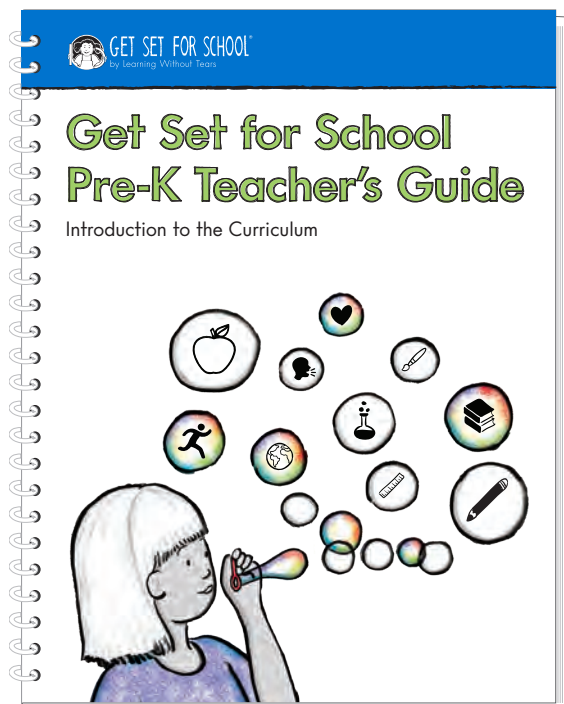


Volume Descriptions & Themes

Volume 1: Introduction to the Curriculum

Volume 1: Introduction to the Curriculum introduces the philosophies and principles behind the Get Set for School Pre-K program, a research-based approach that addresses different learning styles in a developmental progression, building on what children already know using friendly teaching methods. Volume 1 includes:

- Instruction pacing guide for half-day preschools, 3-day preschools, or preschools with less than 36 weeks in their school year
- Classroom setup instructions
- Classroom management tips for educators
- Statements of correlation
- Scope & sequence of instruction
- Multisensory activities for whole class instruction and small group centers
- Educator resources, including school-to-home connections, book connections, Pre-K Assessments, and letter and number formation charts
- Research and references

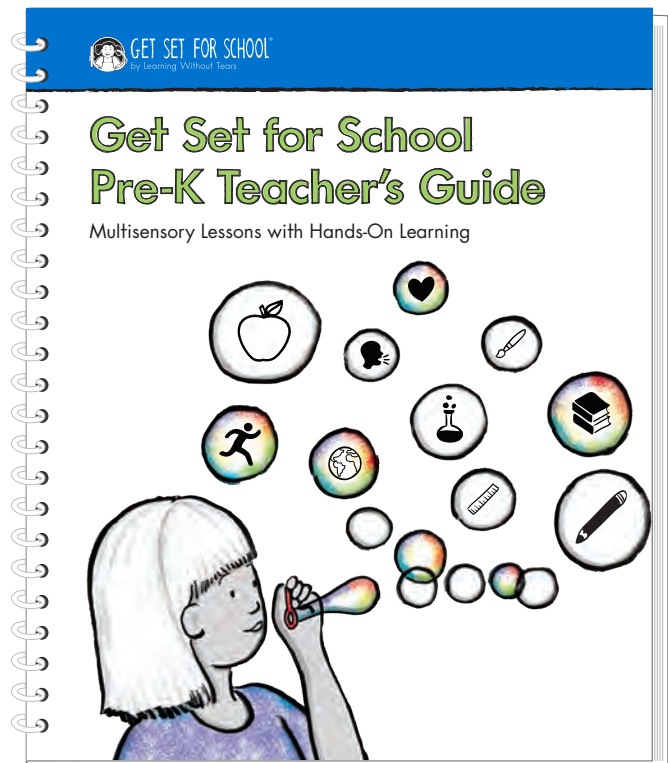


Volume 2: Multisensory Lessons and Hands-On Learning

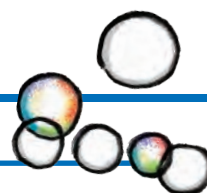
Volume 2: Multisensory Lessons and Hands-On Learning includes 36 weeks of daily multisensory lessons with hands-on learning. Each day has activities from four of the learning areas that cover a variety of skills with purposeful, hands-on learning.

The lesson plans progress developmentally and were designed for easy to follow implementation. Suggestions for modifying or simplifying the activity are included in each lesson plan as well as ways to extend learning by adding complexity or variety. The content themes are:

- Unit 1: Get Set for School
- Unit 2: My Body
- Unit 3: Community & Play
- Unit 4: Earth
- Unit 5: Machines
- Unit 6: Animals



Sample Version of: *Get Set for School Pre-K Teacher's Guide*



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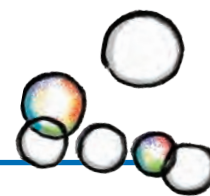


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Teacher's Guide: What's Inside

This teacher's guide can help every Pre-K teacher succeed. We make it easy to create a learning environment where your children are engaged, active participants.

Curriculum Introduction, (Vol. 1, pp. 6–7)

Developmental Stages of Learning, (Vol. 1, pp. 28–31)

Core Learning Areas, (Vol. 1, pp. 8–27)

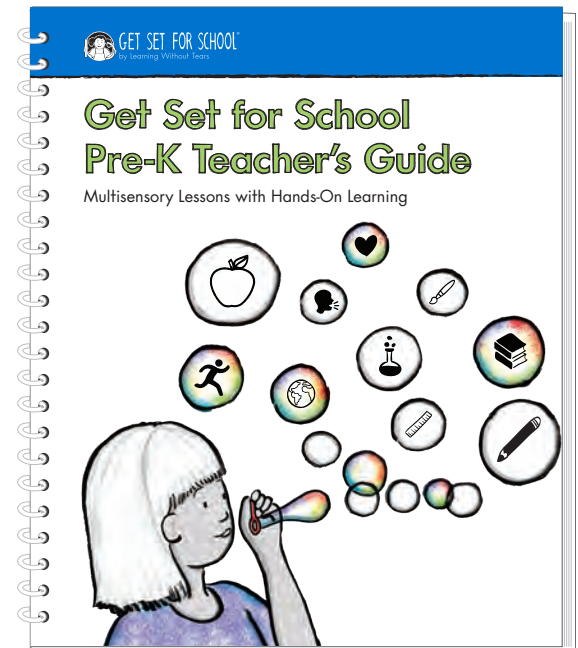
Lesson Plans, (Vol. 2, pp. 9–451)

Multisensory Activities and Centers (Vol. 1, pp. 39–90) – Each lesson contains multisensory activities. In this section, you will find instructions on how to implement them in the classroom.

Differentiated Instruction (throughout) – At the bottom of each lesson, you will find ways to enrich each lesson or add support.

Resources (Vol. 1, pp. 93–111) – In the back of the book are important resources to support your teaching throughout the year.

PreKITT: The Pre-K Interactive Teaching Tool – (Vol. 1, p. 34) and (Vol. 2, p. 8)



Unit 2: Week 7: Day 2

Focus: Letter F and Number 2

Theme: My Body

LANGUAGE & LITERACY

Objective: Children learn capitals, letter orientation, and left-to-right reading.

Grouping: Whole group

Recognize Capital Letters

Multisensory Introduction: Sing and move to "Where Do You Start Your Letters?"

1. Review F and its sound.

2. Three children each place a Line It Up Card in the Bar beginning from the left: L, F, E.

3. Read the capitals with children from left to right.

4. Children take them down and put them put them up again. A different child gets to be first, second, or third. Read again.

