal or fish crackers (optional)</li> <li>items that roll/don't roll</li> <li>metallic &amp; nonmetallic items</li> </ul>
<b>DAY 2</b>	<ul style="list-style-type: none"> <li>To show a steady increase in listening and speaking vocabulary</li> <li>To describe similarities and differences between objects</li> <li>To count concrete objects to five or higher</li> <li>To start, use, and exit software programs</li> <li>To perform simple investigations</li> </ul>	<ul style="list-style-type: none"> <li>Sing a Song of Opposites/Canta una canción de opuestos</li> <li>Teacher's Resource Anthology</li> <li>Math Resource Guide</li> <li>DLM Math software</li> </ul>	<ul style="list-style-type: none"> <li>opposites basket</li> <li>funnels</li> <li>cups</li> <li>items to weigh</li> <li>basters</li> <li>balancing scales</li> <li>fast and slow music</li> <li>weighted cans (see lesson)</li> <li>water items that float and sink</li> <li>wind items that float and drop</li> </ul>
<b>DAY 3</b>	<ul style="list-style-type: none"> <li>To link new learning experiences and vocabulary to what is already known about a topic</li> <li>To begin to make size comparisons between objects</li> <li>To count concrete objects to five or higher</li> <li>To understand that writing is used to communicate ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>Sing a Song of Opposites/Canta una canción de opuestos</li> <li>Teacher's Resource Anthology</li> <li>Where Is Thumbkin? CD</li> <li>Diez dedos CD</li> <li>¡Fiesta! ¡Fiesta!</li> <li>How Happy I Would Be/Me gustaría tener...</li> <li>Math Resource Guide</li> <li>DLM Math software</li> </ul>	<ul style="list-style-type: none"> <li>opposites basket</li> <li>paper plate</li> <li>yarn</li> <li>empty coffee can</li> <li>Blueberries for Sal (optional)</li> </ul>
<b>DAY 4</b>	<ul style="list-style-type: none"> <li>To link new learning experiences and vocabulary to what is already known about a topic</li> <li>To understand and follow simple oral directions</li> <li>To count concrete objects to five or higher</li> <li>To understand that writing is used to communicate ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>Sing a Song of Opposites/Canta una canción de opuestos book and listening tape</li> <li>Teacher's Resource Anthology</li> <li>Where Is Thumbkin? CD</li> <li>Math Resource Guide</li> <li>DLM Math software</li> </ul>	<ul style="list-style-type: none"> <li>beanbags</li> <li>unbreakable glass</li> <li>laundry baskets</li> <li>yarn</li> <li>crepe paper</li> <li>empty coffee can</li> <li>poster board</li> <li>raisins</li> <li>carbonated beverage</li> </ul>
<b>DAY 5</b>	<ul style="list-style-type: none"> <li>To enjoy listening to and responding to books</li> <li>To ask questions and make comments related to the current topic of discussion</li> <li>To combine, separate, and name "how many" concrete objects</li> <li>To understand that different text forms are used for different functions</li> </ul>	<ul style="list-style-type: none"> <li>Rafita and Pepita puppets</li> <li>Sing a Song of Opposites/Canta una canción de opuestos book and listening tape</li> <li>Teacher's Resource Anthology</li> <li>Math Resource Guide</li> <li>DLM Math software</li> </ul>	<ul style="list-style-type: none"> <li>opposites basket</li> <li>chart paper</li> <li>empty coffee can</li> </ul>

