

# SRA Imagine It!

Mc  
Graw  
Hill SRA

Pre-K

Reading Takes  
You Places!



# All aboard for an adventure in reading!

The *Imagine It! Pre-K* program  
helps you inspire reading skills in a fun  
children's setting.





# Imagine a world of reading, growing, and discovery

Use SRA/McGraw-Hill's **Imagine It! Pre-K** to:

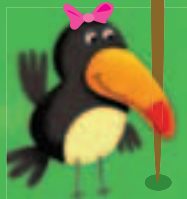
- Develop and foster reading and language skills
- Help children learn about books and print
- Provide enjoyable experiences with literature, informational stories, poetry, folktales, rhymes, and more
- Introduce the alphabet, its letters, their sounds, and their relationships
- Teach about stories and how they work
- Focus children on the joy that learning brings

**Imagine It! Pre-K** helps you develop the building blocks of learning for success in Kindergarten.

Based on the **Imagine It!** program philosophy, the Pre-K curriculum draws from research-proven strategies about how children learn to read that are combined in a program that's fun for children and easy to teach!

## **Imagine It! Pre-K aligns with standards set for the five key areas of reading:**

- Oral Language
- Phonemic Awareness
- Phonological Awareness
- Print Awareness
- Alphabetic Knowledge



# Dig into award-winning literature

Quality literature spanning a variety of genres forms the heart of instruction in ***Imagine It! Pre-K***. Children are encouraged to think about and respond to the literature in various forms, including speaking, dramatic play, drawing, and pretend writing.

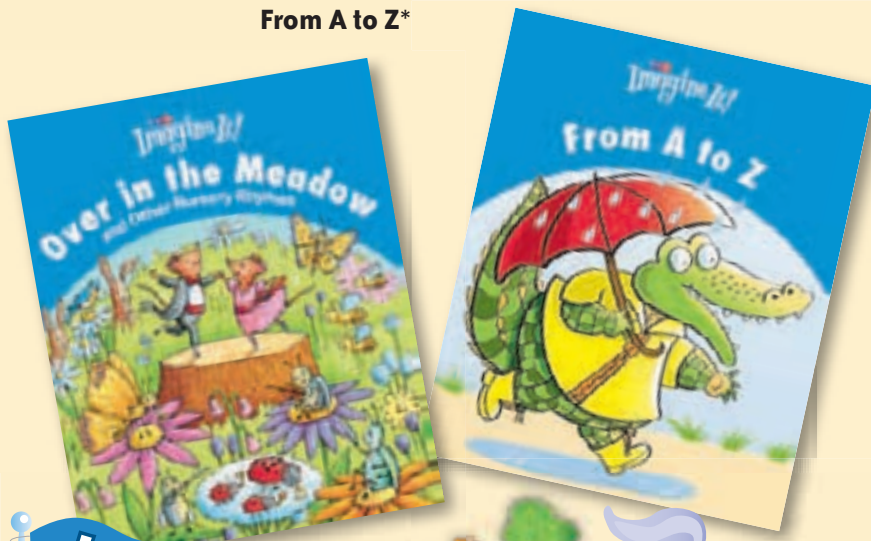
The diverse literature in ***Imagine It! Pre-K*** allows you to expose children to a range of subject areas including fine arts, health, math, science, and social studies – all while building important early language and literacy skills!

