

THEME 1  
WEEK 3

# Marvelous



# MME



frögstreet

**PRESCHOOL**  
TEACHER'S GUIDE  
Sample

# PRESCHOOL THEME 1: **Marvelous Me**

## MONTHLY THEMES

**THEME 1**  
**Marvelous Me**

**THEME 2**  
My Family and Friends

**THEME 3**  
Safe and Healthy Me

**THEME 4**  
Color, Shape, and Size

**THEME 5**  
Creative Me

**THEME 6**  
On the Go

**THEME 7**  
Amazing Critters

**THEME 8**  
Habitats

**THEME 9**  
The World Around Me

## TABLE OF CONTENTS

### WEEK 1: PHYSICAL ME

Week at a Glance .....	2-3
Materials .....	4-5
Greeting Circle .....	6
Morning Message .....	7
Literacy: Read-Alouds .....	8-11
Math .....	12-13
Inquiry and Exploration .....	14-16
STEAM .....	17
Music, Movement, & Transitions .....	18
Mindful Movement .....	19
Closing Circle .....	20
Notes .....	21

### WEEK 3: SOCIAL ME

Week at a Glance .....	42-43
Materials .....	44-45
Greeting Circle .....	46
Morning Message .....	47
Literacy: Read-Alouds .....	48-51
Math .....	52-53
Inquiry and Exploration .....	54-56
STEAM .....	57
Music, Movement, & Transitions .....	58
Mindful Movement .....	59
Closing Circle .....	60
Notes .....	61

### WEEK 2: FEELING ME

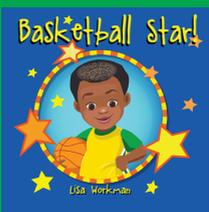
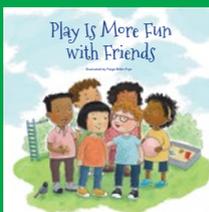
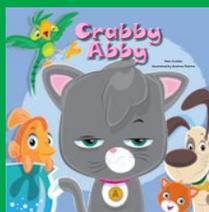
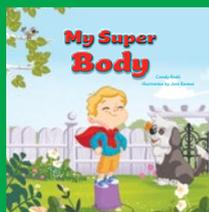
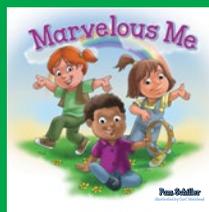
Week at a Glance .....	22-23
Materials .....	24-25
Greeting Circle .....	26
Morning Message .....	27
Literacy: Read-Alouds .....	28-31
Math .....	32-33
Inquiry and Exploration .....	34-36
STEAM .....	37
Music, Movement, & Transitions .....	38
Mindful Movement .....	39
Closing Circle .....	40
Notes .....	41

### WEEK 4: THINKING ME

Week at a Glance .....	62-63
Materials .....	64-65
Greeting Circle .....	66
Morning Message .....	67
Literacy: Read-Alouds .....	68-71
Math .....	72-73
Inquiry and Exploration .....	74-76
STEAM .....	77
Music, Movement, & Transitions .....	78
Mindful Movement .....	79
Closing Circle .....	80
Notes .....	81

<b>Art</b> .....	82-83
<b>Outdoor</b> .....	84-85
<b>Appendix</b> .....	86-98

## WEEKLY READ-ALOUDS



# WEEK AT A GLANCE

DAY  
1



## Word of the Week friends

**Definition:** people who enjoy each other's company

friends



## WEEKLY INQUIRY AND EXPLORATION



**Math Center**  
Make shape prints in dough and match shapes



**Literacy Center**  
Trace and spell names



**Creativity Center**  
Make and decorate a paper collage on a box



**Construction Center**  
Build block towers and roads



**Fine Motor Center**  
Create balloons and cookies with dough



**Dramatic Play Center**  
Wrap packages and prepare a pretend party

Lesson Planners are available digitally (Lilypad) with suggested day-by-day lesson plans and customizable lesson plan templates.

### Greeting Circle

**Unite:** *The More We Get Together*  
**Calm:** Balloon Breathing  
**Connect:** Absent Child Ritual  
**Commit:** Safekeeper Ritual, Helping Hands

### Morning Message

### Brain Smart® Start

I am a friend.