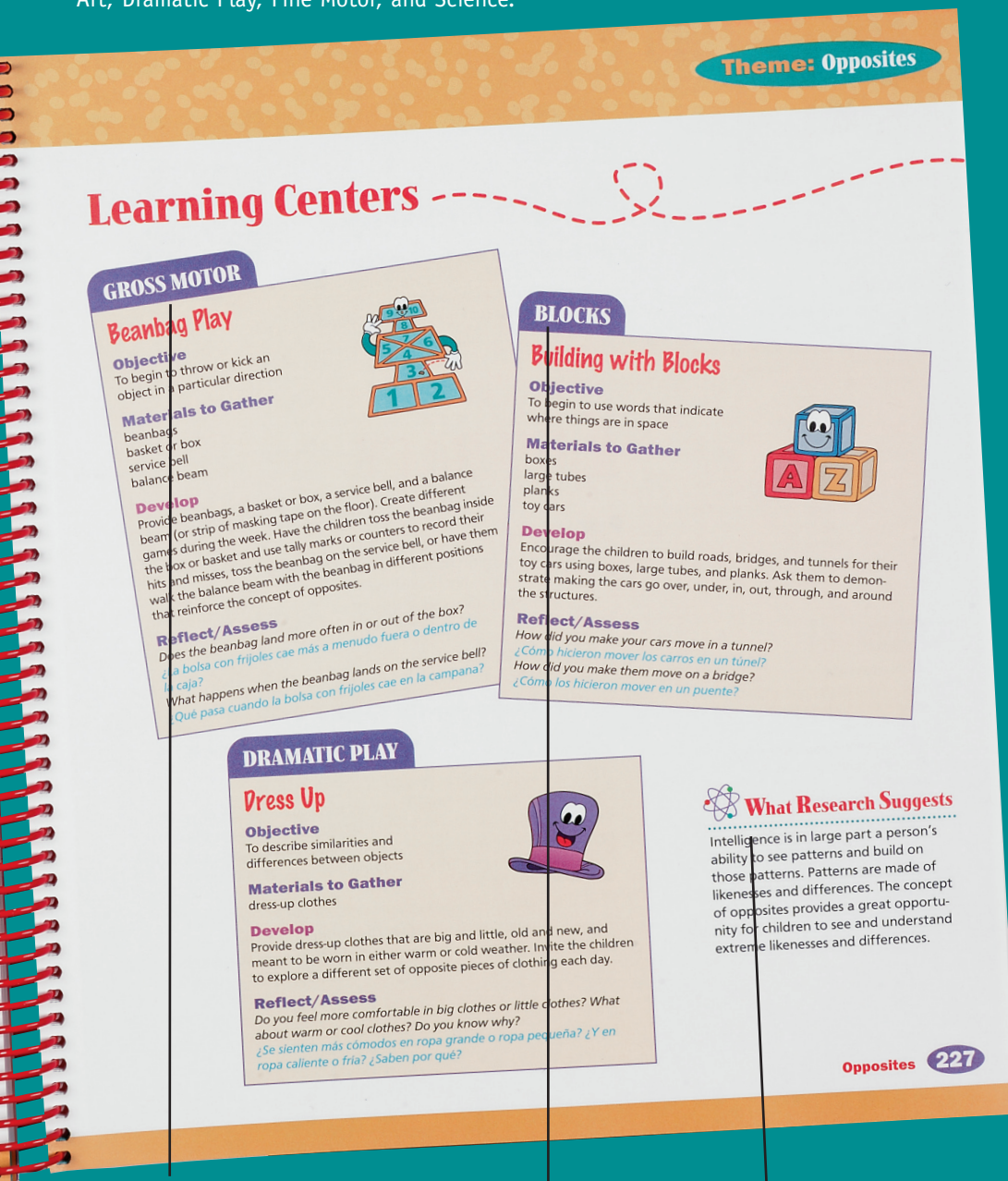
226 Opposites



# Daily Opportunities for Focused Fun

Children learn by doing, which is why **Learning Centers** are such an important part of this program. Each weekly lesson theme is supported by numerous related **Learning Center** activities in areas such as Art, Dramatic Play, Fine Motor, and Science.

To make life easier for you, the teacher, all **Learning Centers** are designed to be used for a full week. Daily setups are a thing of the past!



Each theme features three suggestions for **Learning Centers** that are intended to remain for the duration of the theme. We often provide suggestions for altering the focus of children's play without altering the setup of the center.