## ***Imagine It! Pre-K*** Themes

### **Used Throughout the School Year:**

**Over in the Meadow\***

**From A to Z\***



### **Unit 1: I'm Special!**

**Here Are My Hands\*** by Bill Martin Jr.  
and John Archambault

**I Like Me!** by Nancy Carlson

**It's Okay to Be Different** by Todd Parr

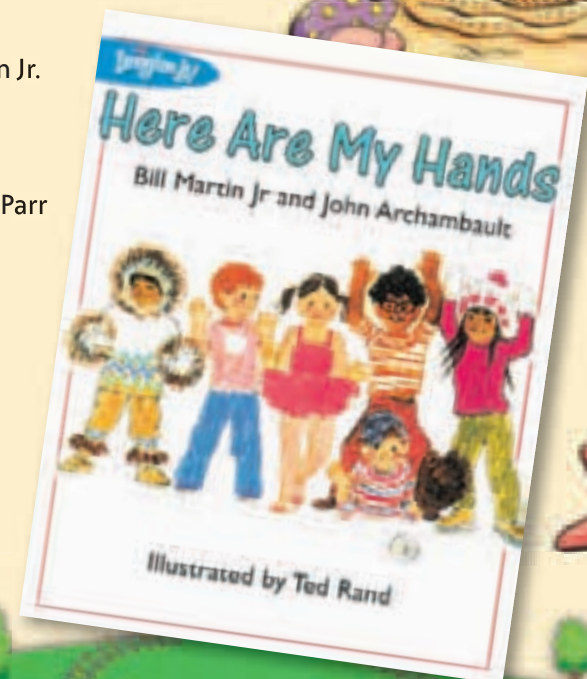
**Dog Eared** by Amanda Harvey

**Growing** (Poem)

**Everybody Says** (Poem)

**Cinderella** (Fairy Tale)

**The Ugly Duckling** (Folktale)



## Unit 2: Families Everywhere

**Families\*** by Abbie Cole

**Daisy and the Egg** by Jane Simmons

**Treasure Hunt** by Allan Ahlberg

**Fireflies for Nathan**

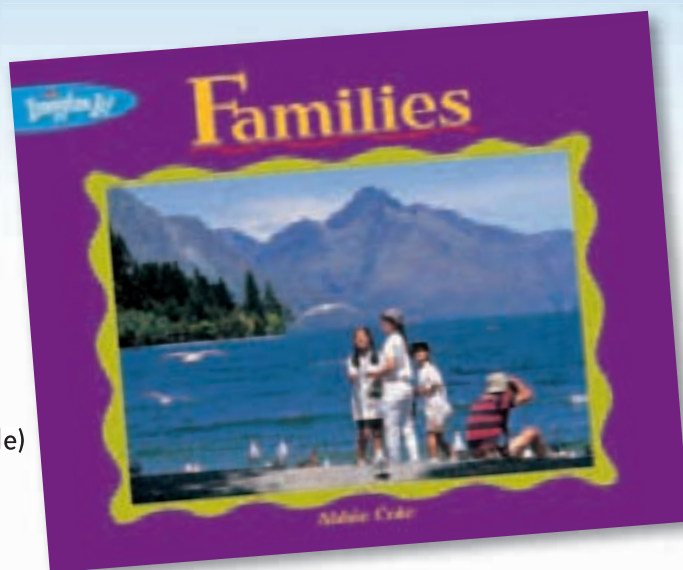
by Shulamith Levey Oppenheim

**Knock, Knock** (Poem)

**Little** (Poem)

**Goldilocks and the Three Bears** (Folktales)

**The Three Billy Goats Gruff** (Folktales)



## Unit 4: Helping Hands

**Firefighters\*** by Alison Behnke

**Guess Who?** by Margaret Miller

**Larabee** by Kevin Luthardt

**Preschool to the Rescue** by Judy Sierra

**Fire Truck** (Poem)

**Helpers** (Poem)

**The Elves and the Shoemaker** (Fairy Tale)

**The Bundle of Sticks** (Folktales)



## Unit 3: All Kinds of Friends

**Who Is a Friend?\*** by Lisa Trumbauer

**Hi, Harry!** by Martin Waddell

**Simon and Molly plus Hester**

by Lisa Jahn-Clough

**I Love You, Blue Kangaroo!**

by Emma Chichester Clark

**A New Friend** (Poem)

**Near and Far** (Poem)

**The Lion and the Mouse** (Folktales)

**Dove and Bee** (Folktales)



\*Title is available in Big Book or Little Book format





# Quality literature lets their imaginations soar

## Unit 5: Sunshine and Snowflakes

**Jump into January\*** by Stella Blackstone

**Wake Up, It's Spring!** by Lisa Campbell Ernst

**A Bunny for All Seasons** by Janet Schulman

**When Winter Comes** by Nancy Van Laan

**Little Seeds** (Poem)

**Rain of Leaves** (Poem)

**The Ant and the Grasshopper** (Folktale)

**The Arrival of the Cicadas** (Folktale)



## Unit 6: It Makes Sense!

**My Five Senses\*** by Margaret Miller

**My Cat Tuna** by Lynn Reiser

**Rain** by Manya Stojic

**The Seals on the Bus** by Lenny Hort

**Five Little Senses** (Poem)

**Here It Comes** (Poem)

**The Princess and the Pea** (Folktale)

**The First Flute** (Folktale)



## Unit 7: Animal Fun

**If You're Happy and You Know It!\***

by Jane Cabrera

**Hello, Hello!** by Miriam Schlein

**If You Take a Mouse to School**

by Laura Numeroff

**Old MacDonald Had a Woodshop**

by Lisa Shulman

**Monkey and Me** (Poem)

**Walking Round the Zoo** (Poem)

**James and the Dancing Sheep** (Folktale)

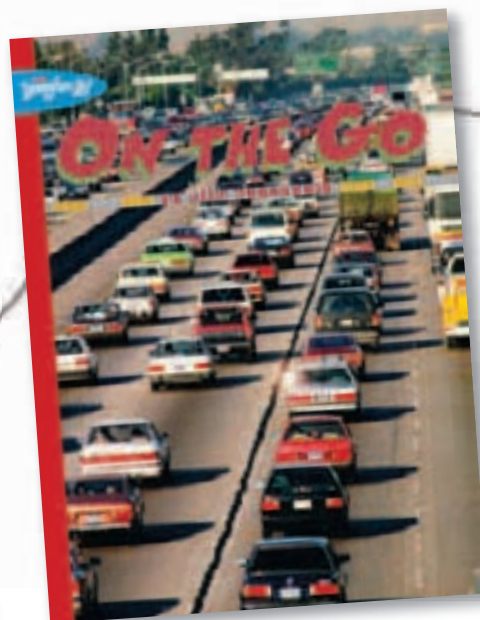
**The Bremen Town Musicians** (Folktale)