✓ **Check for Understanding:** Observe as children orient letters. Are they placed right-side up?

Support/ELL: Name letters and have children repeat. Finger trace letters.

Enrichment: Introduce beginning sounds. **This is my finger. Finger begins with the /f/ sound.**

Materials:

- Line It Up
- Letter Cards: L, F, E
- PrakITT Resources: "Where Do You Start Your Letters?"

We're Learning:

- Cooperate with peers, take turns, demonstrate active listening
- Recognize and name capital letters, position capitals right-side up
- Learn body awareness, balance, and regard for people and things in play, move and place body to perform tasks

Vocabulary:

capitals, first, second, third

NUMBERS & MATH

Materials:

- Roll-A-Dough Letters
- Number Card: 2
- 2 of Each: Blocks, Buttons, Caps, Forks, Rings, Keys, Beads

We're Learning:

- Take turns, guess/check answer, repeat until correct, use manipulatives to find a solution
- Match shapes of same size, shape, and orientation, identify objects as same or different, guess and check the answer and repeat until correct answer is found

Vocabulary:

two, check, match, press

Objective: Children form 2 and match objects to impressions by noticing shape, size, and orientation.

Grouping: 1:1, pairs

Match Shapes

Multisensory Introduction: Review 2 using Roll-A-Dough. Say directions:

Big Curve to the bottom, Little Line across.

- Have children spread dough inside their trays.
- Show objects. **Choose one thing to press into the dough and then put it back in the pile. I will guess what you used.** Close your eyes.
- Open your eyes. Describe the characteristics of the impression. Test the item you think it is in your dough. **Yes, it matches. It is the same!**
- My turn. Close your eyes.** Repeat by having children describe what you pressed.

✓ **Check for Understanding:** Observe as children describe characteristics. Can they accurately describe the impression?

Support/ELL: Ask children to repeat the names of each object.

Enrichment: Stamp more than one shape at a time.

READINESS & WRITING

Objective: Children learn to sequence and write capital letters.

Grouping: Small group

Learn F Using Stamp and See Screen

1. Review F and its sound.

2. Show children how to stamp the first piece on the screen. Erase and let children try.

3. Show children how to stamp the complete letter F. Say the directions: **Big Line down, jump to the smiley face, Little Line across the top, Little Line across the middle.** Erase and let children try.

4. Show children how to use the magnetic chalk stylus to trace the strokes of F. Erase the letter.

5. Children stamp with magnetic pieces or write with magnetic chalk stylus to make F from memory.

✓ **Check for Understanding:** Watch as children stamp. Are they placing the pieces correctly?

Support/ELL: Use just the first two steps of the activity. Model the next two steps for exposure.

Enrichment: Have children tell you the sound of F. Ask them to find words beginning with F around the classroom.

Materials:

- Stamp and See Screen (1 per child)
- PrakITT Resources: Classroom Videos

We're Learning:

- Sequence, listen to/follow directions
- Recognize and name capital letters, recognize distinct letter sounds
- Enjoy and engage in writing activities, hold a tool with proper grip to write, use helping hand to stabilize object, use same hand to hold tool

Vocabulary:

Big Line, Little Line, top, middle, smiley face, stamp

SCIENCE

Materials:

- Image of a Frog
- Image of a Fish

We're Learning:

- Listen to/follow directions
- Observe, investigate, describe and discuss the characteristics of organisms
- Use large muscle groups to maintain posture/position and mobility

Vocabulary:

animal, move, jump, swim

Objective: Children compare animal bodies and movements.

Grouping: Whole group, small group

Compare Frogs & Fish

- Show children an image of a frog. **What animal is this?** Prompt children to describe the frog (four legs, green, two eyes, etc.).
- Show children an image of a fish. **What animal is this?** Prompt children to describe the fish (no legs or arms, fins, etc.).
- The frog has legs. How do frogs move?** "Jumping/hopping."
- The fish does not have legs. How does the fish move?**

Week At-A-Glance

We’ve got your lesson plans finished! Each week you will be provided with a weekly summary that gives you an at-a-glance view of each day to help you plan your week, including skills covered, benchmarks, technology, and some suggestions on how to use the lessons in a Pre-K classroom with 3-year-olds.

Focused Topic – During circle time, introduce children to the topic focus of the day/ week (e.g., letter and number).

Standards Covered – Shows what skills you will be teaching every day in each learning area.

Technology – Gives you an idea of what technology lessons are coming up to help you prepare.

Key – Explanation of the domain icons.

Suggestions for 3-year-olds – Provides ways to adapt the activity for your youngest learners.

Unit 2: Week 11 At-A-Glance

Focus: Letter Ii and Number 4

Children learn to identify **Ii** and its sound using describing words and hands-on activities like the A-B-C Touch and Flip Cards. Identifying, counting, writing number **4**, and comparing weight are covered in Math. Science, Social Studies, and Oral Language focus on differences and how our lungs work.

Approaches to Learning/Social-Emotional Learning

Language/Communication

Emergent Literacy

Emergent Writing

Mathematics

Science

Social Studies

Creative Arts

Physical Development

	Day 1	Day 2
Language & Literacy	<ul style="list-style-type: none">♥ Demonstrate active listening🗨️ Produce a word that rhymes with a given word, say whether or not two spoken words rhyme, listen to songs, poems, or nursery rhymes and find the rhymes, listen to gain and share information	<ul style="list-style-type: none">♥ Take turns🗨️ Recognize and name capital letters✂️ Position an object for use
Readiness & Writing	<ul style="list-style-type: none">♥ Sequence, demonstrate active listening🗨️ Recognize and name capital letters, position capitals right-side up, recognize distinct letter sounds✂️ Position an object for use, placement, or release, use visual cues to guide reaching for, grasping, and moving objects	<ul style="list-style-type: none">♥ Sequence, listen to/follow directions🗨️ Recognize and name capital letters, recognize distinct letter sounds✂️ Position an object for use, placement, or release, use both sides of the body, use visual cues to guide reaching for, grasping, and moving objects, reach across midline to get an object from other side
Numbers & Math	<ul style="list-style-type: none">♥ Cooperate with peers, take turns, work with others to solve problems🧮 Combine sets to learn how many in all by counting, connect numerals to quantities they represent, use manipulative to find a solution	<ul style="list-style-type: none">♥ Work with others to solve problems🧮 Recognize that shapes can be the same even if positioned differently
Oral Language, Science, or Social Studies	<div>Oral Language</div> <ul style="list-style-type: none">♥ Take turns, remain engaged, listen to/follow directions🗨️ Understand print has meaning🗨️ Repeat words, say sentences, demonstrate understanding of word meaning	<div>Science</div> <ul style="list-style-type: none">♥ Listen to/follow directions🔍 Observe, investigate, describe, and discuss the relationship of organisms to their environment, describe characteristics and differences between living and nonliving
Technology	Songs, Student App	Songs, Student App
Suggestions for 3-Year-Olds	Have children describe the clothes they are wearing for the day.	C is for cats! Discuss cats at home and cats in the wild.

