



Comprehensive
Pre-K Program



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delivers the most innovative
Pre-K Learning
on the market today.

DIG is a core Pre-K program that **develops** the whole child, **inspires** big learning across all domains, and **grows** early learners into confident kindergarten-ready students.



Why DIG?

With Pre-K expectations on the rise, covering all the skills that have to go into each Pre-K day feels more and more challenging. That's why today's Pre-K teachers love *DIG*! Its **intentional design** and **balance of developmental and academic skills** make **kindergarten readiness accessible** for all children and **attainable** by *all* teachers.

For Students	For Teachers
 <p>DIG develops the whole child! With a focus on foundational skills, <i>DIG</i> gives Pre-K learners a strong skills base across all learning domains.</p>	<p>DIG develops teachers! With point-of-use tips, clear instructional paths, and easy-to-manage resources, <i>DIG</i> helps teachers succeed every day.</p>
 <p>DIG inspires big learning! Delivered through predictable routines and purposeful play, <i>DIG</i> empowers children with the confidence to learn new things.</p>	<p>DIG inspires teachers! <i>DIG</i>'s emphasis on creativity and flexibility allows teachers to fully customize and add their own flair to the program.</p>
 <p>DIG grows Pre-K learners toward Grade K! <i>DIG</i> delivers a research-based sequence of instruction in bite-sized chunks, providing multiple opportunities to reinforce concepts and solidify understanding.</p>	<p>DIG grows teachers! Through expert tips, on-demand training, and online demonstrations, <i>DIG</i> continually supports teachers—all year long!</p>



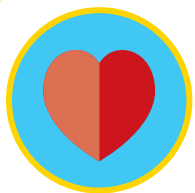
See for yourself how *DIG* grows little learners toward kindergarten readiness.

Visit frogstreet.com/curriculum/dig/



How Is DIG Different?

DIG's balance of developmentally appropriate instruction and purposeful play supports children on their path to kindergarten readiness in **six critical areas**.



Social Emotional

Pre-K learners need **social-emotional connections every day** because they help children relate to one another and the world they live in.



Oral Language

Pre-K children need intentional **oral language development** because it's language that leads to **early communication** and **critical-thinking skills**.



Math

Pre-K children need **early math** experiences because math provides authentic ways to foster **curiosity** and practice **problem solving skills**.



Literacy

Pre-K children need regular exposure to **literacy rich environments** because it's daily reading experiences that build strong reading identities.



Progress Monitoring

Pre-K children benefit from **regular progress monitoring** because **real-time assessment data** is critical in guiding children toward Grade K.



Teacher Support

Pre-K children aren't the only ones that need learning opportunities. Teachers need **daily doses of PD**, too! After all, who doesn't want to develop, feel inspired, and **grow to their maximum potential**?

The Letter People

DIG uses the power of *The Letter People* to make learning safe and fun while modeling how to solve problems, resolve conflict, and build meaningful relationships.



see
pages
8–9

Daily Robust Vocabulary

DIG gives children multiple opportunities to build oral language through daily “Wow Words,” hands-on practice, and home connections.



see
pages
10–11

Daily Integrated Math

DIG offers daily math—and not just once, but three times a day—in whole group, small groups, and integrated learning centers.



see
pages
12–13

Daily Active Literacy

DIG’s literacy routines get children talking, singing, and moving their bodies as they explore emergent reading with the help of Dr. Jean Feldman and *The Letter People*.



see
pages
14–15

Dedicated Time to Assess

DIG’s progress monitoring tools guide teachers to better lesson planning, consistent review and reteaching, and a greater awareness of each child’s progress.



see
pages
16–17

Rich and Intuitive Resources

DIG’s flexible and accessible teacher resources are chock full of research-based best practices, expert tips, and point-of-use guidance that help all teachers learn and grow.



see
pages
18–19

Partnering with a Legacy

For nearly 50 years, *The Letter People* have been instrumental in teaching Pre-K children. *DIG* builds upon this legacy and leverages the proven strength of these unique learning friends to **develop**, **inspire**, and **grow** little learners toward Grade K.





More than just tools for learning letters and sounds, *DIG's Letter People* puppets are **learning companions** that accompany children on their journey from Pre-K to Grade K. Over the course of the year, these 26 friends **integrate instruction** across:

- All learning domains.
- Eight thematic units.
- Weekly and daily routines.

From the first day of Pre-K to the last day of the year, *The Letter People* build a **positive community of learners** where all children are supported, engaged, and inspired on the path to kindergarten readiness.



“We’re really excited to see The Letter People integrated throughout our themes, throughout our weekly lessons, and to have that tie that will bind us together for the whole school year.”

Elaine Dodson, Program Coordinator
Muskingum Valley ESC



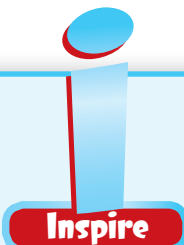
Social Emotional

DIG's social-emotional development drives and connects each theme through **critically important relationship skills**. Daily stories, activities, and experiences begin to build a **positive classroom community** from the very first day of school.



DIG develops social skills and self regulation:

- Safe ways to learn skills
- Modeling and practice
- Developmentally appropriate pacing



DIG inspires friendships and community:

- Dramatic role-play
- Problem-solving
- Teamwork and independence



DIG grows happy, self-confident kids!

