



Starting Early Learners on the Right Track

The DLM Early Childhood Express™ offers a comprehensive child-centered curriculum with strong teacher support and 21st century technology. DLM links instruction in the following content areas:

- Literacy
- Science
- Fine Arts
- Personal Development
- Technology
- Math
- Social Studies
- Health and Safety
- Physical Development



Education

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The McGraw-Hill Companies



The Proven Track for Success



PROGRAM OVERVIEW

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Welcome to the DLM Childhood Express

The DLM Early Childhood Express™ offers a comprehensive Pre-K child-centered curriculum with strong teacher support and 21st century technology. The curriculum links connections in literacy, math, science, social studies, fine arts, health and safety, personal development, physical development, and technology



Comprehensive Curriculum

- Integrated instruction that links essential disciplines to make instruction more relevant and help children recognize patterns in learning
- Focuses on nonfiction to build background, vocabulary, and oral language
- Features rhymes, songs, and dances that develop phonological awareness
- Provides daily Read Alouds to enrich students' imagination
- Essential questions in each unit theme helps children connect what they know with what they learn



- Develops interpersonal skills through daily social emotional instruction
- Offers “How-to-science,” which teaches observing and investigating
- Includes manipulatives and games that convey math and science concepts
- Reinforce concepts for students using hands-on technology
- Simplify planning and tracking student progress and growth with online resources



Comprehensive Program

The DLM Early Childhood Express™ nurtures each child by offering carefully selected and sequenced learning experiences. It provides a wealth of materials and ideas to foster the social-emotional, intellectual, and physical development of children.



Social and Emotional Development

Social-emotional development is addressed everyday through positive reinforcement, interactive activities, and engaging songs.

Language and Communication

All lessons are focused on language acquisition which include oral language development and vocabulary activities.

Emergent Literacy: Reading

Children develop literacy skills for reading through exposure to multiple read-aloud selections each day and through daily phonological awareness and letter recognition activities.

Emergent Literacy: Writing

Children develop writing skills through daily writing activities and during Center Time.

Mathematics

The math strand is based on *Building Blocks™*, the result of NSF-funded research, and is designed to develop children's early mathematical knowledge through various individual and group activities.

Science

Children explore scientific concepts and methods during weekly, hands-on, science-focused, and center time activities.



Social Studies

Children explore Social Studies concepts during weekly social studies-focused, large-group activities, and Center Time activities.

Fine Arts

Children are exposed to art, dance, and music through a variety of weekly activities and the Creativity Center.

Physical Development

The DLM Early Childhood Express™ is designed to allow children active time for outdoor play during the day, in addition to daily and weekly movement activities.

Technology

Technology is integrated throughout each week with the use of online math activities, computer time, and other digital resources.

English Language Learners

Today's classrooms are very diverse. **The DLM Early Childhood Express™** addresses this diversity by providing lessons in both English and Spanish. The program also offers strategies to assist English Language Learners at multiple levels of proficiency.



Themes and Literature

With **The DLM Early Childhood Express™**, children develop concrete skills through experiences with music, art, storytelling, hands-on activities and teacher-directed lessons that, in addition to skills development, emphasize practice and reflection.

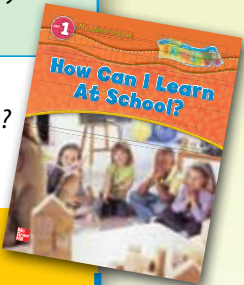


Unit 1: All About Pre-K

Why is school important?

	Focus Question	Literature
Week 1	What happens at school?	Welcome to School Bienvenidos a la escuela
Week 2	What happens in our classroom?	Yellowbelly and Plum Go to School Barrigota y Pipón van a la escuela
Week 3	What makes a good friend?	Max and Mo's First Day at School Max y Mo van a la escuela
Week 4	How can we play and learn together?	Amelia's Show and Tell Fiesta/Amelia y la fiesta de "muestra y cuenta"
Unit Wrap-Up	My Library Book	How Can I Learn at School? ¿Cómo puedo aprender en la escuela?

Concept Big Books are nonfiction selections that introduce the essential questions for each unit.



Unit 2: All About Me

What makes me special?

	Focus Question	Literature
Week 1	Who am I?	All About Me Todo sobre mí
Week 2	What are my feelings?	Lots of Feelings Montones de sentimientos
Week 3	What do the parts of my body do?	Eyes, Nose, Fingers, and Toes Ojos, nariz, dedos y pies
Week 4	What is a family?	Jonathan and His Mommy Juan y su mamá
Unit Wrap-Up	My Library Book	What Makes Us Special? ¿Qué nos hace especiales?



Every four weeks, children are introduced to a new theme organized around an **essential question**.

Unit 3: My Community

What is a community?

	Focus Question	Literature
Week 1	What are the parts of a community?	<i>In the Community</i> <i>En la comunidad</i>
Week 2	How does a community help me?	<i>Rush Hour</i> , <i>Hora pico</i>
Week 3	Who helps the community?	<i>Quinito's Neighborhood</i> <i>El vecindario de Quinito</i>
Week 4	How can I help my community?	<i>Flower Garden</i> <i>Un jardín de flores</i>
Unit Wrap-Up	My Library Book	<i>In My Community</i> <i>Mi comunidad</i>

Literature selections and cross-curricular content are linked to the theme to help children reinforce lesson concepts.

Unit 4: Let's Investigate

How can I learn more about things?

	Focus Question	Literature
Week 1	How can I learn by observing?	<i>Let's Investigate</i> <i>Soy detective</i>
Week 2	How can I use tools to investigate?	<i>I Like Making Tamales</i> <i>Me gusta hacer tamales</i>
Week 3	How can I compare things?	<i>Nature Spy</i> <i>Espía de la naturaleza</i>
Week 4	How do objects move?	<i>What Do Wheels Do All Day?</i> <i>¿Qué hacen las ruedas todo el día?</i>
Unit Wrap-Up	My Library Book	<i>How Can We Investigate?</i> <i>¿Cómo podemos investigar?</i>



Themes and Literature



Unit 5: Amazing Animals

What is amazing about animals?

	Focus Question	Literature
Week 1	What are animals like?	<i>Amazing Animals</i> <i>Animales asombrosos</i>
Week 2	Where do animals live and what do they eat?	<i>Castles, Caves, and Honeycombs</i> <i>Castillos, cuevas y panales</i>
Week 3	How are animals the same and different?	<i>Who Is the Beast?</i> <i>Quien es la bestia?</i>
Week 4	How do animals move?	<i>Move!</i> <i>¡A moverse!</i>
Unit Wrap-Up	My Library Book	<i>Hello, Animals!</i> <i>¡Hola, animales!</i>



At the end of each unit, children take home a **My Library Book** to explore on their own.

Unit 6: Growing and Changing

How do living things grow and change?

	Focus Question	Literature
Week 1	How do animals grow and change?	<i>Growing and Changing</i> <i>Creciendo y cambiando</i>
Week 2	How do plants grow and change?	<i>I Am a Peach</i> <i>Yo soy el durazno</i>
Week 3	How do people grow and change?	<i>I'm Growing!</i> <i>Estoy creciendo!</i>
Week 4	How do living things grow and change?	<i>My Garden</i> <i>Mi jardín</i>
Unit Wrap-Up	My Library Book	<i>Growing Up</i> <i>Creciendo</i>



Unit 7: The Earth and Sky

What can I learn about the earth and the sky?

	Focus Question	Literature
Week 1	What can I learn about the earth and the sky?	<i>The Earth and Sky</i> <i>La Tierra y el cielo</i>
Week 2	What weather can I observe each day?	<i>Who Likes Rain?</i> <i>¿A quién le gusta la lluvia?</i>
Week 3	What can I learn about day and night?	<i>Matthew and the Color of the Sky</i> <i>Matias y el color del cielo</i>
Week 4	Why is caring for the earth and sky important?	<i>Ada, Once Again!</i> <i>¡Otra vez Ada!</i>
Unit Wrap-Up	My Library Book	<i>Good Morning, Earth!</i> <i>¡Buenos días, Tierra!</i>

Unit 8: Healthy Food/Healthy Body

Why is healthy food and exercise good for me?