## Unit 8: Let's Go!

**On the Go\*** by Lisa Trumbauer  
**The Little School Bus** by Carol Roth  
**Duck on a Bike** by David Shannon  
**I Love Trains!** by Philemon Sturges  
**Traffic Jam** (Poem)  
**Trains** (Poem)  
**Thinking One Can** (Folktale)  
**The Tortoise and the Hare** (Folktale)



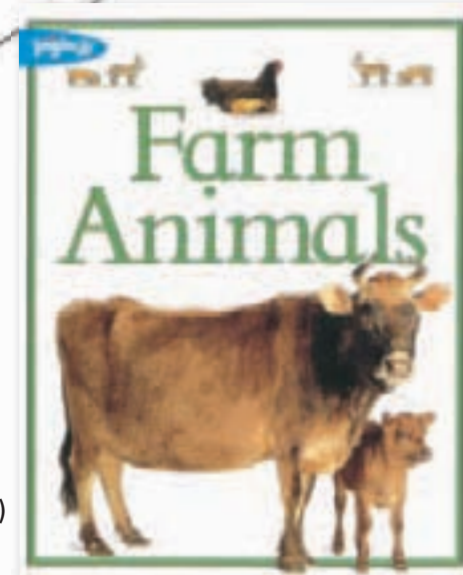
## Unit 9: Little by Little

**The Apple Pie Tree\*** by Zoe Hall  
**Some Things Change** by Mary Murphy  
**Growing Like Me** by Anne Rockwell  
**Moonbear's Pet** by Frank Asch  
**Growing Up** (Poem)  
**Melting** (Poem)  
**The Ant and the Butterfly** (Folktale)  
**Beaver's New Tail** (Folktale)



## Unit 10: At the Farm

**Farm Animals\*** by Angela Royston  
**Wake Up, Farm!** by Alvin Tresselt  
**Dora's Eggs** by Julie Sykes  
**Inside a Barn in the Country**  
 by Alyssa Satin Capucilli  
**Who Said, "Moo"?** (Poem)  
**New Chicks** (Poem)  
**Johnny and the Three Goats** (Folktale)  
**The Girl Who Cried Wolf** (Folktale)



\*Title is available in Big Book or Little Book format

# Time to practice and grow

During **Workshop Centers**, your class has the opportunity to practice and extend the lesson's skills and concepts individually or in small groups.

**Workshop Centers** create an environment of stimulation that encourages exploration of surroundings. Through hands-on experiences and activities, children develop oral language skills as well as social skills as they work together.

## Workshop Centers make time for you to:

- Observe explorations of the centers
- Assess understanding of the skills and concepts being taught
- Provide additional support and encouragement to children who might be having difficulty with specific concepts or skills





Suggested **Activities** aid in planning.



Six Workshop Center themes keep activities varied.

**Materials** help you prepare in advance.



Unit 5

Workshop Centers

Library

**OBJECTIVE**

Children will increase listening and print and book awareness skills.

**MATERIALS**

- Literature selections
- Listening Library CD
- Various other books, such as trade books and old magazines
- Print Posters
- High-Frequency Book Cards and Alpha Picture Cards for Pre-Decodable 5 at the Page

**Possible Activities**

Children may

- listen to the literature selections, poems, or folktales using the Listening Library CD
- locate the literature selections, class books, or other print materials
- search the text of various print materials for specific letters
- demonstrate print and book awareness skills, such as handling books properly and reading text from left to right
- discuss questions and ideas about literature with peers

Dramatic Play/Listening

**OBJECTIVE**

Children will begin to create or recreate stories, songs, rituals, or experiences through dramatic representations.

**MATERIALS**

- Listening Library CD
- Literature selections
- Alphabet Sound Card Song CD
- Picture Chart Picture Cards of one train, as those on page 100
- "The Ant and the Grasshopper" and "The Bird of the Forest" stories
- Set of playing Pocket Chart Picture Cards

**Possible Activities**

Children may

- act out or extend folktales, stories, finger plays, songs, or poems
- perform different songs, songs, poems, or activities
- play with others
- listen to and sing the Alphabet Sound Card Song CD they have learned
- demonstrate their knowledge of print and book awareness
- use "The Ant and the Grasshopper" and "The Bird of the Forest" story characters and props to act out story lines
- play characters with weather scenes
- identify rhyming words

Writing

**OBJECTIVE**

Children will express ideas through drawing and writing.