Theme: My Body

Day 3	Day 4	Day 5
<ul style="list-style-type: none">♥ Take turns🗨️ Learn words linked to content, use new words linked to content, communicate thoughts with words, talk about experiences and observations with words	<ul style="list-style-type: none">♥ Take turns, remain engaged🗨️ Use words to describe, talk about experiences and observations, talk about experiences/observations✍️ Understand there's a way to write that conveys meaning	<ul style="list-style-type: none">♥ Remain engaged, build relationships🗨️ Name feelings, name emotions displayed by others, share opinions and ideas🗨️ Explain how a story connects to personal experience, listen to converse, enjoy books and reading activities
<ul style="list-style-type: none">♥ Sequence, listen to/follow directions🗨️ Recognize and name capital letters, recognize and name letters in own name, position capitals right-side up, recognize distinct letter sounds✂️ Isolate finger to trace, hold a tool with proper grip to write, use helping hand to stabilize object✍️ Write name in all capitals	<ul style="list-style-type: none">♥ Listen to/follow directions, attend to simple task🗨️ Recognize and name capital letters, recognize distinct letter sounds✂️ Develop correct pinch grasp, hold a tool with proper grip to write	<ul style="list-style-type: none">♥ Use correct top-to-bottom, left to right directionality🗨️ Recognize and name capital letters, recognize distinct letter sounds✍️ Use art as a form of creative expression✂️ Hold a tool with proper grip to write, use helping hand to stabilize object✍️ Trace correctly, step by step, develop fill in coloring, color and draw creatively
<ul style="list-style-type: none">♥ Take turns🧮 Compare using heavy and light	<ul style="list-style-type: none">♥ Use correct top-to-bottom, left to right directionality, demonstrate active listening skills✍️ Match 1:1, write numerals✍️ Use art as a form of creative expression✂️ Isolate index finger to point, hold a tool with proper grip to write, use helping hand to stabilize object✍️ Trace correctly, step by step, develop fill in coloring, color and draw creatively	<ul style="list-style-type: none">♥ Name parts of the body, participate in school routines, take turns, use manipulatives to find a solution✍️ Recognize that the last number said is the total✂️ Handle play materials without an avoidance response
<div>Oral Language</div> <ul style="list-style-type: none">♥ Take turns, remain engaged, listen to/follow directions🗨️ Understand print has meaning🗨️ Repeat words, say sentences, demonstrate understanding of word meaning	<div>Social Studies</div> <ul style="list-style-type: none">♥ Demonstrate active listening skills🗨️ Describe an object or person's traits🗨️ Identify similarities and differences in characteristics of families, share about family members✍️ Verbally count a set of objects	<div>Oral Language</div> <ul style="list-style-type: none">♥ Take turns, remain engaged, listen to/follow directions🗨️ Understand print has meaning🗨️ Repeat words, say sentences, demonstrate understanding of word meaning
Songs, Student App	Songs, Student App	Songs, Student App
Place die-cut letter Cs around the classroom and have children go on a letter C hunt.	Practice counting groups of five with familiar objects from the classroom.	Have children share pictures of times they have worn a costume like for a holiday or in a play.

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Get Set for School Pre-K Teacher's Guide: Unit 2 Lesson Plans

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Using Your Teacher's Guide

Daily Lesson Plan

Each day has activities from four of the learning areas that cover a variety of skills with purposeful, hands-on learning. The lesson plans progress developmentally and were designed for easy-to-follow implementation. Suggestions for modifying or simplifying the activity are included in each lesson plan as well as ways to extend learning by adding complexity or variety.

Weekly Focus

This is a summary of the weekly learning.

Learning Area

This shows you which core learning area the activity covers.

Objective

This is the purpose of the main activity.

Grouping

This is the recommended number of children for the main activity.

Title/Activity

The main activity describes the activity in simple steps and the bold type tells you what to say.

Unit 1: Week 1: Day 1

Focus: School and Friends' Names

LANGUAGE & LITERACY

Objective: Children ask and respond to simple questions.

Grouping: Whole group, small group

Ask & Tell

1. Have children sit together and sing "Ask and Tell."
2. Sing the first question. Then, lead the children in singing the response.
3. Continue until four to five questions are completed.
4. Offer opportunity for children to volunteer to sing a question.
5. Start with addressing the whole class in the lyrics. Then, adapt lyrics to include more personal questions when children are ready.



✓ **Check for Understanding:** Observe as children ask and answer questions. What questions do they answer in complete sentences?

Support/ELL: Focus on one type of "Wh" question at a time.

Enrichment: Feature different children each week in the song to learn more about them.

Materials:

- PreKITT Resources 🎵, "Ask and Tell" Lyrics

We're Learning:

- ♥ Cooperate with peers
- 🗣️ Ask and answer simple questions, speak in 3-4 word sentences
- 📏 Recognize time of day, understand spatial relationships
- 🌤️ Understand impact of weather

Vocabulary:

ask, tell, weather, question, answer, sing

READINESS & WRITING

Objective: Children learn how to greet others when they meet people.

Grouping: Whole group, small group

Shake Hands with Me

Multisensory Introduction: Sing and move to "Hello Song."

1. Shake hands with each child. **Hello, this is your right hand. I'm going to do something to your right hand.**
2. Rub each child's right hands with lotion, add a stamp, etc.
3. Model and ask children to raise their right hand and say, **This is my right hand. I shake hands with my right hand.**
4. Have children take turns greeting and shaking hands with each other.



✓ **Check for Understanding:** Observe as children shake hands. Are they using their right hand?

Support/ELL: Repeat the activity with a sticker, water, or other sensory item to reinforce which hand is their right hand. Use care with children who may be sensitive to touch

Enrichment: Once children can show their right hand when asked, follow by asking about their left hand.

Materials:

- Lotion, Stickers, Stamps, etc. (Use one or none.)
- *Get Set for School Sing Along* Album, "Hello Song"

We're Learning:

- ♥ Cooperate with peers, listen to/follow directions, attend to simple tasks, participate in school routines, imitate teacher's movements
- 🗣️ Learn words linked to content

Vocabulary:

right, friends, shake, hands, hello, sing, move

Theme

This shows the theme of each unit.

Materials

These are the suggested items to be used with the activity.

We're Learning

This includes the benchmarks that are addressed in each activity.

Vocabulary

This indicates which words are used in each lesson.

✓ Check for Understanding

This is an informal measure of a child's understanding of the activity.

Support/ELL

These are suggestions for modifying or simplifying the activity to make it more accessible.

Enrichment

This section provides additional activities to extend learning by adding complexity or variety.

Theme: Get Set for School

NUMBERS & MATH

Materials:

- The Door Bell Rang by Pat Hutchins, Book Connections

We're Learning:

- Take turns
- Identify position using left and right
- Use visual cues to guide reaching for, grasping, and moving object

Vocabulary:

left, right, doorbell, rang, friends, count, story

Objective: Children describe position using left and right.

Grouping: Whole group, small group

Shake Hands with Friends

1. Read The Doorbell Rang.

2. Count with children every time a friend arrives in the story.

3. Have children count all the friends in class.

✓ Check for Understanding: Observe children as you read the story. Do they count with the group?

Support/ELL: Provide physical prompts to assist children as they point and count the friends in the book.

Enrichment: Have children count as high as they can. Reward all attempts.

ORAL LANGUAGE

Materials:

- Squawker
- Word Cards: meet/shake
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- Take turns, remain engaged, listen to/follow directions
- Understand print has meaning
- Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

meet, shake, people, friends, places

Objective: Children learn two action verbs, say the words in sentences and use them in conversation.

Grouping: Whole group

Verbs: Meet/Shake

1. Look Say the words with Squawker.

When people meet each other, they shake hands.

To shake is to move something up and down or back and forth.