- Self-awareness
- Self-regulation
- Social awareness
- Social competence
- Relationships



The Letter People

Each week, *The Letter People* model positive and healthy ways to problem solve, manage conflict, and navigate interpersonal scenarios.

Supported by a large-format flip chart, stories, songs, books, puppets, and games, teachers encourage children to interact with one another as they practice social-emotional skills development.



See DIG Social-Emotional learning in action!

Visit frogstreet.com/curriculum/dig/



Cheers and Handshakes by Dr. Jean

When a cheer is “just for them,” children feel like they belong. Special handshakes and cheers give everyone a positive boost—all originals from Dr. Jean herself.



Catch a Star

Tell children to think of something kind they did, something new they learned, or something that made them feel proud.



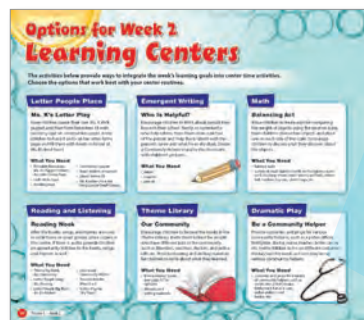
Reach up, (stretch hand up in the air)

Grab a star, (pretend to grab a star)

And put it in your heart! (put your hand near your heart)

Learning Centers

DIG's dramatic play opportunities link to learning concepts and help children develop relationships. Problem solving and self-regulation come to the forefront authentically as children practice what they learned through interactions with *The Letter People*.



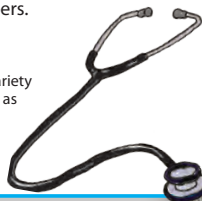
Dramatic Play

Be a Community Helper

Provide costumes and props for various community helpers, such as a police officer, firefighter, doctor, nurse, teacher, letter carrier, etc. Invite children to try on different costumes throughout the week and role-play being various community helpers.

What You Need

- costumes and props for a variety of community helpers, such as scrubs and a stethoscope, firefighter's hat and coat, police uniform and badge, etc.





Oral Language

DIG draws children in with daily Wow Words and fun language activities, but it doesn't stop there. **Language acquisition** extends beyond the classroom as children practice the new words they've learned **at home with families**.



Develop

DIG develops Tier 2 Vocabulary:

- Daily word practice
- Repeated exposure to words
- Integration across domains



Inspire

DIG inspires children to use robust language:

- Active learning
- Authentic use of words
- Peer collaboration
- Home connections



Grow

DIG grows confident communicators:

- Listening comprehension
- Speaking and conversation
- Vocabulary development
- Language conventions



Daily Robust Vocabulary

DIG exposes children to a wide variety of robust vocabulary words each day. From Tier 2 to academic and content-area vocabulary, *DIG* helps teachers make words accessible through multiple exposures and scaffolded opportunities to use words in authentic ways.

Vocabulary

Wow Words

unique	appreciate
creative	persistent
athletic	

Concept and Story Words

angry	glad	pattern	three
beautiful	happy	pointy	four
boy	important	sad	five
count	mad	special	
feelings	myself	one	
girl	patches	two	



See DIG Oral Language
learning in the classroom!

Visit frogstreet.com/curriculum/dig/



Theme Anchor Charts

Each 48" x 36" wall chart depicts a scene that connects to weekly focus questions, so children can practice building language with their peers. Theme Anchor Charts also provide children another context to practice the Wow Words learned during the year.



Vocabulary Cards and Wowbands™

Children learn one robust Wow Word per day, and even get the chance to "be" the word with a fun, fast-paced activity. When it's time to go home, children wear printable Wowbands to show families what they've learned.



Me Bags

Each week, a child fills a Me Bag with special items from home. Informal speaking opportunities like these give children a chance to use new language, ask questions, and have authentic conversations.



Robust Math

With *DIG*, math isn't just about a set of important concepts—it's about **methods and practices**, too. *DIG* delivers **robust instruction** in **foundational math skills** each and every day.

Develop

DIG develops higher-order thinking and problem solving:

- Daily math instruction
- Integration across domains
- Skills that build in complexity
- Links to whole group, small groups, and centers

Inspire

DIG inspires little learners to look at the world in different ways:

- Math investigations
- Teamwork and collaboration
- Hands-on activities

Grow

DIG grows kinder-ready mathematicians!

- Counting and cardinality
- Operations and algebraic thinking
- Geometry and spatial sense
- Sorting and patterns
- Measurement and data



Daily Integrated Math

Children participate in daily math experiences during multiple practice times each day: once with the whole class, once in small groups, and once during independent learning centers.



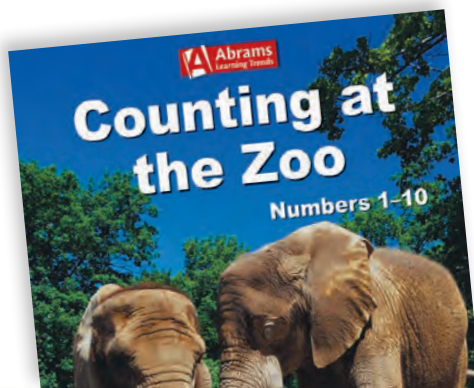
See DIG Mathematics
during a typical day!