**MATERIALS**

- Writing tools, such as pencils, crayons, markers, and paint
- Art supplies, such as fabric, cotton balls, glue, tape, and string
- Children's drawings for the class book of poems

**Possible Activities**

Children may

- create various drawings based on specific poems in the lessons
- practice using different writing tools
- illustrate a poem in a calendar
- write their work before calling it complete
- present their work to a reader
- illustrate various safety rules

Math

**OBJECTIVE**

Children will engage in measuring, counting, and writing activities.

**MATERIALS**

- Full-year wall calendar
- Stuffed animals from Lesson 5
- Pocket Chart Picture Cards 21, 103, 105, 120
- Construction paper shapes

**Possible Activities**

Children may

- count various objects
- use various objects for color, by shape, and by initial sound
- identify the positions of stuffed animals
- recognize and create patterns

Science

**OBJECTIVE**

Children will describe properties of objects and characteristics of living things.

**MATERIALS**

- Items that begin with *g*
- Plant containers created for Lesson 5
- Old magazines that contain pictures of the outdoors
- Pocket Chart Picture Cards 10, 11, 18, 12, 86, 94, 96, 103, 140
- Wegifying gloves and nature items from Lesson 11

**Possible Activities**

Children may

- use plant containers to experiment with various objects
- identify the types of weather illustrated in various magazine pictures
- match the colors on Pocket Chart Picture Cards to colors in the Science Center
- compare the characteristics of items from nature

Art

**OBJECTIVE**

Children will use a variety of materials to express themselves.

**MATERIALS**

- Drawing paper
- Crayons, markers, or finger paint
- Copies of Teacher's Resource Book pp. 83, 85
- Scissors or cardstock for pasting on artwork
- Dry macaroni for pasting on artwork
- Items that begin with *g*

**Possible Activities**

Children may

- create drawings or paintings based on directions in the lessons
- color and decorate the letter *g*
- create a collage for the letter *g*
- use color to illustrate and differentiate between the four seasons in artwork
- decorate a page of questions

A simple **Objective** guides each activity.

# Lay the foundation for successful readers and writers

The **Teacher's Editions** were carefully developed with feedback from teachers around the country to help develop a resource that is easy to use and fun to teach! When teaching *Imagine It! Pre-K*, you'll follow a consistent three-part lesson plan filled with bright, intuitive navigation and plenty of tips and resources to teach each lesson.