2. Do Have Squawker say hello to Helper. Hello, I'm Squawker. It's nice to meet you. Have Helper shake hands with Squawker (hand to wing). Have children shake hands with a child near them.

3. Say We meet. We shake hands.

4. Talk Squawker says: We can meet new people at school. Where else can we meet people? We can shake hands. What other parts of your body can you shake?

Closing: Sing "Letters Together Make Words."

✓ Check for Understanding: Observe as children say the words. Do they repeat the sentences?

Support/ELL: Have children repeat the words while viewing pictures of people meeting/shaking hands.

Enrichment: Discuss. People in Japan often bow to each other instead of shaking hands.

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Get Set for School Pre-K Teacher's Guide: Unit 1 Lesson Plans

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Sample Version of: Get Set for School Pre-K Teacher's Guide

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Get Set for School Pre-K Teacher's Guide: Introduction

7

PreKITT: The Pre-K Interactive Teaching Tool

PreKITT is a one-stop digital teaching platform for managing and teaching Get Set for School lessons with a variety of multimedia assets including digital letter and number formations, videos, music, and more.

Compatible with any whiteboard or projector, PreKITT helps you manage and preview lessons and plans while reducing prep time. It's also customizable so you can adjust the ready-made classroom lessons to fit your unique instructional needs.

How to Access

Access PreKITT at prekitt.LWTears.com/ext/TGPKGSS/2021 or through the myLWT portal on the Learning Without Tears website. A free trial version of PreKITT is available for a limited time so you can explore how it makes teaching easy, engaging, and fun.

Teach with PreKITT

PreKITT is designed to help you easily teach with just a few clicks! To get started, access your free trial or log into PreKITT at prekitt.LWTears.com/ext/TGPKGSS/2021.

Once you're logged in, you'll find engaging, hands-on, and multisensory lessons that bring learning to life for your students.

- Get your children ready for kindergarten with multiple readiness lessons that prepare them for the demands of school in a fun way
- Enrich and support instruction with dynamic, cross-curricular videos to build connections with material from different subjects
- Simply demonstrate letter and number formation with touch sensitive digital letter and number formations (perfect for digital panels and interactive whiteboards)
- Have letter formation instruction leap off the page with engaging animation videos to bring letter formation to life
- Address different learning styles with fun music to enhance learning (excellent for auditory learners)
- Explore extra activities for further learning and seek inspiration in the A Click Away library

Additional Resources: myLWTears.com

myLWTears.com is a centralized location and platform on our website that houses all digital products and resources such as articles and how-tos, assessments, classroom resources, and more. It's easily accessible from **LWTears.com** and is a great place to explore and discover more helpful tools for your classroom to empower your teaching.

- Discover free classroom activities, assessments, webinars, and more
- Browse additional tools to supplement and boost your teaching
- Access and manage all of your digital products and resources
- Pin your most-loved products and resources for easy access and continued use










































Unit 4: Week 19 At-A-Glance

Focus: Letter **Dd** and Number **8**

Children learn to identify **Dd** and the sound through finding words in sentences and form/write capital letter **D** through hands-on activities, like the Wood Pieces on the Letter Card. Identifying, counting, writing number **8**, and measurement are covered in Math. Science, Social Studies, and Oral Language focus on water.

	Day 1	Day 2
Language & Literacy	<ul style="list-style-type: none"> ♥ Take turns, listen to/follow directions 📖 Break compound words apart 🗣️ Repeat teacher's words 	<ul style="list-style-type: none"> ♥ Show interest in activities 📖 Listen to various sources with words that begin with same sound, point to and name capital letters, follow print from top-to-bottom, left-to-right directionality
Readiness & Writing	<ul style="list-style-type: none"> ♥ Sequence 📖 Identify capital letters, recognize distinct letter sounds ✍️ Use art as a form of creative expression 👤 Position an object for use, placement, or release, use visual cues to guide reaching for, grasping, and moving object ✍️ Use correct top-to-bottom, left-to-right directionality, trace capital letters 	<ul style="list-style-type: none"> ♥ Sequence, listen to/follow directions 📖 Recognize and name capital letters, recognize distinct letter sounds 👤 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object ✍️ Trace correctly, step by step, enjoy and engage in writing activities
Numbers & Math	<ul style="list-style-type: none"> ♥ Guess/check the answer; repeat until correct answer is found 📏 Cover an area with shapes to explore area, compare size using big and small, verbally count a set of 1–10 objects 🗣️ Discuss feelings caused by music 	<ul style="list-style-type: none"> ♥ Use manipulatives to find a solution 📏 Verbally count a set of 1–10 objects, use uniform objects to measure (nonstandard units) 👤 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object
Oral Language, Science, or Social Studies	Oral Language <ul style="list-style-type: none"> ♥ Take turns, remain engaged, listen to/follow directions 📖 Understand print has meaning 🗣️ Repeat words, say sentences, demonstrate understanding of word meaning 	Social Studies <ul style="list-style-type: none"> ♥ Show curiosity, attend to task 🌍 Describe jobs people do, explore geography tools and resources 🔬 Learn through senses, use scientific vocabulary, observe and describe objects
Technology	Student App, Songs, Teacher Resources	Student App, My World
Suggestions for 3-Year-Olds	With a book about objects that sink or float like <i>Will It Float or Sink?</i> by Melissa Stewart, do a picture walk with the children then read the story.	Using a cup of cotton balls to represent clouds and an empty cup, have children pick up and move the cotton ball clouds to the empty cup with large tweezers or a clothespin.

Day 3	Day 4	Day 5
 Recognize rhyming words, identify two words as sounding same or different, repeat rhyming words  Repeat teacher's words	 Take turns  Point to/name lowercase letters  Develop body awareness, balance, regard for people and things in play	 Take turns  Point to/name lowercase letters  Develop body awareness, balance, regard for people and things in play
 Take turns, name body parts, imitate teacher's movements  Use index finger to trace letters, hold a tool with proper grip to write, use helping hand to stabilize object, use same hand to hold tool  Trace correctly, step by step	 Imitate teacher's movements, follow school routines, listen to/follow directions, attend to simple tasks, share  Learn words linked to content, communicate thoughts with words  Observe and sort  Reach, grasp, and move objects, use both sides of the body	 Sequence  Identify capital letters, recognize distinct letter sounds  Use art as form of creative expression  Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object  Use correct top-to-bottom, left-to-right directionality, trace correctly, step by step, develop fill-in coloring skills
 Sequence, use correct directionality for numbers  Verbally count a set of 1–10 objects, write numbers, observe and sort  Use consistent handedness for holding tool, use fingers to hold tool, use proper grip to write, use helper hand	 Sequence, use correct directionality for numbers  Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object  Trace correctly, step by step, develop fill-in coloring skills  Verbally count a set of 1–10 objects	 Sequence  Verbally count a set of 1–10 objects  Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object, write numerals  Use correct top-to-bottom, left-to-right directionality, write numbers, trace correctly, step by step, develop fill-in coloring skills
Oral Language  Take turns, remain engaged, listen to/follow directions  Understand print has meaning  Repeat words, say sentences, demonstrate understanding of word meaning	Science  Show curiosity, eager to learn new things/experiences  Use scientific vocabulary, explore physical properties, discover/explore objects, ask questions/gather information and make predictions, learn through senses	Oral Language  Take turns, remain engaged, listen to/follow directions  Understand print has meaning  Repeat words, say sentences, demonstrate understanding of word meaning
Student App, Songs, Teacher Resources	Student App, Songs	Student App, Songs
Have children paint with watercolors a clean body of water (soft blue) and a cloudy, polluted body of water (gray).	Have children sort the objects that sink or those that float by one attribute (e.g., size, color, etc.).	Have children pretend to be in a boat on a stream or river and act out rowing while singing "Row, Row, Your Boat."