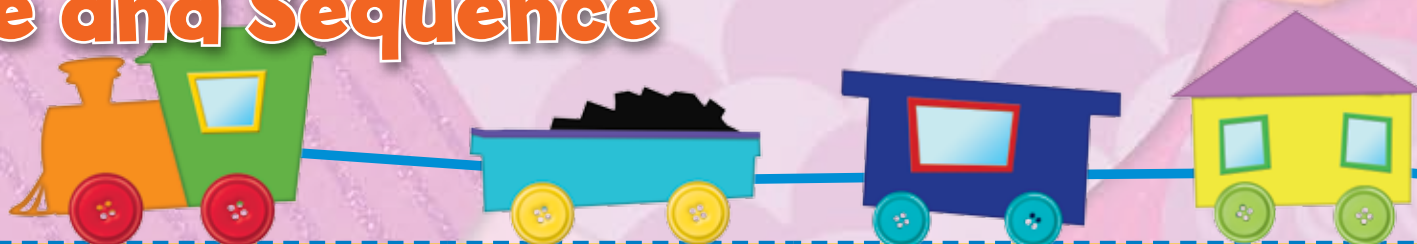
	Focus Question	Literature
Week 1	What are good healthy habits?	<i>Staying Healthy</i> <i>Mantente sano</i>
Week 2	What kinds of foods are healthy?	<i>Growing Vegetable Soup</i> <i>A sembrar sopa de verduras</i>
Week 3	Why is exercise important?	<i>Rise and Exercise!</i> <i>A ejercitarse, ¡uno, dos, tres!</i>
Week 4	How can I stay healthy?	<i>Jamal's Busy Day</i> <i>El intenso día de Jamal</i>
Unit Wrap-Up	My Library Book	<i>Healthy Kids</i> <i>Niños sanos</i>



Children hear and discuss an additional read-aloud selection from the **Teacher's Treasure Book** twice a day.



Scope and Sequence



Emergent Literacy		Language & Communication	Mathematics	Science
READING	WRITING	Listening Comprehension	Counting	Physical Science
Motivation to Read <ul style="list-style-type: none">Child enjoys and chooses reading-related activities.Child independently engages in pre-reading behaviors and activities (such as, pretending to read, turning one page at a time).Child explores books and other texts to answer questions.	Motivation to Write <ul style="list-style-type: none">Child participates in free drawing and writing activities to deliver information.	<ul style="list-style-type: none">Child demonstrates an understanding of oral language by responding appropriately.Child follows two- and three-step oral directions.Child demonstrates some understanding of English spoken by teachers and peers. (ELL)	<ul style="list-style-type: none">Child understands that objects, or parts thereof, can be counted.Child recites number words in sequence from one to thirty.Child counts 1–10 concrete objects correctly.Child demonstrates that the numerical counting sequence is always the same.Child demonstrates that, when counting, the last number indicates how many objects were counted.Child understands that objects can be counted in any order.Child understands and uses ordinal numbers (such as first, second, third) to identify position in a series.Child tells how many are in a group of up to 5 objects without counting.Child recognizes and names numerals 0 through 9.	<ul style="list-style-type: none">Child uses senses to observe, classify, investigate, and collect data.Child explores and describes different ways objects move.Child uses basic measuring tools to learn about objects.Child investigates and describes energy sources (light, heat, electricity).
Phonological Awareness <ul style="list-style-type: none">Child listens for words (for example, hears and separates individual words within a four-word sentence).Child combines two words to form a compound word.Child removes one word from a compound word.Child blends syllables to form a word.Child deletes syllables from a word.Child generates words that rhyme.Child produces words with the same beginning sound.Child blends onset and rime to form a word with pictorial support.Child blends onset and rime to form a word without pictorial support.Child blends two phonemes to form a word.	Independently Conveys Meaning <ul style="list-style-type: none">Child uses scribbles, shapes, pictures, symbols, and letters to represent language.Child writes own name or a reasonable approximation of it.	Speaking (Conversation) <ul style="list-style-type: none">Child uses oral language for a variety of purposes.Child begins and ends conversations appropriately.Child communicates relevant information for the situation (for example, introduces herself; requests assistance).Child follows basic rules for conversations (taking turns, staying on topic, listening actively).Child uses appropriate nonverbal skills during conversations (making eye contact; using facial expressions).Child matches language to social setting.	Addition and Subtraction <ul style="list-style-type: none">Child uses concrete objects or makes a verbal word problem to add up to 5 objects.Child uses concrete objects or makes a verbal word problem to subtract up to 5 objects from a set.Child divides sets from 2 to 10 objects into equal sets, using informal techniques.	Life Sciences <ul style="list-style-type: none">Child identifies organisms and describes their characteristics.Child understands and describes life cycles of plants and animals.Child observes, understands, and discusses the relationship of plants and animals to their environments.
Alphabet Knowledge <ul style="list-style-type: none">Child names most upper- and lowercase letters of the alphabet.Child identifies the letter that stands for a given sound.Child produces the most common sound for a given letter.	Forms Letters <ul style="list-style-type: none">Child writes some letters or reasonable approximations of letters upon request.	Speech Production <ul style="list-style-type: none">Child speaks in a way that is understood by children, teachers, or other adults.Child recognizes the difference between similar sounding words (for example, child follows directions without confusion over the words heard; points to the appropriate picture when prompted).Child experiments with and produces a growing number of sounds in English words. (ELL)	Geometry and Spatial Sense <ul style="list-style-type: none">Child recognizes, names, describes, matches, compares, sorts common two-dimensional shapes (such as circle, square, rectangle, triangle, rhombus).Child creates two-dimensional shapes; re-creates two-dimensional shapes from memory.Child understands and uses words that describe position/location in space (such as under, over, beside, between, on, in, near, far away).Child manipulates (flips, rotates) and combines shapes.	Earth and Space Science <ul style="list-style-type: none">Child observes, identifies, explores, describes, and compares earth materials (such as rocks, soil, sand, water) and their uses.Child observes, identifies, compares, and discusses objects in the sky (such as clouds, sun, moon, stars).Child describes the effects of natural forces (such as wind, gravity).Child knows the importance of and demonstrates ways of caring for the environment/planet.
Comprehension of Text Read Aloud <ul style="list-style-type: none">Child retells or reenacts poems and stories in sequence.Child describes, relates to, and uses details and information from books read aloud.Child asks and answers questions about books read aloud (such as, “Who?”“What?”“Where?”).	Concepts about Print <ul style="list-style-type: none">Child experiments with and uses some writing conventions when writing or dictating.	Vocabulary <ul style="list-style-type: none">Child names and describes actual or pictured people, places, things, actions, attributes, and events.Child exhibits an understanding of instructional terms used in the classroom.Child understands or knows the meaning of many thousands of words, many more than he or she uses.Child uses newly learned vocabulary daily in multiple contexts.Child uses words to identify and understand categories.Child builds English listening and speaking vocabulary for common objects and phrases. (ELL)	Measurement <ul style="list-style-type: none">Child measures the length and height of people or objects using standard or non-standard tools.Child explores capacity; recognizes how much can be placed in a container.Child compares the length, height, weight, volume (capacity), area of people or objects.Child measures passage of time using standard or non-standard tools.	Personal Safety and Health <ul style="list-style-type: none">Child follows basic health and safety rules.Child practices personal hygiene skills independently (for example, washes hands, blows nose, covers mouth, brushes teeth).Child recognizes and selects healthy foods.
		Sentences and Structure <ul style="list-style-type: none">Child speaks in complete sentences of four or more words including a subject, verb, and object.Child understands and uses regular and irregular plural nouns, regular past tense verbs, personal and possessive pronouns, and subject-verb agreement.Child understands and uses sentences having two or more phrases or concepts.Child understands and uses sentences of increasing length and complexity.Child uses complex sentences that include many details, tell about one topic, and communicate meaning clearly.Child uses nonverbal cues to communicate with others who do not speak his or her home language. (ELL)Child uses individual words and short phrases to communicate. (ELL)Child tries to use newly learned vocabulary and grammar. (ELL)	Classification and Patterns <ul style="list-style-type: none">Child sorts objects and explains how the sorting was done.Child collects, organizes, and records data using a graphic representation.Child identifies, duplicates, and creates simple patterns.	