Visit frogstreet.com/curriculum/dig/



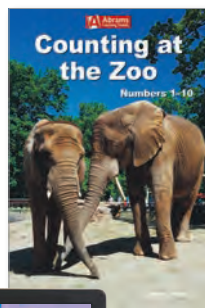
Interactive Math Big Books

DIG's 8 interactive Big Books with built-in manipulatives introduce, teach, and reinforce early math concepts. Pop-out Attachables™ stick directly on the book's pages for interactive learning.



Online Math Activities

DIG's online modules correspond to each math Big Book and provide practice at home or at school. Games and activities reinforce and extend learning with eBooks and extras.



Learning Centers

During DIG's learning center time, children reinforce the math concepts they learned earlier in the day through hands-on manipulatives and peer activities.





Active Literacy

DIG's literacy routines help children seal in foundational skills and practice emergent reading behaviors every day. Regular **reinforcement of skills** locks in learning and makes abstract literacy concepts more **meaningful** and **concrete**.



Develop

DIG develops strong foundational skills:

- *The Letter People*
- Daily, robust practice
- Supported, scaffolded lessons
- Variety of stories and genres
- Reinforcement and review



Inspire

DIG inspires children to love reading!

- Everyday reading and writing
- Active participation
- Adaptive, digital games



Grow

DIG grows children toward a lifetime of literacy.

- Concepts of print
- Phonological awareness
- Alphabet knowledge
- Comprehension
- Responding and writing



Daily Active Literacy with Dr. Jean and *The Letter People*

DIG's action rhymes and songs, created in partnership with Dr. Jean Feldman, purposefully get children talking, singing, and moving their bodies as they learn about science, social studies, health, and safety.



See DIG Active
Literacy in action!

Visit frogstreet.com/curriculum/dig/



Letter People Puppets and Flip Chart

For nearly 50 years, *The Letter People* have been instrumental in helping young children get ready to read.

With memorable personalities, upper and lowercase letters, hidden surprises, and characteristics that reinforce letters and sounds, each of these 26 learning companions makes abstract literacy concepts more concrete.



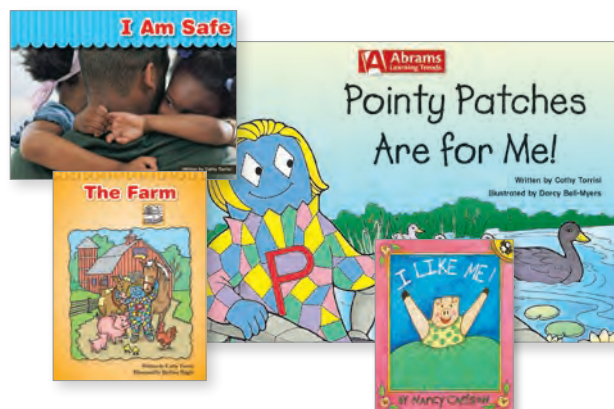
Letter People Games

Digital games and activities offer powerful reinforcement of key foundational literacy skills. Built-in progress monitoring customizes instruction for each child!



Books, Books, Books

DIG's variety of reading materials surround children with books, inviting reading naturally into the classroom and creating positive learning experiences from the very first day.





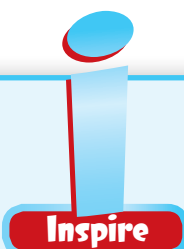
Progress Monitoring

DIG sets aside intentional time for assessment through **dedicated progress monitoring** on every Day 5. With predictable assessment built right in, teachers can enjoy **more reliable data** and feel **more confident** about the direction they're headed.



DIG develops a strong instructional path.

- Formative assessments
- Program-embedded tools
- Ongoing progress monitoring



DIG inspires child-centered assessment.

- Predictable routines
- Daily reteaching
- Observational checklists



DIG grows confidence for learning that lasts!

- Easy-to-use resources
- Flexible implementation
- Weekly tracking



Dedicated Time to Assess

DIG dedicates time each week for monitoring progress and measuring growth.

This intentional focus on progress monitoring ensures teachers have the time they need to truly individualize instruction and help all children succeed throughout the year!

Weekly Progress Monitoring Checklists help teachers organize observations, record notes, and check progress toward benchmarks on a regular basis.



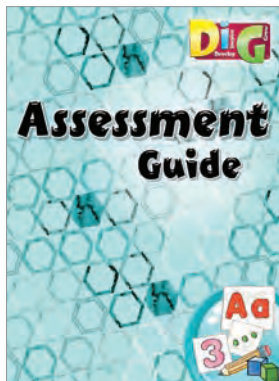
Sample DIG's Progress Monitoring!

Visit frogstreet.com/curriculum/dig/



Pre/Mid/Post Checklists

A Pre/Mid/Post Checklist for every skill—oral language development, literacy, mathematics, science, social studies, and gross and fine motor—means cumulative assessment for the entire year.



Blending

Pre/Mid/Post Checklist

Materials: copy of pages 52 and 53 for each child, page 37, blank paper

* If the child appears anxious, frustrated, unable, or unwilling to complete the tasks, stop this portion of the assessment.

Explain

Say: I am going to say some words in a special way. I want you to point to the picture that shows the word.