Unit 4: Week 19: Day 1

Focus: Letter **D** and Number 8

LANGUAGE & LITERACY

Objective: Children separate compound words into two words.

Grouping: Whole group, small group, or 1:1

Picture That

1. Introduce **D** and its sound.
2. Place the Compound Word Picture Cards into the Sound Around Box. Place items next to the box.
3. Have one child pick an item and show it to the class.
4. Have a second child come forward and wave the wand over the box. Dramatically pull the correct Compound Word Picture Card from the box.
5. Hand the Compound Word Picture Cards to the child magician and have the child show them to the class. **Look! One word turned into two. Dogwood became dog and wood.**
6. Repeat.



✓ **Check for Understanding:** Observe as children review the objects again. Can children say the two words that make up the compound word?

Support/ELL: Use props when possible for the small words and for the compound word.

Enrichment: Say more compound words and have children separate them then draw a picture of each word then label images (e.g., day, dream, daydream).

Materials:

- Sound Around Box (Vol. 1, pp. 48–49)
 - Picture Tiles: Dog and Wood
- Props for Compounds Words Beginning with **D** (daylight, dogwood, etc.)
- Magic Wand
- Student App: Sound Around Letters **D**
- PreKITT Resources: 🧙 Compound Word Pictures

We're Learning:

- ♥ Take turns, listen to/follow directions
- 📖 Break compound words apart
- 🗣️ Repeat teacher's words

Vocabulary:

letter **D**, compound words, divided words

READINESS & WRITING

Objective: Children learn how to build and sequence capital letters correctly.

Grouping: Whole group, small group

Learn D Using Capitals with the Letter Cards & the Mat for Wood Pieces

Multisensory Introduction: Sing and air write to "Magic C" with the Magic C Bunny.

1. Review **D** and its sound.
2. Show Letter Card. Name the picture and read the word.
3. Gather the Wood Pieces.
4. Describe each step as you build the letter: **Watch as I build D. Big Line down, Jump to the smiley face, Big Curve to the bottom. We made D.** Turn the card over, and have children read the card with you.
5. **Now let's build D on the Mat.** Give each child a Mat to place right-side up. Repeat step four on the Mat using My turn, Your turn.
6. **It's capital letter D!**



✓ **Check for Understanding:** Observe if children choose the correct pieces. Do they name the pieces correctly?

Support/ELL: Help to place a piece, take it away, and then let a child try.

Enrichment: Give children the card for the first letter in their names to build.

Materials:

- Wood Pieces Set for Capital Letters (Vol. 1, pp. 61–63)
- Capital Letter Card: Letter **D** (Vol. 1, p. 66)
- Mat for Wood Pieces (1 per child) (Vol. 1, p. 67)
- PreKITT App: Wood Pieces **D**

We're Learning:

- ♥ Sequence
- 📖 Identify capital letters, recognize distinct letter sounds
- ✍️ Use art as a form of creative expression
- 🏃 Position an object for use, placement, or release, use visual cues to guide reaching for, grasping, and moving object
- ✍️ Use correct top-to-bottom, left-to-right directionality, trace capital letters

Vocabulary:




capital **D**, big line, big curve, smiley face, first, second, duck, diamond, dog

NUMBERS & MATH

Materials:

- Stamp and See Screen (1 per child) (Vol. 1, p. 69)
- Mix & Make Shapes (Vol. 1, pp. 84–85)
 - Large Rectangles (2)
 - Medium Squares (2)
 - Small Squares (8)
- PreKITT Resources: "Spiders Love to Party"

We're Learning:

-  Guess/check the answer, repeat until correct answer is found
-  Cover an area with shapes to explore area, compare size using big and small, verbally count a set of 1–10 objects
-  Discuss feelings caused by music

Vocabulary:

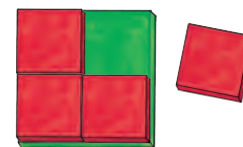
eight, cover, large, medium, not enough, small, too many

Objective: Children explore area by covering a shape with squares.

Grouping: Whole group, small group

Explore Area

Multisensory Introduction: Review 8 with the Stamp and See Screen. Say the directions.



1. Sing and move to "Spiders Love to Party."
2. **Let's find out how big our shapes are. We can cover them with small squares to find out. Let's see if any take 8 squares to fill.**
3. **Let's cover this medium square. How many small squares do we need?**
4. Invite one child to cover the medium square. Count the number of small squares. Help child compare using **too many** or **not enough**.
5. **Let's cover the large rectangle. How many medium squares do we need?** Invite a child to cover the large rectangle.
6. Count. Compare guesses. Repeat using other size squares.

✓ **Check for Understanding:** Observe as children cover the squares. Can children cover an area independently?

Support/ELL: Count out loud as each square is placed. Say, **one, two, three, four**.




Enrichment: Try "How Many Squares?" in the *4 Squares More Squares* activity booklet.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: pour/strain
- Pitcher of Water
- Strainer
- Glasses (2)
- Gravel
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

-  Take turns, remain engaged, listen to/follow directions
-  Understand print has meaning
-  Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

pour, strain, liquids, cup, glasses, lumps, pieces, drinks

Objective: Children learn two action verbs, say the words in sentences, and use them in conversation.

Grouping: Whole group

Verbs: Pour/Strain



1. **Look** Say the words with Squawker.
We pour liquids into cups or glasses. We strain liquids to take out pieces that we do not want.
2. **Do** Have Helper pour water into a glass, then drop in gravel. Have Helper pour the water with gravel through the strainer into other glass.
3. **Say** **We pour water. We strain water.**
4. **Talk** Squawker says: **We can pour water to drink. Drink starts with the letter D. What other drinks can you pour? We sometimes strain liquids when we cook. What liquids can we strain?**

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children discuss drinks that can be poured. Does every child attempt to give an answer?

Support/ELL: Have children pour and strain sand at the sand table.

Enrichment: Discuss. **To get water cleaner than you would by straining, filter dirty water through a coffee filter.** Show children the dirt left on the filter.

Unit 4: Week 19: Day 2

Focus: Letter **D** and Number 8

LANGUAGE & LITERACY

Objective: Children learn letter **D** using books.

Grouping: Whole group, small group

Read About D

1. Review **D** and its sound.
2. Select your favorite letter **D** book.
3. Read the book to the class and emphasize the sound that **D** makes, or choose from the list Book Connections.
4. Ask children to name more things that begin with the **D** sound.

✓ **Check for Understanding:** Observe children as they listen to the story. Are the children engaged?

Support/ELL: Use real items and/or pictures of items that begin with **D** to go along with the chosen book.

Enrichment: Sing and move to "Dolphins Swim."



Materials:

- Letter **D** Book of Choice or One from Book Connections (Vol. 1, pp. 102–105)
- PreKITT Resources: "Dolphins Swim"

We're Learning:

- ♥ Show interest in activities
- 📖 Listen to various sources with words that begin with same sound, point/name capital letters, follow print from top-to-bottom, left-to-right directionality

Vocabulary:

letter **D**, book, vocabulary

READINESS & WRITING

Objective: Children learn to sequence and write capital letters.