**Learning Center** suggestions are structured like miniature lessons. Explicit **Objectives** and a **Reflect/Assess** section help you guide your children toward an understanding of important concepts.

Every theme is supported by the relevant **Brain Research**.



Technology



Gross Motor



Art



Language



Blocks



Library



Construction



Listening



Cooking



Math



Discovery



Music and Movement



Dramatic Play



Sand/Water



Fine Motor



Science



Game



Writing

# Easy-to-Use Lessons Link Literacy to Other Disciplines

The **DLM Early Childhood Express** provides a multitude of research-supported methods that help children develop and use literacy skills in conjunction with all the curriculum areas: math, science, social studies, fine arts, physical development, social and emotional development, health and safety, and technology.

The completely integrated lessons encourage children to express their thoughts and to look for patterns and relationships in the world around them. The skills, concepts, and behaviors that children develop through the experiences

provided by the DLM curriculum act as blocks that connect to form a solid foundation upon which all future educational experiences can be built.

**Begin the Day** gives children time to adjust to the environment and develop a sense of community with classmates. It also provides an opportunity for a daily literacy activity such as singing about the days of the week.

**Objectives** set the direction of the lesson.

Our English/Spanish **Vocabulary** section highlights words that may be new. This helps expand children's ability to use both languages.

The **Materials** section tells you everything you need to gather and assemble in advance. No more last-minute surprises!

Each theme contains easy-to-follow **Literacy** lessons that consistently follow the same four steps: Focus, Develop, Practice, and Reflect/Assess.

**Reflect/Assess** at the end of each lesson encourages children to think about newly learned concepts and their potential applications.

Visit **Anthology Support** in the *Teacher's Resource Anthology* for additional resources to enrich your lessons.

**DAY 2**

## Begin the Day

**Objectives**

- To show a steady increase in listening and speaking vocabulary
- To describe similarities and differences between objects

**Vocabulary**

fast/slow	rápido/lento
high/low	alto/bajo
heavy/light	pesado/liviano
full/empty	lleno/vacio
warm/cool	tibio/fresco
soft/hard	suave/duro

**Materials**

**DLM Materials**

- Sing a Song of Opposites/Canta una canción de opuestos
- Teacher's Resource Anthology "Sing a Song of Opposites"/"La canción de los opuestos"
- "High and Low"/"Hasta arriba y hasta abajo"
- "The Tortoise and the Hare"/"La tortuga y la liebre"
- "Weather"/"El tiempo"
- sorting mats

**Materials to Gather**

- opposites baskets
- cups
- basters
- funnels
- fast and slow music
- weighted cans (see lesson)

**234 Opposites**

**Focus: Vocabulary**

## LITERACY

**Focus**

- Teach the chant "High and Low"/"Hasta arriba y hasta abajo." Call attention to the opposites mentioned.
- Tell the children that we will continue to discuss opposites today.

**Develop**

### One Way to Develop the Lesson

- Ask a volunteer to review some of the opposites mentioned in *Sing a Song of Opposites/Canta una canción de opuestos*. Tell the class that you

**Focus: Vocabulary**

**DAY 2**

**Letter Knowledge**

**English**

- Read "Ducks in the Pond" in the SRA Alphabet.

**Spanish**

- Read "Omar es un oso" in Los niños alfabéticos.

**Suggested Reading**

Morning Day by Robert Kalan  
Zoomies and Opposites by Kiki Kaye  
Los Zoomies y los contrarios by Kiki Kaye

**Anthology Support**

- "Drink, Drink, Drink Your Milk"
- "Toma, toma tu leche"
- "Los opuestos"
- "Opposites"
- "Big and Small"
- "¡ay alto, ay bajo!"