Do Some Examples

Use blank paper to mark all but the target row. Point to the first row and say:

Look at the pictures in this row and name them with me: flower sailboat tiger football

Point to what you get when you put *foot* and *ball* together. (football)

If the child points to the football, say:

Yes, football is what you get when you put *foot* and *ball* together.

If the child gives an incorrect response, repeat the example—once only.

Say: Let's try another one. Listen carefully. Point to what you get when you put *ti* and *ger* together. (tiger)

Administer Assessment

Say: Look at the pictures in the next row and name them with me: backpack ladybug mailbox rainbow

Pre-Check: Point to what you get when you put *back* and *pack* together. (backpack)

Mid-Check: Point to what you get when you put *lady* and *bug* together. (ladybug)

Post-Check: Point to what you get when you put *mail* and *box* together. (mailbox)

Repeat for the remaining rows:

	Pre-Check	Mid-Check	Post-Check
hammer	sandwich	pen-cil	sun-boat
kite	sun	cup	pig
bee	egg	key	pie
leaf	cat	fan	mop

(When saying a single consonant sound, be sure not to add the schwa sound. Say /k/, not "kuh.")

Score

Check correct responses on a copy of Response Record 14 on page 52.

Give one point for each correct response.

Record each child's score on the Response Record and on a copy of the Individual Summary Sheet on page 55.

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Ongoing Observational Assessments

With a short, concise checklist, teachers can watch for specific skills any time of day—no formal assessment time needed. During learning centers, children practice concepts while teachers observe and record data.

Alignment to Key Developmental Assessments

DIG provides a complete online developmental assessment and reporting system through a partnership with Galileo® Pre-K Online. To learn more about Galileo, see page 29.

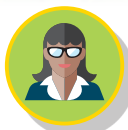
Don't use Galileo? DIG aligns to all major assessment systems, including:

- Teaching Strategies Gold
- The Work Sampling System

Visit DIGCorrelations.com to download your correlation today!



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Teacher Support

DIG helps teachers do big things, too! Students aren't the only ones who benefit from having access to the right tools. Through a robust offering of **fully supportive teaching resources**, *DIG* makes teacher success one of its highest priorities.



DIG develops strong, innovative teachers.

- Manageable lesson planning
- “Getting Started” tips
- Demo lesson videos



DIG inspires teachers to teach big ideas.

- Best-practice research
- Demos from Dr. Jean
- Flexible structure
- Room for personalization



DIG helps teachers grow!

- Classroom management
- Differentiation
- Online teacher community
- Parental involvement routines



Rich and Intuitive Resources

DIG's intuitive lesson design and rich resources make it possible for teachers to spend more time on what matters most—connecting with the class.

With *DIG's* easy-to-navigate print and digital resources, along with point-of-use research, best practices, expert tips, and instructional guidance, teachers experience less distraction and more interaction.



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See how DIG supports teachers every step of the way!

Visit frogstreet.com/curriculum/dig/



Point-of-Use Guidance

DIG's materials are designed to provide point-of-use teacher guidance on the back of each key component.

Children see bright and cheery photos or illustrations while you see what you need to teach. Coupled with handy features like QR codes for instant “see-for-yourself” videos, DIG is easy to use and always accessible.



Home Connections

Families feel more connected to school, and children take pride in their accomplishments when parents and caregivers are involved in daily learning. That's why DIG supports teachers from Day 1 with innovative Home Connections options.



Monthly Themes

DIG's **eight thematic units** of integrated science, social studies, literacy, and math instruction anchor learning throughout the year and help children make solid and lasting content connections.

DIG Themes at a Glance

Theme 1

At School

Children learn about their new school, classroom, and friends.

Week 1
What happens at school?



Week 2
How do we learn at school?



Week 3
How do we get along with others at school?



Week 4
What makes a good friend?



Literacy Focus
Alphabet Knowledge (All Letters)
Letters and Sounds Nn, Ww




Math Focus
Patterns



Theme 2

All About Me

Children learn about themselves and what makes them unique.

Week 1
What makes us special?



Week 2
How are families the same and different?



Week 3
How do our senses help us?



Week 4
How can we keep ourselves safe?



Literacy Focus
Phonological and Phonemic Awareness
Letters and Sounds Pp, Hh, Mm, Aa



Math Focus
One-to-One Correspondence



Theme 3

Our Community

Children learn about their community and the people in it.

Week 1
What are the places in our community?



Week 2
Who are the people in our community?



Week 3
How can we help our community?



Week 4
What is the world community?



Literacy Focus
Phonological and Phonemic Awareness
Letters and Sounds Bb, Kk, Dd, Ff



Math Focus
Measurable Attributes



Theme 4

Health and Nutrition

Children learn how to stay healthy through diet, exercise, and cleanliness.

Week 1
Why is it important to stay healthy?



Week 2
What food is good for us?



Week 3
Why should we exercise?



Week 4
Why should we stay clean?



Literacy Focus
Phonological and Phonemic Awareness
Letters and Sounds Oo, Cc, Ee, Yy



Math Focus
Counting 1-10



2 Themes at a Glance

20

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Focus Questions

DIG's weekly focus questions anchor learning and set the stage for **inquiry-based instruction**. By providing a framework for **rich discussions**, focus questions help children **make meaning** in real and deep ways as they develop early literacy and language skills.