Social Studies	Fine Arts	Social & Emotional Development	Physical Development	Technology
<p>People, Past and Present</p> <ul style="list-style-type: none"> • Child identifies similarities and differences among people. • Child identifies similarities and differences in families. • Child identifies common events and routines. <p>Economics</p> <ul style="list-style-type: none"> • Child understands basic human needs for food, clothing, shelter. • Child understands basic concepts of buying, selling, and trading. • Child understands and discusses roles, responsibilities, and services provided by community workers. <p>Geography</p> <ul style="list-style-type: none"> • Child identifies common areas and features of home, school, and community. <p>Citizenship</p> <ul style="list-style-type: none"> • Child identifies the U.S. flag and state flag. • Child recites the Pledge of Allegiance. • Child participates in voting for group decision-making. • Child respects/appreciates the differing interests, skills, abilities, cultures, languages, and family structures of people. 	<p>Art</p> <ul style="list-style-type: none"> • Child uses and experiments with a variety of art materials and tools in various art activities. • Child expresses emotions or ideas through art. • Child shares opinions about artwork and artistic experiences. <p>Music</p> <ul style="list-style-type: none"> • Child participates in a variety of music activities (such as listening, singing, finger plays, musical games, performances). • Child expresses thoughts, feelings, and energy through music and creative movement. <p>Dramatic Expression</p> <ul style="list-style-type: none"> • Child expresses ideas, emotions, and moods through individual and collaborative dramatic play. 	<p>Self Concept</p> <ul style="list-style-type: none"> • Child is aware of self in terms of abilities, characteristics and preferences, and respects personal boundaries. • Child identifies self by categories (such as gender, age, family member, cultural group). • Child describes personal interests and competencies positively (such as, "I can hop."). • Child demonstrates initiative in independent activities; makes independent choices. <p>Self Control</p> <ul style="list-style-type: none"> • Child follows simple classroom rules and routines. • Child uses classroom materials carefully. • Child accepts responsibility for and regulates own behavior. • Child begins to show a greater ability to control intense feelings. • Child begins to be responsible for individual behavior and actions. • Child recognizes and manages feelings and impulses; increasingly maintains self-control in difficult situations (can increase or decrease intensity of emotions with guidance). • Child maintains concentration/attention skills until a task is complete. • Child shows eagerness, curiosity, and confidence while learning new concepts and trying new things. <p>Social Competence</p> <ul style="list-style-type: none"> • Child demonstrates positive social behaviors, as modeled by the teacher. • Child participates in a variety of individual, small- and large-group activities. • Child initiates interactions with others in work and play situations. • Child initiates play scenarios with peers that share a common plan and goal. • Child demonstrates appropriate conflict-resolution strategies, requesting help when needed. • Child shows empathy and care for others. • Child learns how to make and keep friends. <p>Social Awareness</p> <ul style="list-style-type: none"> • Child understands that others have specific attributes and characteristics. • Child understands and respects the different ideas, feelings, perspectives, and behaviors of others. 	<p>Gross Motor Development</p> <ul style="list-style-type: none"> • Child coordinates body movements in a variety of locomotive activities (such as walking, jumping, running, hopping, skipping, climbing). • Child engages in a sequence of movements to perform a task. <p>Fine Motor Development</p> <ul style="list-style-type: none"> • Child develops small-muscle strength and control. • Child completes tasks that require eye-hand coordination and control. 	<p>Technology and Devices</p> <ul style="list-style-type: none"> • Child opens and correctly uses age-appropriate software programs. • Child names and uses various computer parts (such as mouse, keyboard, CD-ROM, micro-phone, touch screen). • Child uses voice/sound players and recorders, and touch screens correctly. • Child uses computer software or technology to express original ideas. • Child knows some ways that technology affects people's lives.



Lesson Planner

Each week of **The DLM Early Childhood Express™** is organized the same way to provide children with the structure and routines they crave.

Unit 5 Amazing Animals
Week 3

Focus Question
How are animals the same and different?
¿En qué se parecen y diferencian los animales?

This week children will compare animals. They will interpret an animal traits chart, draw animal habitats, write pet care books, build farms, retell stories on a flannel board, make animal mobiles, and describe animal coverings and movements.



Each week begins with a **weekly opener** that introduces the focus question



Each week **Learning Goals** are provided for each of the essential disciplines

Unit 5 Amazing Animals Week 3					
Learning Goals					
DAY					
Social and Emotional Development					
Child demonstrates initiative in independent activities; makes independent choices.	✓	✓	✓	✓	✓
Child initiates play scenarios with peers that share a common plan and goal.					✓
Child demonstrates appropriate conflict-resolution strategies, requesting help when needed.	✓	✓	✓	✓	✓
Language and Communication					
Child demonstrates an understanding of oral language by responding appropriately.					✓
Child uses oral language for a variety of purposes.					✓
Child begins and ends conversations appropriately.					✓
Child matches language to social settings.					✓
Child names and describes actual or pictured people, places, things, actions, attributes, and events.	✓	✓	✓	✓	✓
Child exhibits an understanding of instructional terms used in the classroom.					✓
Child uses newly learned vocabulary daily in multiple contexts.					✓
Child builds English listening and speaking vocabulary for common objects and phrases. (ELL)	✓	✓	✓	✓	✓
Child speaks in complete sentences of four or more words including a subject, verb, and object.					✓
Child understands and uses sentences of increasing length and complexity.					✓
Emergent Literacy: Reading					
Child enjoys and chooses reading-related activities.					✓
Child generates words that rhyme.	✓	✓	✓	✓	✓
Child names most upper and lowercase letters of the alphabet.	✓	✓	✓	✓	✓
Child identifies the letter that stands for a given sound.					✓
Child produces the most common sound for a given letter.					✓
Child retells or re-enacts poems and stories in sequence.					✓
Child describes, retells to, and uses details and information from books read aloud.	✓	✓	✓	✓	✓
Child asks and answers questions about books read aloud such as, "What?" "What?" "Where?"					✓
DAY					
Emergent Literacy: Writing					
Child uses retentions, shapes, pictures, symbols, and letters to represent language.		✓	✓		✓
Child writes own name or a reasonable approximation of it.					✓
Child writes some letters or reasonable approximations of letters upon request.		✓			✓
Child experiments with and uses some writing conventions when writing or dictating.	✓				✓
Mathematics					
Child demonstrates that, when counting, the last number indicates how many objects were counted.	✓				
Child uses concrete objects or makes a verbal word problem to add up to 5 objects.					✓
Child measures the length and height of people or objects using standard or non-standard tools.					✓
Child identifies, duplicates, and creates simple patterns.	✓	✓			✓
Science					
Child identifies organisms and describes their characteristics.	✓	✓	✓	✓	✓
Child recognizes and selects healthy foods.					✓
Social Studies					
Child identifies similarities and differences among people.					✓
Child identifies similarities and differences in families.					✓
Fine Arts					
Child expresses emotions or ideas through art.	✓	✓	✓	✓	✓
Child expresses motion, emotion, and mood through individual and collaborative dramatic play.					✓
Physical Development					
Child develops small muscle strength and control.					✓
Child coordinates body movements in a variety of locomotion activities such as walking, jumping, running, hopping, skipping, climbing.	✓	✓	✓	✓	✓
Technology					
Child names and keyboard, CD-ROM					✓

96 Learning Goals Week 3 Comparing Animals

At the start of each week, a **Home Connection** letter is provided to inform families of the weekly focus and offer additional literature suggestions to extend the weekly theme focus.

Assessment reminders and More Literature Selections are provided for the week.