**Reflect/Assess**

- When it came to winning the race, why was it all right that the tortoise was slower than the hare?  
*¿Cuando se trató de ganar la carrera, ¿por qué no importó que la tortuga fuera más lenta que la liebre?*
- What did you learn about fast and slow today?  
*¿Qué aprendieron hoy sobre rápido y lento?*

**Literacy Circle**

**Storytime 1**

- Reread *Sing a Song of Opposites/Canta una canción de opuestos*. Invite the children to add lines that include some of the opposites discussed in today's lesson, such as fast and slow or full and empty.

**Storytime 2**

- Invite the children to act out the "Weather"/"El tiempo" action story and have them identify the opposites mentioned in the story (for example, the children climb up the ladder and go down the slide).

**236 Opposites**



## Theme: Opposites

### Another Way to Develop the Lesson

- Give the children crepe paper streamers. Play a slow piece of music and invite the children to dance slowly with their streamers. Play a faster piece of music and invite the children to dance quickly with their streamers. Ask them to think of other things that are fast and slow.

### Practice

- Place the "The Tortoise and the Hare"/"La tortuga y la liebre" flannel board story in the Language Center and encourage the children to retell the story or to make up a new story using the flannel board pieces.
- Distribute the opposites baskets and the sorting mats. Encourage the children to sort the items onto the mats according to opposite categories.
- Provide cups, basters, and funnels. Invite the children to play with the items at the water-play table or in a plastic tub. Encourage them to explore the opposite concepts of full and empty and fast and slow. Add ice cubes to the water to explore the concept of warm and cold.
- Provide music with fast and slow tempos and encourage the children to draw in time with each.
- Fill coffee cans with items of different weights. Have the children roll the cans across the floor. Which cans roll faster? Why?

### Preparation

- Prepare the flannel board story.
- Prepare baskets or boxes of opposite items that are heavy and light, soft and hard, and full and empty.
- Prepare appropriate sorting mats for full/empty, light/heavy, and so on.

### Scaffolding Strategies



**More Help** Encourage the children to touch and hold the items while they are helping you sort.

**Extra Challenge** Invite the children to help you find things in the classroom that are full and empty, rough and smooth, and light and heavy.

### Second Language Learners

Use yesterday's soft and hard items to review how they feel and the vocabulary to describe them. Hide an item in a paper bag. Have a volunteer feel an item, say if it is hard or soft, and try to name it. Reinforce the language: Yes, the cotton ball is soft/Sí, es una bola suave de algodón. If the child is incorrect, help him or her figure out why.

## Theme: Opposites

### Content Connection

#### Science

**Objectives**  
To begin to perform simple investigations  
To sort objects and organisms into groups and begin to describe how groups were organized

**Vocabulary**  
heavy, light, sink, float, drop  
pesado, liviano, hundir/hundirse, flotar, caer

#### Activity 1

- Place several sink-and-float items at the water table or in a shallow tub. Encourage the children to experiment with the items, testing them to see which ones float and which ones sink. Challenge the children to sort the items correctly on the sorting mat.

#### Activity 2

- Place several light items, such as feathers, tissues, and cotton balls, and several heavy items, such as buttons, lids, and paper clips on a tray. Encourage the children to test the items to see which ones float to the ground when tossed in the air and which ones drop to the ground when tossed into the air. Sort the items accordingly on a sorting mat.



Day 2 237

Day 2 235

A choice of strategies allows you to adjust each lesson to fit your needs and schedule. If you teach in a dual-language classroom, teach one activity in each language. If you teach in a full-day program, do one in the morning and the other in the afternoon.

The **Preparation** section points out what needs to be done in advance of the lesson.

**Practice** activities provide opportunities for children to apply the information they have just learned. These Learning Center and small group activities link literacy to other disciplines. You can choose which one you want to use or try them all.

See the ladder icon for effective **Scaffolding Strategies** that help you meet the individual needs of the children.

The **Second Language Learners** section offers teaching strategies that help children of all language backgrounds and abilities meet the lesson's objectives.

**Content Connections** extend concepts taught in the lesson to a range of different content areas, broadening children's knowledge and experience.