Children learn best through real-world contexts. *DIG's* eight thematic units of integrated science, social studies, literacy, and math instruction help children make solid and lasting content connections.

Theme 5

The Earth, Our Home

Children learn about the Earth and how to take care of it.

Week 1

How is the Earth important to us?



Week 2

Where on Earth do different animals live?



Week 3

How does the weather change through the year?



Week 4

How can we take care of the Earth?



Literacy Focus

Phonological and Phonemic Awareness

Letters and Sounds Gg, Tt, Ss, Rr



Math Focus

Solid Shapes



Theme 6

Living Things

Children learn about living things and how they grow.

Week 1

What grows?



Week 2

What do living things need?



Week 3

What do plants need to grow?



Week 4

How do animals grow and change?



Literacy Focus

Phonological and Phonemic Awareness

Letters and Sounds Zz, Ii, Vv, Ll



Math Focus

Addition Concepts



Theme 7

Science Is Everywhere

Children learn about science and how it is studied.

Week 1

What is science?



Week 2

What do scientists do?



Week 3

How are objects the same and different?



Week 4

How can objects change?



Literacy Focus

Phonological and Phonemic Awareness

Letters and Sounds Uu, Qq, Jj, Xx



Math Focus

2-D Shapes



Theme 8

Technology in Our World

Children learn how technology affects the world around them.

Week 1

How does technology change our lives?



Week 2

What was life like 100 years ago?



Week 3

How do we travel from place to place?



Week 4

Where does our food come from?



Literacy Focus

Phonological and Phonemic Awareness

Letter-Sound Review (All Letters)



Math Focus

Subtraction Concepts



Weekly Routines

Children learn best when they know what to expect, and teachers teach best when they know what's coming next. *DIG's* predictable, weekly structure is designed to be flexible, so **it can work with any full- or half-day schedule.**

Theme 2

Week 1 at a Glance

What Children Are Learning

What makes us special?

Social Studies	Appreciates the unique characteristics of each child
Social and Emotional Development	Shows an awareness of others and others' feelings
Language Development	Expresses thoughts, feelings, and ideas
Phonological Awareness	Segments sentences into words
Alphabet Knowledge	Recognizes <i>Pp</i> and its letter-sound relationship
Comprehension	Asks and answers questions
Responding to Texts	Makes connections
Emergent Writing	Writes a list
Mathematics	Counts to determine quantity

Vocabulary

Wow Words

unique	appreciate
creative	persistent
athletic	

Concept and Story Words

angry	glad	pattern	three
beautiful	happy	pointy	four
boy	important	sad	five
count	mad	special	
feelings	myself	one	
girl	patches	two	

Day 1 (pages 26–31)

Day 2 (pages 32–37)

10 Morning Meeting	<ul style="list-style-type: none"> Gather and Greet Wow Word of the Day: <i>unique</i> Sing and Move: "I Am Special" 		<ul style="list-style-type: none"> Gather and Greet Wow Word of the Day: <i>creative</i> Sing and Move: "I Am Special" 	
20 Theme Circle	<ul style="list-style-type: none"> Introduce the Theme Read <i>I Like Me!</i> Introduce the Focus Question: <i>What makes us special?</i> 		<ul style="list-style-type: none"> Reread <i>I Like Me!</i> Link Vocabulary and Comprehension Connect to the Focus Question 	
60 Centers and Literacy Small Groups	<ul style="list-style-type: none"> Draw a Picture Complete a Sentence Create a Class Book: <i>What We Like</i> 		<ul style="list-style-type: none"> Model the Letter <i>P</i> Develop Phonological Awareness: Segmenting Sentences Complete the Class Book 	
Snack				
20 Literacy Circle	<ul style="list-style-type: none"> Introduce the Letter Person Read a Letter from Ms. P Listen to Ms. P's Song 		<ul style="list-style-type: none"> Reread Ms. P's Letter Investigate Ms. P's Me Bag Explore Letters and Sounds with Ms. P Listen to Ms. P's Song 	
Outdoors/ Lunch/Rest				
20 Math Circle	<ul style="list-style-type: none"> Guide Counting with a Rhyme Introduce Counting 1–3 Recognize Quantities 1–3 		<ul style="list-style-type: none"> Guide Counting with a Rhyme Introduce Counting 1–4 Recognize Quantities 1–4 	
60 Centers and Math Small Groups	<ul style="list-style-type: none"> Practice Counting 1–3 Recognize Quantities 1–3 		<ul style="list-style-type: none"> Practice Counting 1–4 Recognize Quantities 1–4 	
Outdoors				
10 Closing	<ul style="list-style-type: none"> Take It Home: Family Fun Letter 5, Theme 2 Home Activity Calendar, Wowband: <i>unique</i> Closing Song: "Good-Bye, Friends" 		<ul style="list-style-type: none"> Take It Home: Children's Me Bag, Me Bag Family Activity Letter, Wowband: <i>creative</i> Closing Song: "Good-Bye, Friends" 	

Key Routines

- **Fun** and **engaging** morning meetings
- **Daily** integrated whole group, small groups, and centers
- **Dedicated** review and assessment
- **Collaborative** family activities that reinforce learning at home

Day 3 (pages 38–43)