Materials and Resources					
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	
Program Materials <ul style="list-style-type: none"> Teacher's Treasure Book Oral Language Development Card #6 Rhymes and Chants Flip Chart Who Is the Best? Big Book ABC Picture Cards Counting Cubes Building Blocks Math Activities Making Good Choices Flip Chart Math and Science Flip Chart Home Connections Resource Guide 					Program Materials
Other Materials <ul style="list-style-type: none"> Felt templates Paper Scissors Crayons Washable markers Books about animals Finger paint Finger paints Paper Clothing cover-up Crayons or washable markers Plastic beverage stirrers Glue Craft sticks Butcher paper Crayons or washable markers Scissors Glue Paper Pencils Books about families Show boxes Paper Crayons or washable markers Books about real animals Poster board Yarn or ribbon Felt tabs and fuzzy tabs forming little balloon animals Felt Tape and scissors Construction paper Crayons or washable markers String Glue or staples Clothing hangers Shallow foil pans Sand or other filler for toys Plastic beverage stirrers 					Other Materials
Home Connection <p>Remind children to tell families what they learned about how tigers, birds, and fish are the same and how they are different.</p> <p>Send home Weekly Parent Letter, Home Connections Resource Guide, pp. 49-50.</p>					Home Connection
Assessment <p>As you observe children throughout the week, you may fill out an Anecdotal Observational Record Form to document an individual's progress toward a goal or signs indicating the need for developmental or medical evaluation. You may also choose to select work for each child's portfolio. The Anecdotal Observational Record Form and Weekly Assessment rubric are available in the assessment section of DLM ExpressOnline.com.</p>					Assessment
More Literature Suggestions <ul style="list-style-type: none"> <i>Bird, Butterfly, Bat</i> by James Proulx <i>Down on the Farm</i> by Dorothy Kuhn <i>Chickens Aren't the Only Ones</i> by Ruth Heller <i>Tara and Bella: The Elephant and Dog Who Became Best Friends</i> by Carol Buckley <i>Lots and Lots of Zebra Stripes: Patterns in Nature</i> by Stephen Swanson <i>La vaca que decía eek</i> por Bernard Most <i>¡Madré me gusará!</i> por Raoul Gochantec <i>El caballo y su sombra</i> por Arturo Alape <i>Chufe y los amigos garbanceros</i> por Gary Soto <i>Ance lris de animales</i> por Ingrida Martins 					More Literature

Materials and Resources Week 3 Comparing Animals 97



Daily Planner

The **Daily Planner** provides a Week-at-a-Glance view of the daily structure and lesson topics for each week.

Unit 5 Amazing Animals Week 3		Daily Planner	
		DAY 1	DAY 2
Let's Start the Day Language Time	Target: group	Opening Routines p. 102 Morning Read Aloud p. 102 Oral Language and Vocabulary p. 102 Compare Fish Phonological Awareness p. 102 Produce Rhyming Words	Opening Routines p. 108 Morning Read Aloud p. 108 Oral Language and Vocabulary p. 108 Wild Beasts Phonological Awareness p. 108 Provide Rhyming Words
Center Time	Target: group	Focus On: Math and Science Center p. 103 Library and Listening Center p. 103	Focus On: ABC Center p. 109 Writer's Center p. 109
Circle Time Literacy Time	Target: group	Read Aloud: <i>Who is the Best? ¿Quién es lo mejor?</i> p. 104 Learn About Letters and Sounds: /r/ /v/ /k/ /x/ p. 104	Read Aloud: <i>Who is the Best? ¿Quién es lo mejor?</i> p. 110 Learn About Letters and Sounds: /r/ /v/ /k/ /x/ p. 110
Math Time	Target: group	Cube Patterns p. 105	Count and Move in Patterns p. 111
Social and Emotional Development	Target: group	Solving Problems p. 105	Solving Problems p. 111
Content Connection	Target: group	Science: Oral Language and Academic Vocabulary p. 106 Introduce a Chart Observe and Investigate p. 106 Same and Different Chart	Math: "Oh Dear, What Can the Pattern Be?" p. 112 Pattern Strips (The Core) p. 112
Center Time	Target: group	Focus On: Creativity Center p. 107 Purposeful Play p. 107	Focus On: Pretend and Learn Center p. 113 Purposeful Play p. 113
Let's Say Good-Bye	Target: group	Read Aloud p. 107 Writing p. 107 Home Connection p. 107	Read Aloud p. 113 Writing p. 113 Home Connection p. 113

Each day includes Literacy, Math, and Social and Emotional Development activities during **Circle Time**.

Center Time is for small group and independent activities




Focus Question: How are animals the same and different? ¿En qué se parecen y diferencian los animales?		
DAY 3	DAY 4	DAY 5
Opening Routines p. 114 Morning Read Aloud p. 114 Oral Language and Vocabulary p. 114 Compare Animal Features Phonological Awareness p. 114 Provide Rhyming Words	Opening Routines p. 120 Morning Read Aloud p. 120 Oral Language and Vocabulary p. 120 Real or Make Believe? Phonological Awareness p. 120 Provide Rhyming Words	Opening Routines p. 126 Morning Read Aloud p. 126 Oral Language and Vocabulary p. 126 Same and Different Phonological Awareness p. 126 Provide Rhyming Words
Focus On: Creativity Center p. 115 Writer's Center p. 115	Focus On: Math and Science Center p. 121 Pretend and Learn Center p. 121	Focus On: Construction Center p. 127 ABC Center p. 127
Read Aloud: <i>Amazing Animals/ Animales increíbles</i> p. 115 Learn About Letters and Sounds: /r/ /v/ /k/ /x/ p. 116	Read Aloud: <i>"The Kneehigh Man!" / ¡El hombre que llega hasta las rodillas!</i> p. 122 Learn About Letters and Sounds: /r/ /v/ /k/ /x/ p. 122	Read Aloud: <i>Who is the Best? ¿Quién es lo mejor?</i> p. 128 Learn About Letters and Sounds: /r/ /v/ /k/ /x/ p. 128
Build Cube Stairs p. 117	Listen and Copy p. 123	Pattern Strips (The Core) p. 129
Solving Problems p. 117	Solving Problems p. 123	Being Helpful p. 129
Social Studies: Oral Language and Academic Vocabulary p. 118 Talk About Language and Customs Understand and Participate p. 118 Look at Family Pictures	Math: Talk About Core Units p. 124 Cube Patterns p. 124	Dramatic Play: Oral Language and Academic Vocabulary p. 130 Animal Characteristics Explore and Express p. 130 A Night at the Zoo
Focus On: Construction Center p. 119 Purposeful Play p. 119	Focus On: Library and Listening Center p. 125 Purposeful Play p. 125	Focus On: Writing Center p. 131 Purposeful Play p. 131
Read Aloud p. 119 Writing p. 119 Home Connection p. 119	Read Aloud p. 125 Writing p. 125 Home Connection p. 125	Read Aloud p. 131 Writing p. 131 Home Connection p. 131

Learning Centers

Unit 5
Week 3
Comparing Animals

Learning Centers



Math and Science Center

Stripes and Spots
Children use a template to trace and cut out two fish. They draw spots on one fish and stripes on the other and then work together to make patterns. See p. 103.

How High is Knee-High?
Children measure their leg up to their knee with Connecting Cubes. They measure classroom objects and compare them with their knee-high measurement. See p. 121.

Long Tails and Short Tails
Children sort pictures of animals into two groups: those with long tails and those with short tails.

Bigger and Smaller
Children fold a sheet of drawing paper and draw an animal that is bigger than they are on one side and an animal that is smaller than they are on the other side.

ABC Center

Xs and Vs
Children use their fingers to form the letters x and v. Then they finger paint uppercase and lowercase Xx and Vv in different colors. See p. 109.

Sand Tray Letters
Children take turns tracing Xx and Vv in the sand as they say the name and sound for each letter. See p. 127.

A Van for Vv
Children draw a van on a large piece of construction paper. They write the letters Vv on the van and draw pictures of objects whose names begin with v/v, such as vase, vest, and violin.

Creativity Center

Fingerprint Animals
Children dip their thumb in finger paint to make fingerprint animals and use markers to add body parts, such as legs and ears. See p. 107.