### Literacy: Read-Aloud #1

Book: *Play Is More Fun with Friends*

**Friends**  
Explore activities that are enjoyed with friends

### Literacy: Read-Aloud #2

Book: *The Birthday List*

**List of Friends**  
Predict storyline based on book title and discuss outcome

### Math

**Focus:** Attributes - Shape

**Straight and Curved Lines**  
Make and explore attributes of lines (straight and curved)

### STEAM

### Mindful Movement

### Closing Circle

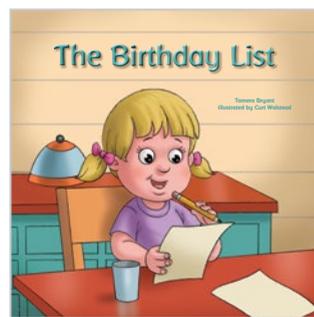
DAY 2	DAY 3	DAY 4	DAY 5
Brain Smart® Start	Brain Smart® Start	Brain Smart® Start	Brain Smart® Start
..... <b>Phonological Awareness:</b> sentence segmentation		<b>Print Concepts:</b> print directionality	
..... <b>Alphabet Knowledge:</b> general letter awareness		.....	
<b>I am a friend.</b>	<b>I am helpful.</b>	<b>I am helpful.</b>	<b>I use helping hands.</b>
<b>Play</b> Compare playground activities in story to own experience	<b>Don't Be Shy</b> Discover ways to help friends feel welcome	<b>Favorite Things</b> Explore benefits of sharing experiences with others	<b>Rhyme Time</b> Notice words that rhyme while listening to the story
<b>Piper's Party</b> Compare character's birthday celebration to own experience	<b>Accepting Limits</b> Understand what limits are and why they are important	<b>Finding Friends</b> Understand that being social can make activities more fun	<b>Making Lists</b> Explore the purpose and types of lists
<b>Lines Make Shapes</b> Trace shapes with curved and straight lines	<b>Naming Shapes</b> Notice attributes of shapes	<b>Circles</b> Explore attributes of a circle	<b>Circles and Triangles</b> Compare attributes of a circle and a triangle
.....			
..... <b>STEAM: T is for Technology</b> .....			
Explore the <b>T</b> in <i>STEAM</i> by learning about what technology is and how we use it.			
<b>Science Center:</b> Exploring Technology			
.....			
..... <b>Mountain Pose: Silly to Calm</b> .....			
Add Music to the Movement			
.....			
..... <b>Review and Reflect</b> .....			
On <b>Day 1</b> , send home the "Social Me" family letter.			