- Gather and Greet
- Wow Word of the Day: *athletic*
- Children's Me Bag



- Introduce the Theme Anchor Chart
- Practice Oral Language
- Link Vocabulary and Comprehension
- Read the Class Book



- Share Ms. P's Meeting and Greeting Card
- Rhyme Time with Ms. P
- Letters and Sounds with Ms. P



- Read Aloud Ms. P's Big Book
- Link Vocabulary and Comprehension
- Develop Phonological Awareness: Segmenting Sentences
- Move with Ms. P's Song



Day 4 (pages 44–49)

- Gather and Greet
- Wow Word of the Day: *appreciate*
- Sing and Move: "I Am Special"



- Introduce the Action Rhyme
- Connect to the Focus Question



- Teach the Everyday Word /
- Read *The Farm*



- Reread Ms. P's Big Book
- Ms. P's Word Play
- Revisit Mr. N and Ms. W



Day 5 (pages 50–55)

- Gather and Greet
- Wow Word of the Day: *persistent*
- Sing and Move: "I Am Special"



- Revisit the Action Rhyme
- Reread *I Like Me!*
- Shared Writing: Responding to Literature



- **Monitor Progress**
- Oral Language
- Emergent Reading

- Talk About Feelings
- Sing Along with Ms. P's Song



Theme Library

Gather a selection of theme-related literature from your classroom or school library for this week. Choose a book each day to read aloud. Add the books to the Theme Library center.

All the Colors of the Earth by Shelia Hamanaka

Dinosaurs, Beware! A Safety Guide by Marc Brown and Stephen Krensky

Elmer by David McKee

The Family Book by Todd Parr

The Five Senses by Nuria Roca

I Can Be Safe: A First Look at Safety by Pat Thomas

I Like Being Me: Poems for Children About Feeling Special, Appreciating Others, and Getting Along by Judy Lalli

I Like Myself! by Karen Beaumont

I Love Saturdays y domingos by Alma Flor Ada

The Listening Walk by Paul Showers

Lots of Grandparents by Shelley Rotner and Sheila Kelly, Ed.D.

My Five Senses by Aliki

When I Was Little by Jamie Lee Curtis

Whoever You Are by Mem Fox

Who's in a Family? by Robert Scutch

Home Connections

Encourage family involvement by sending home the following:

- Theme 2 Home Activity Calendar
- Family Fun Letter 5
- Wowbands for **unique, creative, athletic, appreciate, and persistent**
- Children's Me Bag and Me Bag Family Activity Letter
- Ms. P's Meeting and Greeting Card
- Take-Home Book: *The Farm*

Encourage families to access MyDIGPreK.com from home for more eBooks and interactive learning games.

Daily Routines

Every teacher knows the amount of valuable instructional time that can be lost during the day, from transitioning to centers to choosing partners for an activity. That's why *DIG* provides a **consistent daily structure with sensible routines**. By linking learning across each aspect of the day, *DIG* helps teachers **maximize every instructional minute**.

Morning Meeting and Closing Times

During Morning Meeting, children get settled and excited to learn. **Familiar songs and fingerplays**, and a **new daily Wow Word** provide a great way to gear up for instruction.

Closing time provides a quick wrap up to the day as you say goodbye with a **song** and distribute **Wowbands**.

Morning Meeting

Gather and Greet
Greet children and start the day using one or more of the opening routine options on page 9.

Wow Word of the Day
Introduce children to the Wow Word **unique** using the instructions on the back of Vocabulary Card 21.
understands and uses complex vocabulary

Sing and Move
Before beginning Theme Circle, give children a chance to stretch and move by singing the following song. Have children mimic your actions and sing along.
I Am Special (to the tune of "I Am a Little Teardrop")
(point to self) (point to place)
(point to self) (point to self)
(stretch in place then hug self)

Every Minute Counts!

Transitions
Lead children in singing a version of "If You're Happy and You Know It," replacing the word happy with special, *uses and increases speaking vocabulary* - sings new and familiar songs

Outdoors
Use children's characteristics, likes, or dislikes, to play a version of "Simon Says." For example:
uses play to explore new ideas

Lunch/Snack
Suggest that children talk to each other about things they like to eat. Encourage them to find common foods that are the same and some that are different.
engages in conversation

Closing

Take It Home
• Give each child a copy of Family Fun Letter 5 and the Theme 2 Theme Activity Calendar.
Read the letter aloud and talk about the suggested activities. Ask children which activities they would enjoy doing with their families this week. *expresses thoughts, feelings, and ideas*
• Give each child a **Wowband** for unique and encourage them to share their (Wow Word with their families, *understands and uses complex vocabulary*

Closing Song
Have children mimic your actions and repeat each line after you, *sings new and familiar songs*
Good-Bye, Friends (to the tune of "Where a Handkerchief")
(wave good-bye) (wave good-bye)
(point to wristband) (point to wristband)
(pretend to read a book) (pretend to read a book)

What Children Are Learning
Language development
• engages in conversation
• identifies new word meanings
• uses and increases speaking vocabulary
Comprehension
• understands and uses complex vocabulary
Social studies
• observes characteristics of people

Vocabulary
unique

Whole-Group Instruction

DIG's **20-minute circle times** connect learning across content areas and provide the mighty bites of rich learning that Pre-K learners need.