Animal Homes
Children work in pairs or threes to draw the setting for an animal home, such as a jungle or an ocean. They draw and cut out pictures of animals to glue on the home. See p. 115.

Paper Bag Puppets
Children draw animal faces on paper bags to create simple hand puppets. They use yarn and felt pieces for ears and whiskers.

Animal Mural
Children use colored chalk to create an animal mural on a large sheet of butcher paper.

Learning Centers are used throughout the week during Center Time.

- For each weekly lesson an overview of center activities is provided.
- The Learning Centers are intended to remain open for the entire week.
- These centers provide the opportunity for children to explore a wide range of curricular areas.

Library and Listening Center

Finding Differences
Children look through books about animals and draw a picture of an animal that is not a fish. They pretend to be the animal and tell how they are different from a fish. See p. 103.

Familiar Tales
Children browse through familiar folk and fairy tales and take turns retelling stories using flannel board pieces or characters they make up themselves. See p. 125.

Pet Stories
Partners look through storybooks about children and their pets, such as *Whistle for Willie* by Ezra Jack Keats and *Can I Keep Him?* by Steven Kellogg, and compare the story characters.

Construction Center

Build a Farm
Partners construct a barn from a shoebox by cutting farm doors in the side and drawing windows. They use Connecting Cubes to make fences and animal pens. See p. 119.

Animal Mobiles
Children make mobiles that display animals that are alike in some way, such as wild animals, pets, farm animals, or water animals. See p. 127.

Animal Shelter
Children build an animal shelter, using blocks, boxes, and other materials. They make pets out of clay to place in the shelter.

Writer's Center

Story Captions
Children draw their favorite animal from the book *Who Is the Beast?* and write or dictate a caption for it. See p. 109.

Pet Books
Children fold a sheet of paper in half to make a book, draw their favorite kind of pet on the cover, and draw a picture inside to show what they would do with the pet. See p. 115.

Zoo News
Children recall what they did at their zoo party by drawing pictures of an animal they portrayed and a game they played. They write or dictate to tell about each picture. See page 131.

Animal Talk
Children fold a sheet of paper into four boxes. In each box, they draw an animal that makes a unique sound and label it with the sound word.

Pretend and Learn Center

Stick Puppet Story
Children make stick puppets of animals from *Who Is the Beast?* and use them to act out the story together. See p. 113.

Real and Make-Believe
Children look through books about animals and choose one to imitate. First, they move and make sounds like a real animal; then they act like an animal in a make-believe story. See p. 121.

Tortoise and Hare
Partners pretend to be the tortoise and hare having a conversation after the race. They take turns playing each role.

Animal Sounds
Children imitate animals by making sounds, such as meow, moo, quack, bink, baa, and tweet, as others guess what animal they are.



Lesson Overview

Teacher's Editions are organized by theme, week, and day. The lessons integrate learning from the nine skill domain areas: Social Emotional Development, Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology.

Each day begins with **Opening Routines** and a **Read Aloud** selection. This structured time helps children settle into the day.

Language Time is the first large-group activity of the day. It includes **Oral Language and Vocabulary Development** as well as Phonological Awareness activities.

The **Learning Goals** met by the lesson are listed on each page.

Observational Checks at point of use help to focus learning. These informal assessment questions help to ensure children are meeting lesson objectives.

Unit 5: Amazing Animals
Week 3: Comparing Animals
DAY 1

Focus Question
How are animals the same and different?
¿En qué se parecen y diferencian los animales?

Learning Goals

Social and Emotional Development

- Child demonstrates initiative in independent activities; makes independent choices.

Language and Communication

- Child names and describes actual or pictured people, places, things, actions, attributes, and events.

Emergent Literacy: Reading

- Child generates words that rhyme.

Vocabulary

fish scales fins ocean swim

Differentiated Instruction

Extra Support

Oral Language and Vocabulary

If...children have difficulty explaining how the fish are the same and different, then...point out that all the fish have fins, and help children find characteristics that are different, such as stripes and spots.

Enrichment

Phonological Awareness

Challenge children to name other words that rhyme with whale, day, and small.

Let's Start the Day

Opening Routines and Transition Tips

For Opening Routines and Transition Tips turn to pages 178–181 and visit DLMExpressOnline.com for more ideas.

Read “Jump or Jiggle”, “¿Quién camina?” from the Teacher’s Treasure Book, page 87, for your morning Read Aloud.

Language Time

Social and Emotional Development Encourage children to talk to each other respectfully as they participate in activities and find answers to questions.

Oral Language and Vocabulary

Can children use a wide variety of words to describe fish?

Compare Fish Talk about fish. Ask: *Do you know where fish live?* ¿Sabes dónde viven las peces? Explain that many fish live in the ocean. *What do fish look like?* ¿Cómo son los peces?

- Display Oral Language Development Card 46. Ask: *How are these fish the same? How are they different?* ¿En qué se parecen estas peces? ¿En qué se diferencian? Then follow the suggestions on the back of the card.

Phonological Awareness

Can children produce rhyming words?

Produce Rhyming Words Display Rhymes and Chants Flip Chart, p. 23. Remind children that rhyming words end with the same sounds. Chant “Animals Protect Themselves.” Say the word *well* and ask students for words that rhyme with *well*. Repeat with the word *up*.

Review the uncommon words in the Rhymes and Chants Flip Chart. Act out the word *puff* by puffing out your cheeks. Ask: *Does puffing itself up make a fish bigger or smaller?* Act out the word *prickly* by lightly touching a sharpened pencil. Ask: *Are prickly spines easy to touch or hard to touch?*

For additional suggestions on how to meet the needs of children at the Beginning, Intermediate, Advanced, and Advanced-High levels of English proficiency, see pages 184–187.



Tips for working with **English Language Learners** are shown at point of use throughout the lessons. Teaching strategies are provided to help children of all language backgrounds and abilities meet the lesson objectives.

Center Time

Center Time provides additional information for teacher-guided small-group activities and suggestions for independent activities children will complete during weekly Center Rotation.



Center Time

Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the **Learning Centers** on pages 100–101 for activities in additional centers.

Math and Science Center

Track children's ability to create patterns.

Materials fish template, paper, scissors, crayons or washable markers

Stripes and Spots Remind children that some fish have spots and some have stripes.

- Provide children with a fish template cut from cardboard. Have them trace and cut out two fish.
- Have children draw spots on one fish and stripes on the other.
- Have children work together to make a pattern with their fish, for example: spots, spots, stripes, spots, spots, stripes, spots, spots, stripes. Then have them count how many fish are in their pattern.

Library and Listening Center

Track children's use of theme-related vocabulary.

Materials books about animals, Oral Language Development Card 46, paper, crayons or washable markers

Finding Differences Display Oral Language Development Card 46 in the center and provide a variety of books with pictures of different animals.

- Tell children to look through the books and draw a picture of an animal that is not a fish.
- Have children pretend to be the animal and use their picture to tell others how they are different from a fish.

Learning Goals

Mathematics

- Child demonstrates that, when counting, the last number indicates how many objects were counted.
- Child identifies, duplicates, and creates simple patterns.

Science

- Child identifies organisms and describes their characteristics.

Differentiated Instruction

Extra Support
Library and Listening Center
If...children have trouble telling how the animal of their choice is different from a fish, then...help them name characteristics of both animals and ask: *What is one thing your animal has that a fish does not?* *¿Qué es una cosa que tiene tu animal y que el pez no tiene?*

Enrichment
Math and Science Center
Challenge children to also make some plain fish and create a pattern with spotted fish, striped fish, and plain fish.

Accommodations for 3's
Math and Science Center
If...three-year-olds have trouble making patterns, then...help them put four of their fish in a row and have them count the fish.

Center Time Week 3 Comparing Animals, Day 1 103

Differentiated Instruction offers suggestions for modifications to activities for children at four different levels

- Extra Support
- Enrichment
- Accommodations for 3's
- Special Needs.

Informal Assessment reminders are provided for each Center activity.



Circle Time



During **Literacy Time**, children listen to and discuss a second Read Aloud from a nonfiction Concept Big Book or a Big Book/Little Book literature selection.