**Part One, Sounds and Letters**, focuses on areas such as Alphabetic Knowledge and Phonological and Phonemic Awareness.

**In Part Two, Reading and Responding**, teachers will read a trade book related to the unit theme to the children.

**Part Three, Integrating the Curriculum**, focuses on exposing children to cross-curricular subject areas.

Lessons  
**1-5**  
Overview

## Lesson Planner

★ Phonemic Awareness ★ Phonics ★ Vocabulary ★ Comprehension



	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Sounds and Letters</b> <b>MATERIALS</b> <ul style="list-style-type: none"> <li>Home Connection, pp. 21–22</li> <li>Pocket Chart Picture Cards 1, 9, 11, 14, 52, 56, 78, 86, 91, 96, 102, 113, 118</li> <li>Alphabet Letter Cards Aa, Bb, Dd, Ee for each child</li> <li>From A to Z Big Book, pp. 4–13</li> <li>Pocket Chart Word Cards 42–43, 102, 137, 170</li> <li>High-Frequency Flash Cards a, the, an, and</li> <li>Rebus Picture Cards 13–19</li> </ul>	<b>Warming Up</b> , p. T16 <b>Phonological and Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Word Clapping, p. T16</li> <li>Rhythm and Rhyme, p. T16</li> </ul> <b>Alphabetic Knowledge</b> Exploring Aa, p. T17 <b>Reading the From A to Z Big Book—Aa</b> Letter Shapes, p. T17	<b>Warming Up</b> , p. T22 <b>Phonological and Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Word Clapping, p. T22</li> <li>Rhythm and Rhyme, p. T22</li> </ul> <b>Alphabetic Knowledge</b> Exploring Bb, p. T23 <b>Reading the From A to Z Big Book—Bb</b> Letter Shapes, p. T23	<b>Warming Up</b> , p. T28 <b>Phonological and Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Word Clapping, p. T28</li> <li>Rhythm and Rhyme, p. T28</li> </ul> <b>Alphabetic Knowledge</b> Exploring Cc, p. T29 <b>Reading the From A to Z Big Book—Cc</b> Letter Shapes, p. T29	<b>Warming Up</b> , p. T34 <b>Phonological and Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Word Order, p. T34</li> <li>Rhythm and Rhyme, p. T34</li> </ul> <b>Alphabetic Knowledge</b> Exploring Dd, p. T34 <b>Reading the From A to Z Big Book—Dd</b> Letter Shapes, p. T35 <b>Getting Ready to Read</b> , p. T35	<b>Warming Up</b> , p. T40 <b>Phonological and Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Missing Words, p. T40</li> <li>Rhythm and Rhyme, p. T40</li> </ul> <b>Alphabetic Knowledge</b> Exploring Ee, p. T41 <b>Reading the From A to Z Big Book—Ee</b> Letter Shapes, p. T41 <b>Getting Ready to Read</b> , p. T41
<b>Reading and Responding</b> <b>MATERIALS</b> <ul style="list-style-type: none"> <li>Who Is a Friend? Big Book</li> <li>Who Is a Friend? Little Big Book (optional)</li> <li>"A New Friend" Poem Poster</li> <li>Hi, Harry! Trade Book</li> <li>Home Connection, pp. 23–26</li> </ul>	<b>Selection Summary</b> Genre: Photo-Essay/Expository, p. T18 <b>Before Reading</b> , p. T18 <b>Enjoying the Story</b> , p. T19 Exploring Vocabulary, p. T19 	<b>Before Reading</b> , p. T24 <b>Think and Share</b> , p. T24 Exploring Vocabulary, p. T24 <b>Print and Book Awareness</b> , p. T25 	<b>Preview the Poem</b> , p. T30 <b>Read the Poem</b> , p. T30 Exploring Vocabulary, p. T31 <b>Talk about the Poem</b> , p. T31 	<b>Selection Summary</b> Genre: Fantasy, p. T36 <b>Before Reading</b> , p. T36 <b>Enjoying the Story</b> , p. T37 Exploring Vocabulary, p. T37 	<b>Before Reading</b> , p. T42 <b>Think and Share</b> , p. T42 Exploring Vocabulary, p. T42 <b>Print and Book Awareness</b> , p. T43 
<b>Integrating the Curriculum</b> <b>MATERIALS</b> <ul style="list-style-type: none"> <li>Who Is a Friend? Big Book</li> <li>Hi, Harry! Trade Book</li> <li>Teacher's Resource Book, pp. 37–38</li> </ul>	<b>Developing Writing</b> Brainstorming: A Class Book about Friends, p. T20 <b>Across the Curriculum</b> Health and Development, p. T21	<b>Developing Writing</b> Emergent Writing: A Class Book about Friends, p. T26 <b>Across the Curriculum</b> Fine Arts, p. T27	<b>Developing Writing</b> Sharing: A Class Book about Friends, p. T32 <b>Across the Curriculum</b> Social Studies, p. T33	<b>Developing Writing</b> Sharing: A Class Book about Friends, p. T38 <b>Across the Curriculum</b> Math, p. T39	<b>Developing Writing</b> Presentation: A Class Book about Friends, p. T44 <b>Across the Curriculum</b> Health and Development, p. T45

T10 Theme: All Kinds of Friends
Unit 3 • Lessons 1–5 T11



# Sounds and Letters

**Workshop Center**  
activities are within  
the lesson for easy  
cross-reference while  
you are teaching.

**If...Then** scenarios provide you with real classroom solutions to common problems.

**Day 2 Sounds and Letters**

**Objectives**

- Children will:
  - demonstrate familiarity with the concepts of onset and rime;
  - learn a finger play;
  - demonstrate knowledge of the concept of rime;
  - associate the names of letters with their shapes.

**Materials**

- *Pocket Chart Word Cards* 42, 43, 102, 142, 170
- *From A to Z Big Book*, pp. 9-9

**Warming Up**

**Which Name Has More Letters? Game**

Write two children's names on the board, one above the other. Have the children count the number of letters in each name. Encourage children to tell which name has more letters and which name has fewer.

**Phonological and Phonemic Awareness**

**Word Clapping**

- Have the children gather on the floor. Review the word-clapping activity from the previous lessons. Stand by "Who is your hand?" as you clap with each word. Ask: How many words are in the sentence?
- Talk to children you want them to think of sentences to clap out. Ask volunteers to say their sentences before the class claps them out. If necessary, help the child make adjustments to the sentence before it is used in the activity.
- If children have difficulty, model a sentence for them and have them repeat it. For example, you might say: Can we play? We like to play. I can share.

**Alphabetical Knowledge**

**Exploring Cc**

- Review the *Alphabet Sound Wall Cards* with the children. Ask them to point to and name the letters they have learned so far. Then have them sing the "Alphabet Song."
- Place the *Pocket Chart Word Cards* 42—Caring, 43—cry, 102—ice, 132—marched, and 170—place in the *Pocket Chart*. Have children come forward and point to and name the letter Cc in the words. Ask them if each letter is capital or small.

**Reading the From A to Z Big Book—Cc**

**Letter Shapes**

- Open the *From A to Z Big Book* to the Table of Contents, and have a volunteer tell what he or she knows about this page in a book. Point to the poem "The Caterpillar" and say its page number. Then turn to pages 8 and 9.
- Have the children look at the illustrations, and ask them to describe what they see. Ask if anyone has seen a caterpillar. Have the children describe what a caterpillar looks like.
- Teach and name capital C and small c. **JOINTLY** Then read the poem "The Caterpillar" as you move your hand under the words.
- Call on children to come to the poem and point to words with the letter Cc. Point to the letter Cc on the *Alphabet Sound Wall Card*, and have the class name it.