Literacy Circle

Meet Ms. P
Introduce the Letter Person

Read a Letter from Ms. P
Read the letter aloud to the children. Have them listen for the sound of the letter 'P' and the words 'P' and 'P' in the letter. Have them listen for the words 'P' and 'P' in the letter. Have them listen for the words 'P' and 'P' in the letter.

Listen to Ms. P's Song
Have the children listen to the letter 'P' song and sing along with the teacher. Have them listen for the words 'P' and 'P' in the letter. Have them listen for the words 'P' and 'P' in the letter.

Introduce Counting 1-3
Guide Counting with a Rhyme
Have children listen to the rhyme and count along with the teacher. Have them listen for the words '1', '2', and '3' in the rhyme. Have them listen for the words '1', '2', and '3' in the rhyme.

Recognize Quantities 1-3
Have children listen to the rhyme and count along with the teacher. Have them listen for the words '1', '2', and '3' in the rhyme. Have them listen for the words '1', '2', and '3' in the rhyme.

Differentiated Instruction
3-Year-Olds
Special Needs
Enrichment

What Children Are Learning
Language development
• understands and uses complex vocabulary
• identifies new word meanings
• uses and increases speaking vocabulary
Comprehension
• understands and uses complex vocabulary
Social studies
• observes characteristics of people

Vocabulary
special
unique

Theme Circle

Launch the Theme
Focus Question: **What makes us special?**

Introduce the Theme
Read the letter aloud to the children. Have them listen for the sound of the letter 'P' and the words 'P' and 'P' in the letter. Have them listen for the words 'P' and 'P' in the letter.

Read I Like Me!
Have children listen to the letter 'P' song and sing along with the teacher. Have them listen for the words 'P' and 'P' in the letter. Have them listen for the words 'P' and 'P' in the letter.

Turn and Talk
Have children listen to the letter 'P' song and sing along with the teacher. Have them listen for the words 'P' and 'P' in the letter. Have them listen for the words 'P' and 'P' in the letter.

Introduce the Focus Question
Write the focus question on a sentence strip and display it throughout the week.
Read the question aloud. Share something about yourself that makes you special. Then ask children what makes them special. Record their responses on a chart paper. Keep the list posted and add new ideas to it throughout the week. *uses and increases speaking vocabulary*

Differentiated Instruction
3-Year-Olds
Special Needs
Enrichment

What Children Are Learning
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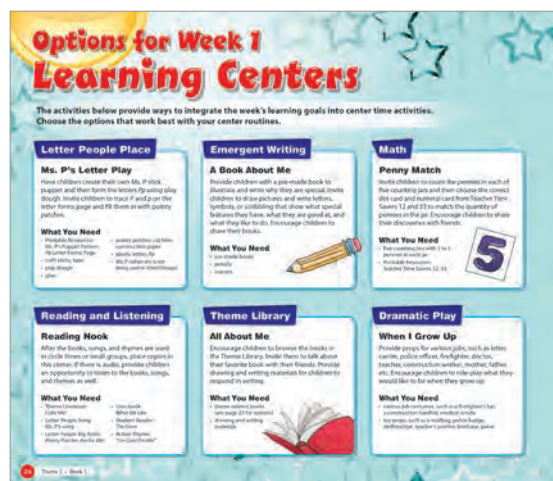
Vocabulary
special
unique

Small Groups and Centers

DIG daily **small-group instruction** in math and literacy, along with a variety of **learning center activities**, support learning independence.



As small groups of students meet with the teacher, other students **work independently** in learning centers that are tailored each week to the theme and focus question. Best of all, teachers can **select the learning center activities** that best fit their classroom routines.



- **Scaffolded oral language development** support for every circle time
- **ELL support strategies** that ensure all children participate fully
- **Specific and appropriate adaptations** for three-year-olds and students with special needs on every page of every lesson
- **Enrichment ideas for every lesson** that challenge children to expand their thinking

Oral Language Development

es and increases speaking vocabulary

ELL Cognates

ELL Support Explain that the English word *special* sounds like and has the same meaning as the Spanish word *especial*. Have children practice using the words in sentences. Repeat with the cognates *unique/único*.

If children answer questions with a single word, model using complete sentences by restating their ideas in sentence form.

Modify Response Draw or attach small pictures of a happy face, a sad face, and a few story details to a piece of paper that children can hold. Have children point to the pictures to answer the questions.

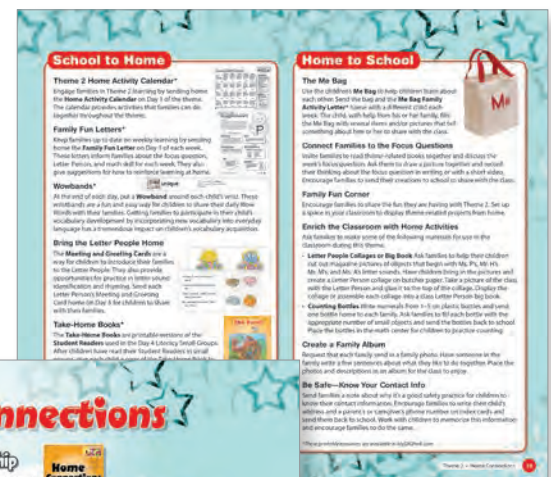
Challenge children to expand on their answers by adding details or to support their answers by explaining their reasons.