Grouping: Small group

Learn D Using Stamp and See Screen

1. Review **D** and its sound.
2. Show children how to stamp the first piece on the screen. Erase and let children try.
3. Show children how to stamp the complete letter **D**. Say the directions: **Big Line down, Jump to the smiley face, Big Curve to the bottom**. Erase and let children try.
4. Show children how to use the magnetic chalk stylus to trace the strokes of **D**. Erase the letter.
5. Children stamp with magnetic pieces or write with magnetic chalk stylus to make **D** from memory.

✓ **Check for Understanding:** Watch as children stamp. Can children identify words that begin with the sound /d/?

Support/ELL: Use just the first two steps of the activity. Model the next two steps for exposure.

Enrichment: Have children draw and label a picture of something that begins with the letter **D**.



Materials:

- Stamp and See Screen (1 per child) (Vol. 1, p. 69)
- PreKITT Resources: Video, "Capital **D**"

We're Learning:

- ♥ Sequence, listen to/follow directions
- 📖 Recognize/name capital letters, recognize letter sounds
- 👤 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object
- ✍ Trace correctly, step by step, enjoy/engage in writing activities

Vocabulary:

capital **D**, top, middle, bottom, smiley face, stamp, erase

NUMBERS & MATH

Materials:

- Tag Bags (Vol. 1, pp. 88–89)
- Stamp and See Screen (1 per child) (Vol. 1, p. 69)
- Classroom Objects to Measure (e.g., bookshelf, table, window, etc.)

We're Learning:

- ♥ Use manipulatives to find a solution
- ✎ Verbally count a set of **1–10** objects, use uniform objects (nonstandard units) to measure
- 👤 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object

Vocabulary:

long, row, measure, stop, reach, edge

Objective: Children explore nonstandard units of measurement.

Grouping: Whole group, small group

Use Nonstandard Units of Measurement

Multisensory Introduction: Review **8** with the Stamp and See Screen using only the stylus and/or the **8** card from Roll-A-Dough to trace on top of. Say the directions: **Begin with S, Up to the top.**



- 1. We are going to use Tag Bags to measure how long things are.**
- 2. Use Tag Bags. Let's measure the table.**
- 3. Put the first Tag Bag at the edge of the table.**
Give each child a Tag Bag. Have them add their Tag Bags to the row. Make sure that the Tag Bags are touching at the edge.
- 4. Continue across the table. When do we stop? We stop when we reach the edge.**
- 5. Repeat with other objects in the room.**

✓ **Check for Understanding:** Observe as children measure with Tag Bags. Do children start at the beginning of the object?

Support/ELL: Choose familiar items from home or school to measure.

Enrichment: Adapt this activity to measure the volume of a bottle or bucket. Have children use a smaller container to fill a larger one.

SOCIAL STUDIES

Materials:

- Book Connections, Books about Water cycle: education.com/lesson-plan/the-water-cycle/
- Read Aloud Interactive Tips, (Vol. 1, pp. 42–43)
- Map with Water Locations
- Flip Crayons

We're Learning:

- ♥ Show curiosity, attend to task
- 🌍 Describe jobs people do, explore geography tools and resources
- 🔬 Learn through senses, use scientific vocabulary, observe and describe objects

Vocabulary:

hydrologist, scientist, water cycle, map, job

Objective: Children learn about water, the water cycle, and scientists who study water issues.

Grouping: Whole group

Study Water



- 1. We've been talking about the letter D. What is an animal that starts with D and loves water? A duck, that's right.**
- 2. Did you know that hydrology is the study of water? A scientist who studies water is a hydrologist, and they study and solve water problems in communities (e.g., water for farms, soil erosion, etc.).**
- 3. Let's learn about the water cycle.** Read a book about the water cycle
- 4. Discuss the Water Cycle Diagram and have children color it.**
- 5. Look for places on a map where a hydrologist can study water. Encourage discussion about children's experiences with water.**

✓ **Check for Understanding:** Observe children as you read the book. Do the children ask questions?

Support/ELL: Use pictures to help children understand what a hydrologist does.

Enrichment: Have children observe a clear container of tap water and one with water from a natural source (pond, lake, etc.). Write down their observations.

Unit 4: Week 19: Day 3

Focus: Letter **D** and Number **8**

LANGUAGE & LITERACY

Objective: Children identify rhyming words.

Grouping: Whole group, small group

Recognize Rhyming Words

1. Review **D** and its sound.
2. We are going to learn about rhyming words.
3. Listen to the words **dog** and **log**. **Dog ... Log. They have the same ending sound.**
4. Review the Picture Tiles with the children. Place the tiles in the Sound Around Box.
5. Pull out the key tile. **Jump up if you think key rhymes with bee.**
6. Repeat with rhyming and non-rhyming words. **Does key rhyme with hat? No, key doesn't rhyme with hat. But key rhymes with bee.**
7. When children are ready, have them take turns choosing the tiles.

✓ **Check for Understanding:** Observe as children hear words that rhyme. Can they tell which words rhyme and which do not?

Support/ELL: Show two tiles. **I have dog and car. I want to find a tile that rhymes with bar, far, jar, or tar.** Have children point to the tile that rhymes.

Enrichment: Play "Animals in the House." Mix up animals and answers to help children discriminate rhymes.



Materials:

- Sound Around Box (Vol. 1, pp. 48–49)
 - Picture Tiles Featuring Rhyming Words: Dog, Log, Frog, Bee, Key, Cat, Hat, Jar, Car, Pan, Van, Two, Blue, Yak, Black
- PreKITT Resources: "Animals in the House"

We're Learning:

📖 Recognize rhyming words, identify two words as sounding same or different, repeat rhyming words

👂 Repeat teacher's words

Vocabulary:

rhyme, dog, log, frog, bee, key, cat, hat, jar, car, pan, van, two, blue, yak, black

READINESS & WRITING

Objective: Children trace capital Letter **D** and review writing name.

Grouping: Small group

Learn D Using A-B-C Touch & Flip Cards

Multisensory Introduction: Sing "Sing Your Name."

1. Review **D** and its sound.
2. Have children finger trace **D** card. Say the directions:
Big Line down, Jump to the smiley face, Big Curve to the bottom.
3. **Now let's write our name.** Use the 😊 A Click Away Capital Practice Strips. Put your strip above the child's strip.
4. Demonstrate each letter on your strip and wait for the child to imitate you by saying **My turn, Your turn.** Do this letter by letter.

✓ **Check for Understanding:** Observe as children write their names. Are they writing each letter correctly?

Support/ELL: Send home some 😊 Capital Practice Strips and the 😊 A Click Away Capital Letter Formation Chart for parents.

Enrichment: Have some children write their last name on the Capital Practice Strips.



Materials:

- A-B-C Touch & Flip Cards (Vol. 1, p. 70)
 - Picture Cards – Tactile Side: **D**
- Flip Crayons
- PreKITT Resources: "Sing Your Name"
- PreKITT Resources: 😊 Capital Practice Strips, 😊 Capital Letter Formation Chart

We're Learning:

♥ Take turns, name body parts, imitate teacher's movements

👤 Use index finger to trace letters, hold a tool with proper grip to write, use helping hand to stabilize object, use same hand to hold tool

✍ Trace correctly, step by step

Vocabulary:

letter names, top, smiley face, arrow

NUMBERS & MATH

Materials:

- Slate Chalkboard (1 per child) (Vol. 1, p. 72)
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- PreKITT Resources: "Spiders Love to Party"
- PreKITT App: Wet-Dry-Try 8

We're Learning:

- Sequence, use correct directionality for numbers
- Verbally count a set of 1–10 objects, write numbers, observe, and sort
- Use consistent handedness for holding tool, use fingers to hold tool, use proper grip to write, use helper hand

Vocabulary:

two, four, six, eight, goose, polar bear, ant, octopus, chick, buffalo, ladybug, spider

Objective: Explore learn how to form the number 8.