# Infusing Math into Children's Everyday Routines

Research-supported math lessons use entertaining songs, interactive activities, manipulatives, and special *DLM Math* software to teach shapes, counting, and more.

The **Develop** portion of the math lesson provides information, demonstrations, and activities to help you teach the lesson objectives.

**Content Connections** tie math lessons to other areas of the curriculum.

**Music and Movement** gets children up and moving.

**DAY 2**

**Objectives**

- To count concrete objects to five or higher
- To start, use, and exit software programs

**Vocabulary**

number número

**Materials**

**DLM Materials**

- bear counters
- Math Resource Guide
- Listen and Copy/Escucha e imita
- Where's My Number?/¿Dónde está mi número?
- See Day 1
- DLM Math software
- Teacher's Resource Anthology
- "Wake Up, Jack-in-the-Box" One Elephant/Un elefante

**Preparation**

- Set the computer to Double Trouble, Level 3.

**Scaffolding Strategies**

**More Help** Have the children place the counters directly on the dots on the Counting cards.

**Extra Challenge** Have the children use the Counting cards with larger numbers if they are ready.

**238 Opposites**

**Focus: Number and Operations**

**MATH**

**Focus**

- Invite the children to do "Wake Up, Jack-in-the-Box."
- Play Listen and Copy/Escucha e imita. Clap 2 or 3 times and then invite the children to clap the same number of times.
- Repeat several times with the same number of claps, creating a pattern. Invite the children to copy your pattern.
- Change the number of claps and repeat.

**Develop**

- Play Where's My Number?/¿Dónde está mi número? Secretly put 5 counters in one of your hands and a different number of counters in your other hand. Hold out your closed hands. Have the children point to one; open it, and ask them if they found the 5. If so, start over; if not, have them check your other hand. Repeat.
- Reintroduce the Counting Card Game/Juego de contar en tarjetas. If the children have difficulty with the Counting cards, encourage them to place the counters directly on the dots on the cards.
- Reintroduce Double Trouble, Level 3.

**Practice**

- Play Where's My Number?/¿Dónde está mi número? with a small group of children. With your help, some children may be able to play it with each other.
- Invite the children to play the Counting Card Game/Juego de contar en tarjetas with Counting cards (1-5).
- Encourage the children to play Cookie Game/Juego de la galleta.
- Have the children play the Compare Game/Juego de comparar with a friend.
- Invite the children to work on Double Trouble, Level 3.

**Reflect/Assess**

- If I show you a number of counters in my hand, what is your way of figuring out what number I have?  
Si les muestro un número de fichas en mi mano, ¿cómo determinan el número que tengo?
- Count out four counters for a four Counting card. Are there just enough counters to put one on each dot on the card? How do you know?  
¿Hay el número suficiente de fichas para poner una en cada punto de la tarjeta? ¿Cómo lo saben?

**Content Connection**

**Science**

**Objective**

To begin to perform simple investigations

**Activity 1**

- Provide...

**Materials to Gather**

balancing scales, items to weigh

**Activity 2**

Provide coffee cans with light and heavy items for the children to roll the can back or across the table faster.

**Music and Movement**

**Play One Elephant/Un elefante.**

Ask the children about the possibility of an elephant playing on a spider's web. What would happen to the web? How is a spider different from an elephant? Are they opposites? ¿Qué le pasaría a la telaraña? ¿En qué se diferencia una araña de un elefante? ¿Son opuestos?

Divide the children into two relay teams to have tortoise and hare races. Have one team run on their hands and feet like tortoises, and have the other team run on their feet only. Ask: Which team wins? Why? ¿Qué equipo gana? ¿Por qué?

Switch the roles of the teams and try again. Ask: Which way of running is slow? Which is fast? ¿Qué manera de correr es lenta? ¿Cuál es rápida?