Vocabulary is provided in English and Spanish to help expand children's ability to use both languages.

Circle Time

Literacy Time

Read Aloud

Can children find ways that animals in the story are similar and different?

Build Background Tell children that they will read a book about wild animals.

- Ask: *Are wild animals pets? Can you name some wild animals?* ¿Los animales salvajes son mascotas? ¿Pueden nombrar algunos animales salvajes?

Listen for Enjoyment Display *Who is the Beast?* and read the title. Explain that a beast is an animal, but the word beast is often used to describe a wild animal that is big and dangerous. Conduct a picture walk.

- Browse through the pages. Name the animals. Ask: *Who do you think the beast is?* ¿Quién creen que es la bestia?
- Read the book aloud. Have children join in on the repetitive phrase *The beast, the beast!* Pause to allow children to provide rhyming words when they can.
- Stop frequently to ask: *How are these animals different? How are they the same?* ¿En qué se diferencian estos animales? ¿En qué se parecen?

Respond to the Story Discuss the story. Ask: *How is the tiger different from the other animals in the story? How is the tiger the same?* ¿En qué se diferencia el tigre de los demás animales del cuento? ¿En qué se parece?

TIP Revisit the illustrations in the book to help children describe how the tiger is different from and similar to the other animals.

Learn About Letters and Sounds

Can children identify sounds and letters /v/ spelled Vv and /ks/ spelled Xx?

Identify Letters and Sounds /v/Vv, /ks/Xx Display the ABC Picture Cards for Vv and Xx.

- Have children write each letter in the air as they name the letter and say the sound. *What is the letter? What sound does it stand for?* ¿Cómo se llama la letra? ¿Qué sonido tiene?
- Have children write v and x on index cards. Say: *I will say a letter. Hold up your letter card after I say it. Yo voy a decir una letra. Levanten la tarjeta con esa letra después de que yo la diga.* Say the letter names several times in random order.
- Say: *Now I will say the sounds of the letters. Hold up a letter card for each sound. Ahora, voy a decir los sonidos de las letras. Levanten una tarjeta de letra por cada sonido que diga.* Say /v/ and /ks/ several times in random order.

Focus Question
How are animals the same and different?
¿En qué se parecen y diferencian los animales?

Learning Goals

Language and Communication

- Child builds English listening and speaking vocabulary for common objects and phrases. (ELL)

Emergent Literacy: Reading

- Child names most upper- and lowercase letters of the alphabet.
- Child identifies the letter that stands for a given sound.
- Child describes, relates to, and uses details and information from books read aloud.

Vocabulary

beast	bestia	eyes	ojos
legs	patas	stripes	rayas
tail	cola	tracks	huellas
whiskers	bigotes		

Differentiated Instruction

Extra Support
Learn About Letters and Sounds
If...children have difficulty remembering letter sounds, then...practice the sounds with them several times as they trace over the letters on the ABC Picture Cards.

Enrichment
Read Aloud
After reading aloud the book once, page through the illustrations and have children make sounds telling what happens on each page.

Special Needs
Hearing Impairment
Teach all children the signs for each of the animals you will study this week. Display photographs of each animal and have the sign when talking about a specific animal.

Children learn about **Letters and Sounds** every day. The sound is introduced with the letter. Children also practice letter formation.

Instructional questions are provided in both **English and Spanish**.



Building Blocks online activities are provided each week during Math Time.

Children work in groups on 15-minute math activities during daily **Math Time**.

Online Math Activity
Introduce Pattern Planes 2: Duplicate, in which children duplicate a linear (in a line or row) pattern of flags, based on outlines of each flag's shape serving as a guide or model. Each child should complete Pattern Planes 2 this week.

Math Time

Observe and Investigate

Can children recognize and recreate patterns?

Cube Patterns Have children sit in a circle, and put a large pile of Connecting Cubes in the center.

- Make a strip of three cubes in a blue/blue/ yellow pattern. You may use other colors as long as you model a pattern.
- Show the cube strip to children; tell students it is the core unit. Have each child recreate it.
- Afterward, help children link all their cube strips to make a cube pattern train. Chant color names as you point to each cube in the train. Repeat with a different core unit, such as yellow/blue/red.

ELL Have children create a "living" cube pattern train. Give each child a square of colored paper. Arrange children in a line to form a pattern. Have children say their colors as you point to them.

Social and Emotional Development

Making Good Choices

Do children understand how to use problem-solving strategies and seek appropriate help when needed?

Solving Problems Discuss how children can solve problems and find answers to their questions. Display the *Making Good Choices Flip Chart*, page 23. Point to the girl working with cube patterns.

- Ask: *What problem is the girl trying to solve, or figure out? How might she solve the problem?* ¿Qué problema está intentando resolver la niña? ¿Cómo puede resolverlo?
- Discuss how the girl can try to solve the problem on her own and what she should do if she still needs help.
- Ask: *When is it okay to ask for help? When is it okay to offer to help someone?* ¿Cuándo está bien pedir ayuda? ¿Cuándo está bien ofrecerle ayuda a alguien?

Learning Goal

Social and Emotional Development

- Child demonstrates initiative in independent activities; makes independent choices.
- Child demonstrates appropriate conflict-resolution strategies, requesting help when needed.

Mathematics

- Child identifies, duplicates, and creates simple patterns.

Vocabulary

cube	cube	core unit	unidad
pattern	patrón	problem	problema
solve	resolver		

Differentiated Instruction

Extra Support
Observe and Investigate
If...children struggle when recreating core units, then...help them name the colors in the core unit you made and have them say the colors with you as they recreate it.

Enrichment
Observe and Investigate
Have partners build a longer core unit pattern, for example: yellow/blue/blue/yellow. Have them link their cubes together and say the color names. Then have them continue adding to the pattern.

Making Good Choices Flip Chart, page 23

Circle Time Week 3 Comparing Animals, Day 1 105



Social and Emotional Development concepts are addressed every day to help children better express their emotions and needs, and establish positive relationships.



Circle Time



Circle Time is devoted to longer activities focusing on different cross-curricular concepts each day.

- Day 1 -Science Time
- Day 2 and 4 - Math Time
- Day 3- Social Time
- Day 5-Art, Music, and Movement Time

Focus Question
How are animals the same and different?
¿En qué se parecen y diferencian los animales?

Learning Goals

Language and Communication

- Child exhibits an understanding of instructional terms used in the classroom.

Science

- Child identifies organisms and describes their characteristics.

Vocabulary

bird	pájaro	chart	tabla
column	columna	different	diferente
fish	pezes	same	igual
tiger	tigre		

Science Time

Personal Safety Skills Remind children that they should never approach a strange animal, whether it is a pet or a wild animal, without adult permission and supervision.

Oral Language and Academic Vocabulary

Do children understand how to use a chart?

Introduce a Chart Display *Math and Science Flip Chart* page 41. Point to the animal chart.

- Say: *This is a chart. Scientists use charts to show information in a way that is easy to read and understand. Ésta es una tabla. Los científicos usan tablas para mostrar información de manera que sea fácil de leer y entender.*
- Point to and identify the columns on the chart and the column headings. Explain that children can learn about each animal in the chart by looking down the columns.

Observe and Investigate

Can children identify similarities and differences in animals?

Same and Different Chart Have children use the chart to find information about animals.

- Ask: *Which animals are shown on this chart? ¿Qué animales se muestran en esta tabla?* Have children point to all the pictures about tigers. Point out the label and explain that all of the information about tigers is in the first column.
- Help children use the chart to answer questions. Ask: *Can you use the chart to find an animal that has fur? Does the bird have fur? Does a fish have feathers? Could any of the animals be pets? ¿Pueden usar la tabla para encontrar un animal que tenga pelo? ¿Tiene pelo el pájaro? ¿Tiene plumas un pez? ¿Son mascotas algunos de estos animales?*
- Have children use the chart to identify each animal's habitat as well as the way it moves.