**QuickCheck**

Children are having difficulty finding the letter Cc in the poem.

**Workshop Centers**

**WRITING** Have children choose a number book one to five and draw that number of caterpillars on a piece of drawing paper. Then have children exchange papers with a partner and count how many caterpillars are on their partner's paper.

**First Language**

**VERBAL EXPRESSION** During the Phonological and Phonemic Awareness activity, children are encouraged to create and name their own sentences.

**Teacher Tip**

**FINGER PLAYS** As children become more aware of words and sentences, you might begin to write the finger-play text on chart paper for children to read as you write the words.

**From A to Z Big Book, pp. 8-9**

## Objectives and Materials

## Sounds and Letters, Unit 3

**Full-color reduced pages** of the student materials are included so you can easily follow along with the children.

# Part Two: Reading and Responding

**Tips** help you enhance teaching the lesson.

## Day 8 Reading and Responding

### OBJECTIVES

Children will

- express themselves and speak in front of the class.
- clarify the meaning of a selection.
- draw conclusions based on text and illustrations.
- identify the first word on a page.

### NEEDS

- My Cat Tuna Trade Book
- Small classroom book for each child

### Teacher Tip

**SETTING** Read explanations of the story's setting. Remind children that the setting is where a story takes place.

Have the children join in the reading by saying with you "What did Tuna hear (see, smell, taste, feel)?"

Ask Do you like the author's use of questions throughout the story? Why?

After reading, ask the children the following questions:

- What was the setting for this story?
- What body part did Tuna use to feel the equally small?
- What body part did Tuna use to smell a fly?

### Vocabulary

wiggle

## Before Reading

- Let the children you are going to read *My Cat Tuna* again. Ask them to tell what they remember about the book.
- Look through the book with the children and have them point out their favorite things that Tuna hears, sees, smells, tastes, and feels.

## Think and Share

As you read, ask the children to pay attention to the setting. Remind the children that the setting is where a story takes place.

Have the children join in the reading by saying with you "What did Tuna hear (see, smell, taste, feel)?"

Ask Do you like the author's use of questions throughout the story? Why?

After reading, ask the children the following questions:

- What was the setting for this story?
- What body part did Tuna use to feel the equally small?
- What body part did Tuna use to smell a fly?

### Exploring Vocabulary

Explain that to wiggle means to "twist around." Say The doctors take off their right shoes and wiggle their toes. Demonstrate wiggling your fingers and have the children mimic you.

## Print and Book Awareness

- Turn to the spread in *My Cat Tuna* that says, "Then it started to rain." Point out the word *plip* that appears scattered across the leaves. Talk with the children about how the author used the word *plip* on these pages to give readers a sense of how rain sounds and looks.
- Display the page "My cat Tuna came in from the garden." Read the page, and then call on the children to come to the book and do the following:
  - Point to the top and the bottom of the page
  - Point to the place where you started reading
  - Move a finger beneath the lines of print
  - Point to and name letters that they recognize
- Give each of the children a book, and sit with them in a circle. Read *My Cat Tuna* as if you are getting ready to read the book. Let the children to hold their books the same way. Then, as you model, ask volunteers to do the following:
  - Show the beginning of the book while saying This is the beginning.
  - Show the end of the book while saying This is the end.
  - Point to the first word to read on a page while saying This is the first word.
  - Turn the pages from front to back while saying I'm turning the pages.
  - Point to the top and the bottom of a page while saying This is the top and this is the bottom.

### Workshop Centers

**LIBRARY** Ask a volunteer to be a "teacher" and teach his or her classmates about the parts of a book. Give the "teacher" the *My Cat Tuna Trade Book*, and ask him or her to identify the front and back covers, point to the author and illustrator's names, and tell what those jobs are.

**Vocabulary** words from the story selection are provided for easy reference.

Reading and Responding, Unit 6

Explicit **Instruction** helps children understand the mechanics of books and develop an understanding of print awareness.



# Part Three: Integrating the Curriculum

Activities such as making and assembling their own books help reinforce book and print awareness.

Children complete a **Unit Project** that incorporates art into the unit theme.

**Unit 6 Integrating the Curriculum**

**Objectives**

- Children will:
  - present their ideas to others through drawings
  - take part in drawing activities
  - take part in dramatic play
  - continue the class tradition of the five senses.

**Materials**

- Teacher's Resource Book, p. 12
- Drawing paper
- Art supplies

**PREPARE AHEAD**

- Make one copy of Teacher's Resource Book page 12 for each child.
- Show pictures of each sense: hearing, seeing, touching, smelling, and taste on index cards.