**Reflect on the Day**

- Why might it be better to move slowly rather than quickly?  
¿Por qué sería mejor moverse despacio en vez de rápido?
- Can you think of something you have at home that is heavy? Can you think of something that is light?  
¿Pueden pensar en algo que tienen en la casa que sea pesado? ¿Pueden pensar en algo que sea liviano?

**39**

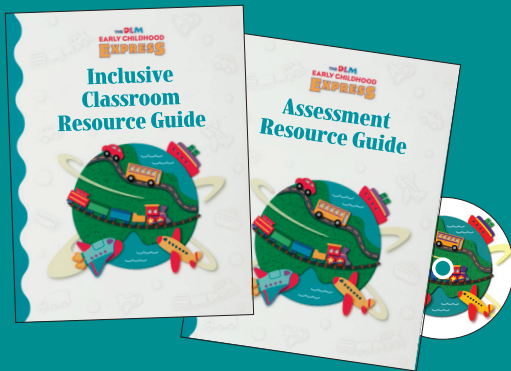
## Closing Circle Activities

**Reflect on the Day** gives children an opportunity to think about the literacy, math, and cross-curricular concepts they have learned in their daily lessons. Scripted questions in both English and Spanish help children focus and consider how they might use their new knowledge in the future.



# Additional Program Resources

Our wide array of program resources enriches the Prekindergarten experience for teachers and children alike. The materials on these pages will help you assess children's progress, strengthen home/school connections, customize your instruction to the needs of your students, and understand the research that informs every aspect of *The DLM Early Childhood Express*.



## Assessment Resource Guide

This comprehensive collection of assessment materials gives teachers all the information, guidelines, and checklists they need to:

- Make informed instructional decisions
- Share information about children's progress and development
- Monitor the achievement of Head Start Child Outcomes
- Evaluate children's performance in the nine curriculum areas addressed in most Prekindergarten curricula:
  - Literacy
  - Math
  - Science
  - Social Studies
  - Fine Arts
  - Health and Safety
  - Social and Emotional Development
  - Physical Development
  - Technology

The **Assessment Resource Guide** is also available in CD-ROM format, which makes it easier to calculate the percentages required by many reports.

## Inclusive Classrooms Resource Guide

There is tremendous diversity in the abilities, languages, attitudes, and needs of Prekindergarten children. The **Inclusive Classrooms Resource Guide** provides information to help you adapt your instruction and classroom environment to meet the needs of:

- Gifted and talented children
- Children who are learning English as a second language
- Children who have disabling conditions (as defined by the Individuals with Disabilities Education Act)

## Family Connections Resource Guide

This guide helps teachers effectively link the home and classroom environments. A strong home/school connection makes children more enthusiastic about school and families more cooperative and involved in their children's education. The guide contains:

- Weekly letters explaining what will happen in the classroom and how families can be involved
- Activities for each month of the year that children and families can do at home
- Take-home storybooks that allow families to partner with their children as they learn to read
- Take-home alphabet books that encourage and reinforce alphabetic awareness

## DLM Research Booklet

This booklet provides a summary of the wide range of research on which *The DLM Early Childhood Express* is based.

It includes key findings in:

- Brain function and development
- Multiple intelligences
- Math
- Literacy



# You Will Receive Outstanding Professional Support

As an early childhood teacher, you have a profound impact on the development of young children. That's why, at Wright Group/McGraw-Hill, our commitment to children's education also involves a commitment to ongoing teacher education.

*The DLM Early Childhood Express* supports you through motivating, hands-on training sessions. Whether you're a teacher or administrator, regional Wright Group sales representatives will work with you to customize the program.

Wright Group encourages localized ownership of the program through the training of Mentor Teachers and Coaches who serve as resources for other teachers in the school, district, and community. These specially trained educators help new teachers, long-term substitutes, and parent assistants to understand and effectively implement the DLM Early Childhood Programs.

## Teachers tell us:

"We couldn't start school without the boost we get from Summer Institute!"

"You treat all of us like VIPs."