TIP Remind children that they saw a tiger, birds, and a fish in the book *Who is the Beast?*

ELL Begin by comparing concrete objects in the classroom, such as two Farm Animal Counters. For children at the Beginning level of proficiency, ask yes or no questions: *Does the horse have legs? Does the sheep have legs? Is the horse purple? Is the sheep purple?* Then ask yes or no questions about animals on the chart.

Differentiated Instruction

Extra Support
Observe and Investigate
If...children have difficulty using the chart, then...have them to go the chart, point to the word *Tiger* as you read the word, and run their hand down the chart to look at pictures that give information about tigers. Repeat for the other animals.

Enrichment
Oral Language and Academic Vocabulary
Challenge children to add robust vocabulary to their daily spoken language: scientist, row, information.

Math and Science Flip Chart, page 41



Center Time

Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the **Learning Centers** on pages 100–101 for activities in additional centers.

Small group 15 minutes



Creativity Center

- Track children's ability to describe similarities and differences in the fingerprint animals.

Materials paper, finger paint in different colors, washable markers

Fingerprint Animals Set out shallow bowls of finger paint, paper, and washable markers. Invite children to make fingerprint animals.

- Have children dip a finger or their thumb in paint and make a print on paper. Allow them to practice several times.
- Then have children make animals from their fingerprints. After the fingerprints dry, have children use markers to add body parts such as legs, a tail, and ears.
- Have children tell how their fingerprint animals are the same and different.

Center Tip

If...children have difficulty making clear fingerprints, then...help them dip their finger to get the right amount of paint and gently press it on paper.

Learning Goal

Social and Emotional Development

- Child demonstrates appropriate conflict-resolution strategies, requesting help when needed.

Emergent Literacy: Writing

- Child experiments with and uses some writing conventions when writing or dictating.

Fine Arts

- Child expresses emotions or ideas through art.

Writing

Recap the day. Ask children to draw two different animals and write or dictate to tell how they are the same and different.

Writing activities are provided at the end of each day.



Purposeful Play

- Observe children appropriately communicating with each other in respectful ways and asking for help when needed.

Children choose an open center for free playtime. Encourage problem-solving skills by suggesting that they work together to make animal patterns using the Farm Animal Counters.

Let's Say Good-Bye

Small group 15 minutes



Read Aloud Revisit "Jump or Jiggle?" (*¿Quién camina?*) for your afternoon Read Aloud. Ask children to act out each movement with you.



Home Connection Refer to the Home Connections activities listed in the Resources and Materials chart on page 97. Remind children to tell families what they learned about how tigers, birds, and fish are the same and how they are different. Sing the "Good-Bye Song" as children prepare to leave.

Center Time Week 3 Comparing Animals, Day 1 107

Let's Say Good-Bye includes the closing routines for each day. The Read Aloud from the beginning of the day is revisited with a focus on skills practiced during the day.

Home Connection highlights activities that children can do at home with family members to extend their learning.



Understanding Student Performance

The DLM Early Childhood Express™ curriculum provides multiple assessments for every learning domain. Easy-to-use printable and exportable reports are available by domain and learning objective. Weekly checklists are arranged by developmental domain so teachers can quickly check behaviors and skills. Performance Assessments provide information on all program learning objectives for the year.



Reports provide the scoring results and recorded comments for an **individual student** for the selected unit and week

Reports

Report: Student Weekly Report
Class: Emma Class
Unit: Unit 1 - Learning Time
Week: Week 1

Student Weekly Report: Sara Adams

Key: ■ = meets ■ = nearly ■ = needs ■ = not tested

Domain and Learning Objective	Meets	Nearly	Needs	Not Tested
Social and Emotional Development				
Child begins to show a greater ability to control emotion feelings.				
Child begins to be responsive to feedback and behavior rules within.				
Child responds to a caregiver's feelings and needs by demonstrating positive feelings (e.g., smiling, hugging, or hugging) or negative feelings (e.g., crying, hitting, or kicking).				
Child demonstrates positive social interactions, as indicated by the teacher.				
Child begins to interact with other children and play separately.				
Child begins to play with other children and play separately.				
Child begins to play with other children and play separately.				
Child begins to play with other children and play separately.				
Language and Communication				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Integrated Literacy/Reading				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				

Weekly Checklist Report

Review the scoring results by **class** for the selected unit and week



Reports

Report: Class Weekly Report
Class: Emma Class
Unit: Unit 1 - Learning Time
Week: Week 1

Class Weekly Report: Emma Class

Key: ■ = meets ■ = nearly ■ = needs ■ = not tested

Domain and Learning Objective	Meets	Nearly	Needs	Not Tested
Social and Emotional Development				
Child begins to show a greater ability to control emotion feelings.				
Child begins to be responsive to feedback and behavior rules within.				
Child responds to a caregiver's feelings and needs by demonstrating positive feelings (e.g., smiling, hugging, or hugging) or negative feelings (e.g., crying, hitting, or kicking).				
Child demonstrates positive social interactions, as indicated by the teacher.				
Child begins to interact with other children and play separately.				
Child begins to play with other children and play separately.				
Child begins to play with other children and play separately.				
Child begins to play with other children and play separately.				
Language and Communication				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Integrated Literacy/Reading				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				
Child understands and uses regular and irregular words (e.g., regular and irregular words) in context.				

Weekly Checklist Report

Easy-to-Use Reports

- **Student Observational Records:** Track incidents and achievements quickly
- **Weekly Reports:** Monitor progress weekly by theme
- **Performance Reports:** Track progress three times per year by developmental domain and learning objective
- **Summarized Performance Reports:** Graphically view performance and progress over time
- **Class Growth Report:** Analyze class growth by learning objective and domain



Performance Assessment Report

Easily enter and view **student** understanding by developmental domain

Quickly view your **class** performance by developmental domain and learning objective



Performance Assessment Report



Tools for Teaching

The DLM Early Childhood Express™ components provide everything you need to teach each theme and enrich your classroom.



Teacher's Editions

Eight bilingual Teacher's Editions focusing on a theme and containing explicit, systematic instruction. Each Teacher's Edition contains four weeks of instruction.



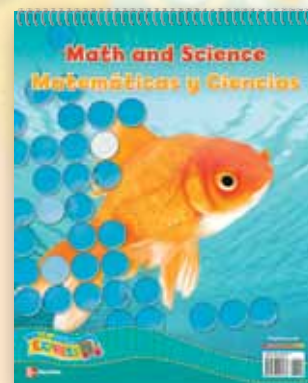
Rhymes and Chants Flip Chart/Audio CD (English and Spanish)

Chart supports oral language development and phonological awareness in both English and Spanish.



Making Good Choices Flip Chart/Audio CD (English and Spanish)

Chart provides illustrations to allow students to explore social and emotional development concepts while facilitating classroom activities and discussion. Fifteen lively songs recorded in English and Spanish.



Math and Science Flip Chart/Audio CD (English and Spanish)

This demonstration tool addresses weekly math and science concepts through photos and illustrations.



Alphabet Wall Cards (English and Spanish)

Wall Cards help students learn the names and shapes of letters and the sounds connected to the letters.



Alphabet Picture Cards (English and Spanish)

Picture Cards help students learn the names and shapes of letters and the sounds connected to the letter.



Sequencing Cards (English and Spanish)

Sequencing Cards help children learn how to order events and the vocabulary associated with time and sequence.



Oral Language Development Cards (English and Spanish)

Every card teaches new vocabulary. The cards are especially helpful when working with English language learners.



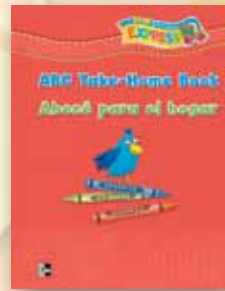
Research and Professional Development Guide

Provides information on important research in early childhood and how **The DLM Early Childhood Express™** incorporates best research practices. The guide also includes teacher tips for children with special needs and multicultural and English language learners.



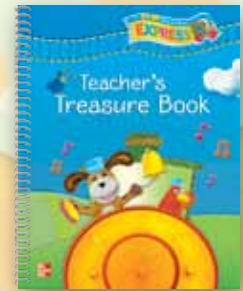
Home Connections Resource Guide (English and Spanish)

Guide provides weekly letters and take-home story books.