**Developing Writing**

**Emergent Writing and Publishing: My Series Book**

- Indicate the crayon icon as you ask the children to follow the gathering supplies routine to collect their crayons. Tell them that today they will finish their books about the five senses. Review the words *touch, see, hear, taste*. Ask the children whether they can do each action with their fingers, eyes, ears, or tongue.
- Ask Which senses have you written about so far? *hearing, seeing, touching, and tasting*. Ask the children if they can determine which sense they will write about today. Tell them the last page in their books will be about things they must like to smell. Have them point to the part of their bodies they use to smell.
- Then ask them to name things they like to smell, such as baking bread, rain, or soap, and make a list of their responses on chart paper.
- Distribute drawing paper, and have the children draw something that they like to smell. As they work, talk with each child about what he/she is drawing. On each page, print a sentence about the picture that the child has drawn to you, such as I like to smell Mom's perfume or soap so the job smells good.
- Distribute copies of Teacher's Resource Book page 12, and read the title *My Senses*. Explain that this is the cover of children's books. Have each child write his or her name on the line, helping as necessary.

**Teacher Tip**

**CLASSROOM MANAGEMENT** Customize your group set for the integrating the Curriculum activities. In your classroom, it may be easier to perform the class activities in a small group, or vice versa. Additionally, you may simplify the Developing Writing activities by having a single class book instead of individual books.

**MODELING** A simple drawing can help the children get started, although providing a model is not always best as it may inhibit creativity. Consider the children's particular abilities, and follow the use of modeling as necessary.

**Across the Curriculum**

**Five Arts**

**Senses Charades**

- If necessary, review the senses.
- Place the index cards on the table. Have the children take turns, choosing a card and acting out how or when that sense is used. For example, if a child draws the card with an ear, he might pretend to clap out music. If a child draws a nose, he or she might pretend to smell something terrible and play-act as he or she reacts.

**Teacher Tip**

**SENSES CHARADES** To promote group involvement in the five arts activity, have the other children guess what action each child is performing.

**Unit Project**

**Senses Grid Sign**

**Fifth Step:** Provide child safe magnifying glasses and binoculars. Explain that a magnifying glass makes objects look bigger, and binoculars make faraway objects look closer. Have the children find objects in the classroom or on the playground to view from far away. Then have them describe or draw a picture of an object they saw from far away. Hang the pictures on the grid in the right section.

**Wrap It Up**

- Point to Alphabet Sound Wall Cards Hh and Tt, and ask the children what sounds these letters make.
- Ask the children what wriggle means.

**Workshop Centers**

**DRAMATIC PLAY/LISTENING** Have the children continue playing Senses Charades in this Dramatic Play/Listening Center.

Integrating the Curriculum, Unit 6

The lesson concludes with a **Wrap-Up** that reviews key Phonological and Phonemic Awareness skills covered previously in the lesson.

# Branch out with exciting technology

**Imagine It! Pre-K** is rich with technology that engages your classroom by making learning fun. A wide selection of electronic games, activities, and presentation formats add variety and audio/visual stimulation to any classroom.

## eBackground Builders

Use this tool to enhance instruction with real images and video clips based on each unit's theme. Use the videos to provide background information about the unit theme and prepare for the concepts about to be taught.

## eGames

Put hundreds of fun, learning-based activities at children's fingertips to keep them practicing key skills in phonics, spelling, writing, and vocabulary. These fun, interactive games deepen understanding while children enjoy learning!

## eAlphabet Sound Cards

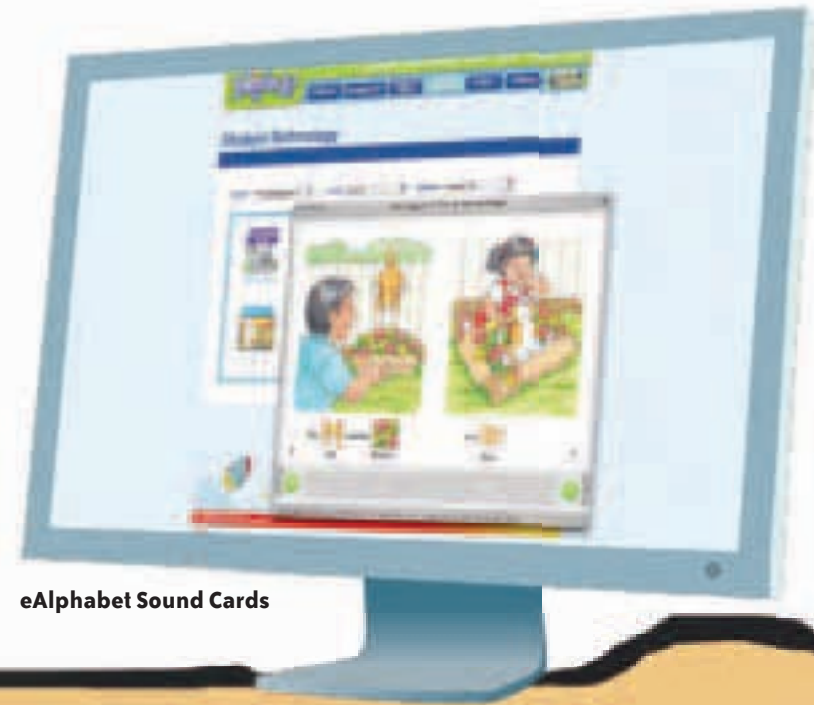
Delight your classroom with charming animated jingles for each letter of the alphabet.