Grouping: Small group

Learn 8 Using Wet-Dry-Try on the Slate

Multisensory Introduction: Sing and move to "Spiders Love to Party."

- Review and count to 8.
- Prepare Slate Chalkboards by writing 8 with chalk as a model to trace.
- Demonstrate letter on your own Slate Chalkboard.
Say the words for each step. **Begin with S, Up to the top.**
- Teacher models and children participate:
 - Wet:** Child uses a Little Sponge Cube to trace the letter.
 - Dry:** Child uses a little piece of paper towel to dry the letter.
 - Try:** Child uses a Little Chalk Bit to write the letter.

✓ **Check for Understanding:** Observe as children complete the activity. Can they complete the steps correctly?

Support/ELL: Squeeze the water from the sponge. Give additional verbal cues.

Enrichment: Have children write 8 five times in the Writing Center.



ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: clear/cloudy
- Glasses Filled with Water (2)
- Salt
- Spoon
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- Take turns, remain engaged, listen to/follow directions
- Understand print has meaning
- Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

clear, cloudy, polluted, clean, floating

Objective: Children learn two adjectives, say the words in sentences, and use them in conversation.

Grouping: Whole group

Adjectives: Clear/Cloudy



- Look** Say the words with Squawker.
Clear means something looks clean without anything else in it. Cloudy means having something else floating in the water or air.
- Do** Have Helper show the glass with water. Have Helper stir salt into the water.
- Say** **The sky is clear. The sky is cloudy.**
- Talk** Squawker says: **The sky is clear when it has no clouds. What kind of day has a clear sky? A cloudy sky can mean it is going to rain. How does the sky look today? Encourage children to talk about experiences with clear and cloudy.**

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children talk. Do they understand the difference between clear and cloudy?

Support/ELL: Provide pictures and verbal cues of clear and cloudy (e.g., water, sky, etc.).

Enrichment: Discuss. **Water in lakes, rivers, or oceans that is cloudy or dirty is called polluted. Cloudy water may not be safe to drink. How can this water be cleaned?**

Unit 4: Week 19: Day 4

Focus: Letter **D** and Number **8**

LANGUAGE & LITERACY

Objective: Children recognize and name lowercase letters.

Grouping: Whole group, small group

Identify Lowercase Letters

Multisensory Introduction: Sing and point to the "Alphabet Song." Use Wall Cards.

1. Review **D** and its sound.
2. **Do we know our lowercase letters? Let's check.**
Pass out lowercase letters: **c, o, s, v, w, a, d**.
3. Model with another child how to hold the ribbon for limbo.
4. Call out a letter. **If you have the letter "___", hold it up. Come do the limbo!**
Child with "___" walks under the ribbon.
5. **What letter did the limbo?**

✓ **Check for Understanding:** Observe as children play Lowercase Limbo. Do the children hold up the correct letter match?

Support/ELL: Introduce only two to three letters at a time.

Enrichment: Give each child a lowercase letter from the A-B-C Touch & Flip Cards. Have a child hold up the letter you call and say the letter in a silly voice. Repeat.



Materials:

- Pre-K Wall Cards
- A-B-C Touch & Flip Cards (Vol. 1, pp. 44–45)
 - Lowercase Cards: **c, o, s, v, w, a, d**
- Long Ribbon for Limbo
- PreKITT Resources: "Alphabet Song"

We're Learning:

- ♥ Take turns
- 📖 Point to/name lowercase letters
- 🏃 Develop body awareness, balance, regard for people and things through play

Vocabulary:

letter **D**, capital, lowercase, match

READINESS & WRITING

Objective: Children learn how to form **D**.

Grouping: Small group

Learn D Using Wet-Dry-Try on the Slate

1. Review **D** and its sound.
2. Prepare Slate Chalkboards by writing **D** with chalk as a model to trace.
3. Demonstrate letter on your own Slate Chalkboard. Say the words for each step. **Big Line down, Jump to the smiley face, Big Curve to the bottom.**
4. Teacher models and children participate:
 - Wet:** Child uses a Little Sponge Cube to trace the letter.
 - Dry:** Child uses a little piece of paper towel to dry the letter.
 - Try:** Child uses a Little Chalk Bit to write the letter.

✓ **Check for Understanding:** Observe as children complete the activity. Can they complete the steps correctly?

Support/ELL: Squeeze the water from the sponge. Give additional verbal cues.

Enrichment: Have children air write **D** with a piece of chalk.



Materials:

- Slate Chalkboard (1 per child) (Vol. 1, p. 72)
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- PreKITT Resources: Video, "Capital D"

We're Learning:

- ♥ Imitate teacher's movements, follow school routines, listen to/follow directions, attend to simple tasks, share
- 🗣️ Learn words linked to content, communicate thoughts with words
- 🔍 Observe and sort
- 🏃 Reach, grasp, and move objects, use both sides of the body

Vocabulary:

letter **D**, Big Line, Big Curve, jump, top, bottom, smiley face, wet, dry, try, sponge, squeeze

NUMBERS & MATH

Materials:

- *My First School Book* p. 86
- Flip Crayons
- Objects to Count 8 (crayons, blocks)
- PreKITT Resources: "Spiders Love to Party"

We're Learning:

- ♥ Sequence, use correct directionality for numbers
- 👤 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object
- ✍ Trace correctly, step by step, develop fill-in coloring skills
- 📏 Verbally count a set of 1–10 objects

Vocabulary:

two, four, six, eight, goose, polar bear, ant, octopus, chick, buffalo, ladybug, spider

Objective: Explore learn number 8, and write 8.

Grouping: Whole group, small group

Learn & Write Number 8

Multisensory Introduction: Sing and move to "Spiders Love to Party."

1. Count 8 with Fingers

Hold up 5 fingers on the left hand. Count by putting up 3 right-hand fingers (6, 7, 8).

2. Count 8 with Objects

Touch and count 8 crayons or blocks. Count the sides on a STOP sign.

3. Trace and Write

My First School Book 8: Finger trace the 8 at the top of the page. Say directions: **Let's write 8. Put the crayon on the ↩. Begin with the letter S. Back up to the top.**

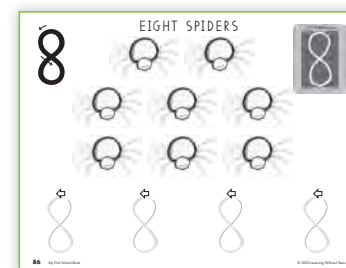
4. Color and Draw

Children color the picture and add detail. Encourage creative drawing on page.

✓ **Check for Understanding:** Observe children. Can children trace an S before learning 8?

Support/ELL: Teach 8 with a figure 8 car track, or by walking 8 around cones.

Enrichment: Find books about octopuses. Count their legs. Do the same for spiders!