Family Involvement

Authentic, meaningful home-school connections are critical to the success of any early childhood program. *DIG* supports teachers in **fostering positive relationships** with families and provides tips for **helping parents and caregivers become active members** of the classroom community.

Tools for connecting to families and supporting parents in **reinforcing learning at home** include:

- **Weekly Family Letters**, in English and Spanish, that suggest activities related to the week's focus question and skills.
- **Monthly calendar of home activities** that gets families involved in the love of learning.
- **Wowbands™**—printable wristbands that inspire families to use rich, robust vocabulary words at home every day!
- **Anytime access** to MyDIGPreK.com for online *Letter People* literacy games, content-area eBooks, and science and math activities.



Formative Assessment

The minds of Pre-K children are growing and developing at a rapid pace. In order to ensure **consistent progress on the path to kindergarten readiness**, teachers must know how their students are progressing. *DIG's* variety of ongoing, program-embedded assessment tools fully support teachers as they:

- **Plan** lessons.
- **Assess** mastery with progress monitoring built into Day 5 instruction.
- **Reteach** and **reinforce**.
- **Share progress** with families and administrators.
- **Guide children** on their path to Grade K.

Pre/Mid/Post Checklists

Weekly Progress Monitoring

Ongoing Observational Assessments

Emergent Reading Response Records



Developmental Assessment

Meet **DIG's** preferred diagnostic assessment partner—
Galileo® Pre-K Online!

Brought to you by **Assessment Technology Incorporated (ATI)**, **Galileo® Pre-K Online** provides a valid and reliable developmental assessment system that reflects early childhood standards, school readiness goals, and the Head Start Early Learning Outcomes Framework.



"Galileo" and the Galileo logos are trademarks or registered trademarks of Assessment Technology Incorporated.

For early childhood educators, *Galileo* provides a complete and comprehensive **online developmental assessment and reporting system** that links assessment, planning, individualization, and child progress, and includes:

- English and Spanish versions of the G3 scales.
- Authentic, multi-method assessments of children with diverse characteristics.
- Ongoing research and data analysis.

Visit **www.ati-online.com** to learn more about *Galileo* today!

DIG correlates to all major formative assessments!

Don't use Galileo? That's okay! *DIG* is designed to align with all the major early learning assessment tools, including

- *Teaching Strategies Gold*
- *The Work Sampling System*

Visit **DIGCorrelations.com** to download existing correlations!



Training

DIG into PD

Abrams Learning Trends fosters long-term success with *DIG* by offering robust training and PD through **initial program implementation training** and **ongoing user support**.

Training Objectives:

- Explore the thematic plan, scope, assessment information, and all components.
- Dive into the instructional path, pacing, scheduling, and classroom management.
- Learn appropriate adaptations for students requiring differentiation.
- Examine the ongoing, formative assessment cycle.
- Explore how to effectively use the program's embedded technology.
- Discuss resources for increasing parental and community involvement.

Initial Program Implementation

Our *Initial Program Implementation* orients users to the program's basics, foundational research base, learning objectives, and alignment to standards.

Virtual: Self-Guided

Anytime access, how-to videos, and support posts enable busy teachers to go at their own pace.

- Length: Year-Round Access
- Cost: Free with purchase of the Complete Program
- Facilitator: You

In Person: Facilitator-Led

On-site and hands-on sessions by a Certified *DIG* Trainer allow for a customized, collaborative experience.

- Length: Half Day
- Facilitator: Certified *DIG* Trainer



Ongoing User Support

Whether you're a classroom practitioner, support staff member, or administrator, we stay by your side even beyond the initial program implementation period.

Our *Ongoing User Support* provides unlimited access to other users, fresh tips and ideas, and personalized phone and email support—all features that help you love what you do!



Support

MyDIGPreK.com

Extend learning beyond your classroom walls with MyDIGPreK.com—an **easy, secure, and private online community and digital resource library**.

MyDIGPreK.com helps teachers:

- Connect to content.
- Communicate with families.
- Collaborate with the *DIG* community.



Connect to Content

Get access to the complete library of *DIG* digital resources anytime, anywhere.

- *DIG* Training and Professional Development Modules
- Digital Teacher's Guides
- Digital Assessment Guide
- Complete Set of Printable Resources
- Songs and Videos (including Dr. Jean!)
- 50+ eBooks
- *DIG Letter People Games*
- 17 Interactive Math and Science Modules

Collaborate with the *DIG* Community

Connect and share ideas and resources with others in the MyDIGPreK.com community.

- Connect to other teachers using *DIG* within the MyDIGPreK.com network.
- Create collaborative groups among teachers and parents for specific events or purposes.
- Share and receive new resources and content with members of the MyDIGPreK.com community.

Communicate with Families

Make home-school communication easy and meaningful by inviting parents and caregivers to participate in the online classroom community.

- Instantly share messages, documents, photos, and videos on the class Message Board.
- Provide families with links to eBooks, Interactive Online Modules, and *DIG Letter People Games* for learning at home.
- Keep families informed of important classroom events and activities.
- Encourage families to share more about their home lives and events.





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