## eFrom A to Z

Introduce the alphabet sounds using fun illustrations and jingles.



eBackground Builders



eAlphabet Sound Cards



### ePlanner

Create electronic lesson plans that cover yearly, monthly, and daily plans. This time-saving tool reduces preparation and planning by giving you smart, intuitive features including pre-populated lessons, links to Blackline Masters, and the ability to e-mail or print lesson plans.

### eTeacher's Edition

Make planning, preparing, and reviewing lessons easier and faster than ever before. The convenient electronic format allows you to access the entire Teacher's Edition with built-in, powerful, and convenient tools such as a Notes feature to store your thoughts or plans with each lesson and a Highlight tool to isolate specific areas on each page.

### ePre-Decodables

Provide your children with valuable independent exposure to print and books by turning the Pre-Decodable into a handy electronic format.

### Listening Library CD-ROMs

Each Big Book title is translated into an audio-book format so children can hear the stories being read aloud.



eFrom A to Z



eGames

# Intuitive materials help children blossom into skilled readers

The **Imagine It! Pre-K** program fills the classroom with an assortment of age-appropriate materials that encourage children to discover new sounds, ideas, concepts, and interactions.

## Teacher's Editions

contain all instruction for the program organized in a way that is easy to navigate and use daily. Teacher's Editions are available for Units 1-10.



The **Exploring Sounds and Letters Kit** contains a variety of learning manipulatives that help children understand the alphabet, its letters, and their sounds:

- Alphabet Sound Cards, Wall Cards, and CD-ROM
- Letter Cards
- Magnetic Boards and Letters
- Flash Cards
- Poem Posters
- Pre-Decodable Takehome Book
- Teacher's Resource Book
- Pocket Chart with Picture, Word, and Letter Cards
- Finger Puppets
- Lion Puppet





**Big Books** (12) provide a variety of stories, poems, and rhymes that help you develop children's book and print awareness. Each title is also available in Little Book format.



The **Workshop Kit** contains dozens of manipulatives and activities that stimulate and reinforce learning, including:

- Manipulatives
  - Game Boards
  - Wikki Stix
- Sandpaper Letters (Upper and Lower Case)
  - Alphabet Letter Cubes
- Alphabet Sound Card Pictures and Letters
  - Animal Counters
  - Photo Library CD-ROM
  - Individual Pocket Chart
- Workshop Resource Book





# Create a nurturing environment for young learners



**Home Connection Blackline Masters** contains reproducible materials and activities for children to complete at home.



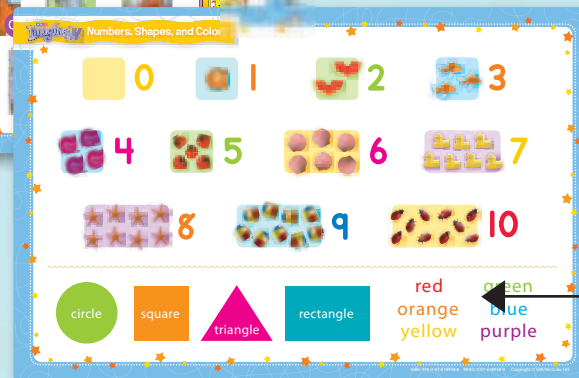
**Pre-Decodable Takehomes and Blackline Masters** contain tear-out stories children can read to build their knowledge of high-frequency words and apply that knowledge to simple texts.







**Alphabet Sound Wall Cards** show bright, colorful illustrations to help children familiarize themselves with the alphabet and the sounds each letter represents.



**Placemats** offer bright, lively depictions of Alphabet Sound Cards on one side and shapes, numbers, and colors on the reverse.



**The Tradebook Classroom Library** (30 Books) includes many award-winning selections and offers engaging stories that connect to unit themes.



**Assessment Blackline Masters** provide reproducible assessments to use with every unit of the program.





Pre-K

# We're ready for Kindergarten!

*Imagine It! Pre-K* helps you bring the joy of reading to every child!

- Establish the building blocks of early literacy
- Build awareness of print, books, and the alphabet
- Teach children to love reading and help them grow using quality literature

*Making the Difference™*  
**1-888-SRA-4543**  
[ImagineItReading.com](http://ImagineItReading.com)

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