SCIENCE

Materials:

- Objects that Float (bath toys, Mix & Make Shapes, Flip Crayons, bouncy balls, etc.)
- Objects that Sink (utensils, toy cars/trucks, rocks, keys, etc.)
- Water in a Container (small tub or bin)
- Chart Paper
- Marker

We're Learning:

- ♥ Show curiosity, eager to learn new things/experiences
- 🔬 Use scientific vocabulary, explore physical properties, discover/explore objects, ask questions/gather information and make predictions, learn through senses

Vocabulary:

float, sink, predict, animals, water, items

Objective: Children predict whether objects will float or sink and then test their predictions.

Grouping: Whole group, small group

Sink or Float?

1. Discuss how ducks float on water. **What other animals float on water?**

2. **I have some objects. Some can float but some will sink. Can you predict which items will float? Which items will sink?** Create a class list with tallies to show which items have the highest predictions for floating and for sinking.

3. Have children take turns trying each item to see if they sink or float.

4. Discuss results.

✓ **Check for Understanding:** Observe as children make and test their predictions. Do they understand how to determine whether an object sinks or floats?

Support/ELL: Test everyday items to determine if they sink or float and use the correct terminology to help children.

Enrichment: Have them test their predictions at the sand and water table.



Unit 4: Week 19: Day 5

Focus: Letter **Dd** and Number 8

LANGUAGE & LITERACY

Objective: Children recognize and name lowercase letters.

Grouping: Whole group, small group

Identify Lowercase Letters

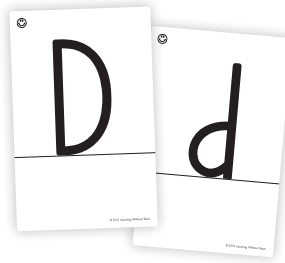
Multisensory Introduction: Sing and point to the "Alphabet Song." Use Wall Cards.

1. Review **Dd** and its sound.
2. **Do we know our other ABCs? Let's check!** Pass out lowercase A-B-C Touch & Flip Cards that look like their capital matches: **c, o, p, s, v, w, x, and z.**
3. Model with another child how to hold the ribbon for limbo.
4. Call out a letter. **If you have the letter o, hold it up. Come do the limbo!** Child with **o** walks under the ribbon.
5. **What letter did the limbo?**

✓ **Check for Understanding:** Observe as children play Lowercase Limbo. Do the children hold up the correct letter?

Support/ELL: Introduce only two to three letters at a time.

Enrichment: Give each child a lowercase letter from the A-B-C Touch & Flip Cards. Call out the letter. Have a child hold up the letter and say the letter in a baby voice.



Materials:

- Pre-K Wall Cards
- A-B-C Touch & Flip Card (Vol. 1, pp. 44–45)
 - Lowercase Cards
- Long Ribbon for Limbo

We're Learning:

- ♥ Take turns
- 📖 Point to/name lowercase letters
- 🏃 Body awareness, balance, regard for people and things in play

Vocabulary:

capital, lowercase, match

READINESS & WRITING

Objective: Children learn to trace letter **D**.

Grouping: Whole group, small group

Learn D by Tracing, Coloring & Drawing

1. Color and Trace Pre-Strokes for D

Review **D** and its sound. *My First School Book*
Pre-Stroke: Children color the dogs and trace the pre-strokes for **D**.

2. Look and Learn

My First School Book D: Introduce **D**. Children point and say the name of each image.

3. Trace and Write D

Children finger trace **D**, step by step. Children trace **D**. Model **D**. Children put crayon on the ☺. Say the directions: **Big Line down, Jump to the Smiley Face, Big Curve to the bottom.**

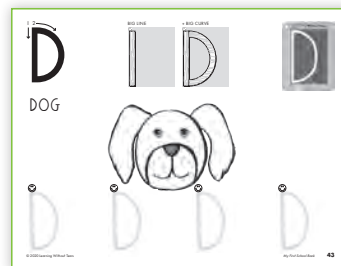
4. Color and Draw

Let's color the duck. Do you want it to be the same or different from the other ducks? Children color the picture and add detail. Encourage creative drawing on page.

✓ **Check for Understanding:** Observe grip. Are they holding the crayon correctly?

Support/ELL: Ensure furniture is correct size for writing.

Enrichment: Make duck sounds. Fly or walk like ducks. Float a rubber ducky.



Materials:

- *My First School Book* pp. 42–43
- Flip Crayons

We're Learning:

- ♥ Sequence
- 📖 Identify capital letters, recognize distinct letter sounds
- ✍ Use art as form of creative expression
- 🏃 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object
- ✍ Use correct top-to-bottom, left-to-right directionality, trace correctly, step by step, develop fill-in coloring skills

Vocabulary:

capital **D**, dog, bottom

NUMBERS & MATH

Materials:

- *My First School Book* p. 87
- Flip Crayons
- PreKITT Resources: "Animal Legs"

We're Learning:

- ♥ Sequence
- ✏ Verbally count a set of 1–10 objects, observe and sort
- 👤 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object, write numerals
- ✏ Use correct top-to-bottom, left-to-right directionality, write numbers, trace correctly, step by step, develop fill-in coloring skills

Vocabulary:

two, four, six, eight, goose, polar bear, ant, octopus, chick, buffalo, ladybug, spider

Objective: Children review 2, 4, 6, and 8.

Grouping: Whole group, small group

Counting Legs by 2s

Multisensory Introduction: Sing "Animal Legs."

1. Talk

My First School Book: The first part has a goose, the number 2, and a chick. Why are they together? The goose and the chick have two legs. Continue.

2. Look and Learn.

Talk about categories! First column is birds. Second column is mammals. Third column is insects. But the fourth column, octopus and spider, are in different families!

3. Color and Write

Let's write 2. Start at the ☺. Big Curve, Little Line across. Let's write 4. Start at the ☺. Little Line down. Little Line across. Jump to the top. Big Line down.

Let's write 6. Start at the ☺. Big Line down, Little Curve around.

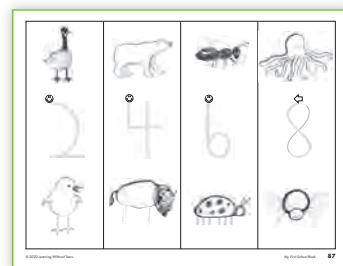
Let's write 8. Start at the arrow. Begin with the letter S. Back up to the top.

Children color the animals and trace the legs.

✓ **Check for Understanding:** Observe as children trace. Do they start at the top?

Support/ELL: Use objects to show the concept of 2, 4, 6, 8.

Enrichment: Give animals shoes as this will help with one-to-one correspondence.



ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: stream/river
- Sand Table
- Water
- Picture of a River
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/ follow directions
- 📖 Understand print has meaning
- 👤 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

stream, river, water, small, amount, land, larger, more, grow, rain, fishing, boating

Objective: Children learn two nouns by asking and answering questions.

Grouping: Whole group

Q & A with Nouns: Stream/River

1. Look Say the words with Squawker.

A stream is a small amount of water moving through land.

A river is like a stream, but much larger with much more water.

2. Do Have Helper use fingers to make a small path in the sand. Have Helper pour water into one end of the path. Have Helper show the picture of a river.

3. Say What is a stream? A stream is a small river.

4. Talk Squawker says: A stream can grow after a rain. Where does water from a stream go? People enjoy fishing or boating on a river. What would you do on a river?

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children ask and answer questions. Can they answer the questions?

Support/ELL: Provide pictures of streams and rivers to support understanding of word meaning.

Enrichment: What animals live in a river? Where else do animals live?