"This is the best, most professional training I've ever attended."

"Your presentations keep every session hands-on, realistic, and relevant to my classroom. Thank you!"

The centerpiece of the DLM professional development initiative is the **DLM Summer Institute**, held yearly in Texas. For three days, teachers from across the country gather to share insights and attend informative sessions on seminal issues in early childhood education. The **DLM Summer Institute** is a dynamic way to refine your teaching skills and make valuable professional contacts.



"The support given for teacher training is the true measure of difference, enabling teachers to become partners in learning with young children."

Beth Burkhalter,  
Principal, Martin Early Childhood School,  
Lubbock, Texas



To learn more about the annual **DLM Summer Institute** and other professional development opportunities for early childhood educators, contact a Wright Group sales representative at 1-888-205-0444 or visit our Web site at [WrightGroup.com](http://WrightGroup.com).



# With The DLM Early Childhood Express, Your Students Are Bound for Success!



*The DLM Early Childhood Express* gives you everything you need to maximize your effectiveness in the classroom. Three basic elements form the heart of the program:

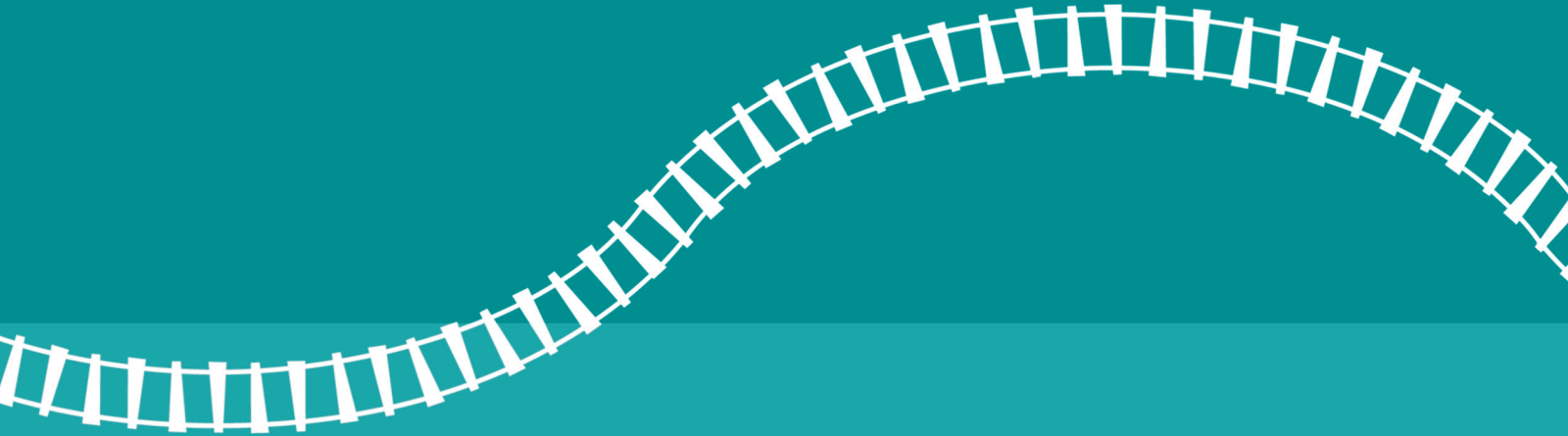
- **The structure of daily lessons**, which reflects the latest research about how our brains acquire and retain information.
- **High-quality literature and teaching materials** that preserve the integrity of lesson objectives.
- **Effective initial and ongoing training**, which ensures that the program is implemented successfully, year after year.

By bringing this program into your classroom, you place yourself in the vanguard of early childhood education. We place the latest information at your disposal. We support you at every turn. As a result, the children in your classroom become confident, inquisitive, and knowledgeable.

Give your children the skills they need for a seamless transition to Kindergarten. *The DLM Early Childhood Express* provides experiences that build a foundation for lifelong learning.



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