ABC Take-Home Book (English and Spanish)

Blackline Masters provide each letter of the alphabet.



Teacher's Treasure Book (English and Spanish)

Features songs, traditional read alouds, folk tales, finger plays, and flannelboard stories with patterns.



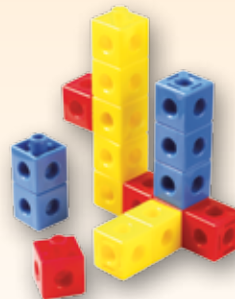
Photo Library CD-ROM

CD-ROM contains vivid pictures of vocabulary terms in 10 languages with audio pronunciation, flash cards, and sorting games.



Transition to Kindergarten Book

Help students develop concrete skills in literacy through experience with music, hands-on activities, and teacher-directed lessons. Literacy Builders help transition students from the DLM program to Kindergarten in 20 lessons.



Manipulatives Kit

This kit includes fun tools for children to play and learn within the classroom. Includes: Two puppets, Alphabet Letter Tiles (English and Spanish), Transportation and Farm Animal Counters, Two-Color Counters, Step-by-Step Number Line, Balance Scale, Pattern Blocks, Shape Sets, Connecting Cubes, Jumbo Hand Lenses, and Magnetic Wands.

Comprehensive classroom materials in English and Spanish



Tools for Teaching

The authentic literature used in **The DLM Early Childhood Express™** includes expository selections, traditional stories, and emergent readers for students.



Big Books (English and Spanish)

These books reinforce each week's theme and the unit theme.



Concept Big Books (English and Spanish)

Concept Big Books are nonfiction selections that introduce the essential questions for each unit and help children make connections between their background knowledge and unit themes.



ABC Big Books (English and Spanish)

ABC Big Books help children develop phonemic awareness and letter recognition.



Listening Library Audio CDs (English and Spanish)

The Listening Library CDs are recordings of the Big Books and Little Books.



Little Books (English and Spanish)

Little Books reinforce each week's theme and the unit theme. Little books are available individually or in six packs.



My Theme Library (English and Spanish)

My Theme Library Books are take-home readers for children to continue their exploration of unit themes.



Component Packages

Component packages are available in several variations so you can choose the package that best meets the needs of your classroom.

THE DLM EARLY CHILDHOOD EXPRESS™ COMPONENTS					
Components	Complete Package	English Package	Spanish Package	Teacher Treasure Package	ABC Package
Teacher's Editions (8)	✓	✓	✓	✓	
Teacher's Treasure Book (Bilingual)	✓	✓	✓	✓	
Rhymes and Chants Flip Chart/CD-ROM	✓	✓	✓	✓	
Making Good Choices Flip Chart/CD-ROM	✓	✓	✓	✓	
Math and Science Flip Chart	✓	✓	✓	✓	
Photo Library CD-ROM	✓	✓	✓	✓	✓
Oral Language Development Cards (Bilingual)	✓	✓	✓	✓	✓
Sequencing Cards	✓	✓	✓	✓	✓
Alphabet Wall Cards (English)	✓	✓		✓	✓
Alphabet Wall Cards (Spanish)	✓		✓	✓	✓
ABC Picture Cards (English/Spanish)	✓	✓	✓	✓	✓
ABC Take-Home Book	✓	✓	✓	✓	✓
Research and Professional Development Guide (Bilingual)	✓	✓	✓	✓	
Home Connections Resource Guide (Bilingual)	✓	✓	✓	✓	
<i>The DLM Express Online Bilingual (1-year subscription): Building Blocks, Literacy Games, eBooks, Music, ePlanner, eAssessment, Professional Development Videos *</i>	✓	✓	✓	✓	
Big Books (English) (24)	✓	✓			
Concept Big Books (English) (4)	✓	✓			
ABC Big Book (English)	✓	✓			✓
Little Books Classroom Package (English) (6-packs, 144 total)	✓	✓			
My Theme Library Classroom Package (English) (6-packs, 48 total)	✓	✓			
Listening Library Audio CDs (Bilingual) (8)	✓	✓	✓		
Big Books (Spanish) (24)	✓		✓		
Concept Big Books (Spanish) (4)	✓		✓		
ABC Big Book (Spanish)	✓		✓		✓
Little Books Classroom Package (Spanish) (6-packs, 144 total)	✓		✓		
My Theme Library Classroom Package (Spanish) (6-packs, 48 total)	✓		✓		
Puppets (2)					✓
Alphabet Letter Tiles (English/Spanish)					✓
Manipulatives Kit: Puppets (2), Alphabet Letter Tiles English/Spanish, Farm Animal Counters, Transportation Counters, Red/Yellow Counters, Step-by-Step Number Line, Primary Balance Scale, Pattern Blocks (plastic), Blue/Yellow Shapes (foam), Connecting Cubes, Jumbo Hand Lens (set of 6), Magnetic Wands (set of 6)	✓	✓	✓		

* 18 student seats, 1-year subscription



Integrated Online Teacher Resources



Lesson Plans



Teacher Editions

Teacher ePlanner

All program resources at your fingertips!

- View and plan your day or entire week with a click. Easily preview resources for each week in a full-day or half-day schedule

Teacher Editions

Online to save you time!

- Reference instructional pages anytime of the day, anywhere



Professional Development

SRA Professional Development Library

PD on demand!

- Short videos that model lessons in oral language development, math, science, social emotional development, and more
- Great for multimedia presentations, trainings, workshops, and in-service





Music Resources

Singing and dancing to help students move!

- Transition songs help students move from circle time to centers and home
- Weekly musical theme selections to help reinforce the big ideas
- Unit theme songs to help reinforce the big ideas

Assessment

Online assessments are easy to track and share!

- Informal, anecdotal, weekly, and performance checklists—all searchable and recordable by students
- Generate observation and class reports to monitor progress
- Share performance and observation reports with parents



Teacher Resources

Provide additional vocabulary and oral language support!

- Project all your vocabulary photographs, flip charts, and support materials for whole-class fun!



Technology Built for Today's Early Learners



Building Blocks

Provide meaningful practice with games!

- A variety of carefully sequenced English and Spanish activities, to address research-based learning trajectories
- Progress monitoring, reports, and instantaneous feedback, including student tutorials

Student eBooks

Make reading interactive and fun!

- Dynamic zoom and highlight tools walk students through stories
- Literature read-aloud eBooks allow students access at home
- English and Spanish audio help to develop listening skills for all literature and My Library books



Literacy Activities

Engage students with fun activities!

- Practice literacy concepts and skills through activities that include letters and sounds, rhyming words, counting, colors and shapes, and sequencing
- Develop concepts of story structure and character actions with Interactive Storyboards

About the Authors

Nell K. Duke, Ed.D., is Professor of Teacher Education and Educational Psychology and Co-Director of the Literacy Achievement Research Center at Michigan State University. Dr. Duke's expertise lies in early literacy development, particularly among children living in poverty, and integrating literacy into content instruction. She is the recipient of a number of awards for her research and is co-author of several books.

Doug Clements is SUNY Distinguished Professor of Education at the University of Buffalo, SUNY. Previously a preschool and kindergarten teacher, Clements currently researches the learning and teaching of early mathematics and computer applications. He has published over 100 research studies, 8 books, 50 chapters, and 250 additional publications.

Julie Sarama, Associate Professor at the University at Buffalo (SUNY), has taught high school mathematics and computer science, gifted and talented classes, and early childhood mathematics. She directs several projects funded by the National Science Foundation and the Institute of Education Sciences. Author of over 50 refereed articles, 4 books, 30 chapters, 20 computer programs, and more than 70 additional publications.

William Teale is Professor of Education at the University of Illinois at Chicago. Author of over 100 publications on early literacy learning, the intersection of technology and literacy education, and children's literature, he helped pioneer research in emergent literacy. Dr. Teale has worked in the area of early childhood education with schools, libraries, and other organizations across the country and internationally. He has also directed three U.S. Department of Education-funded Early Reading First projects.

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Try it!