# MATERIALS FOR THE WEEK

## LITERATURE



## VOCABULARY CARDS

### Read-Aloud #1



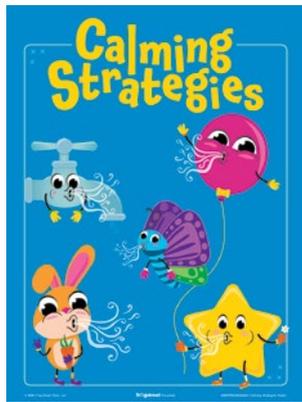
### Read-Aloud #2



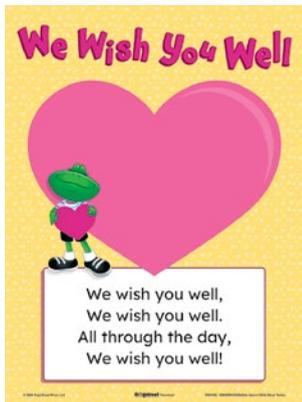
### Math



## POSTERS



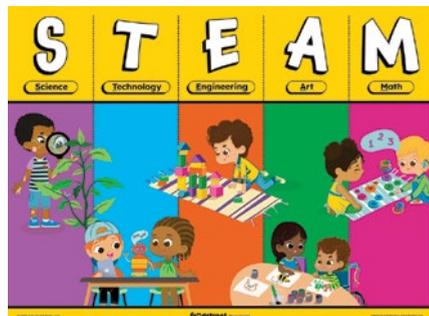
Calming Strategies



We Wish You Well



Commitments



STEAM

## PROGRAM MATERIALS



attribute buttons



pocket cube



Fernando with House

**PHOTO CARDS**



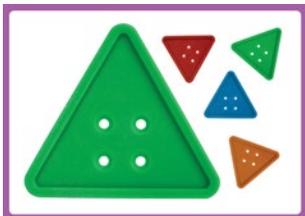
**Read-Aloud #1**  
shy #10



**Read-Aloud #2**  
celebrate #12  
list #11



**Math**  
circle #13  
triangle #14



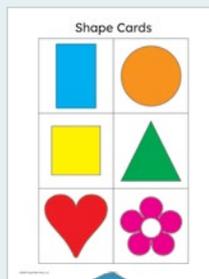
**CARD SETS**

All Letter Cards



**PREPARE**

- **Greeting Circle:** display the *Calming Strategies*, *We Wish You Well*, and *Commitments Posters*.
- **Straight and Curved Lines:** cut a 12-inch string for each pair of children (p. 52).
- **Math Center:** print *Shape Cards* (Lilypad), place in the Pocket Cube and cut child cards (p. 54).



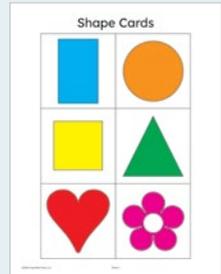
- **Literacy Center:** make a list of names (Xavier, Lisa, Rose) and a name card for each child (p. 54).
- **Creativity Center:** cut tissue paper into small pieces (p. 55).
- **Fine Motor Center:** cut 6-inch pieces of yarn (p. 56).
- **Dramatic Play Center:** cut wrapping paper into small squares for wrapping presents (p. 56).
- **Science Center:** make exploration kits (p. 57).

**GATHER**

- Safekeeper Box with child names
- string
- blocks (assorted shapes)
- book
- yardstick
- chenille stems
- dough
- rolling pin
- egg carton
- plastic letters
- tissue paper
- cardboard box
- yarn
- cookie cutters
- baking sheets
- wrapping paper
- small boxes
- streamers
- party plates
- party hats
- chart paper
- markers
- paper
- glue
- tape
- scissors
- **Science Center** materials (p. 57)

**LILYPAD**

- **Print-Outs**
  - › *Shape Cards*
  - › *Assessment Checklists*
- **Music & Media**
  - › *The More We Get Together* Video with Fernando
  - › *I Will Be Your Friend* with Ronno
  - › *Let's Sing the Alphabet* with Richele
  - › *Say, Say, Playmate!* with Richele
  - › *Silly to Calm* Video





**Learning Outcomes**

**P-ATL.4** Child manages actions, words, and behavior with increasing independence.

**P-SE.3** Child engages in and maintains positive interactions and relationships with other children.

**P-SE.11** Child has a sense of belonging to family, community, and other groups.

**Conscious Discipline in Action**

The first six weeks of school is the time to focus on routines and rituals. Routines provide safety while rituals provide connection. The sooner children understand they are safe, supported, and loved, the sooner they can focus on achieving academic goals.

# GREETING CIRCLE

**Materials**

**POSTERS**

- Calming Strategies
- We Wish You Well
- Commitments

**VOCABULARY CARD**

- friends

---

- Fernando with House
- Safekeeper Box with child names



**UNITE**

Display Fernando’s Playhouse, with Fernando inside. Invite a volunteer to “wake” Fernando.

Display the Fernando Unite Video and sing *The More We Get Together* (Lilypad) (p. 92). Encourage children to sway as they sing.

Have Fernando point to the *friends* Vocabulary Card. Define *friends* as people who enjoy each other’s company. Explain having friends makes things we do more fun. Friends are kind, share, and help each other. Explain to have a friend, you must be a friend, too.

**CALM**

Introduce Balloon breathing. Invite children to place hands on their head and lock fingers together. As they breathe in deeply, they will raise hands over head while filling their pretend balloon. Then, have them let the air out as they drop their hands back down to their head making a “ppppbbbb” sound.



Refer to the *Calming Strategies* Poster and point to the Balloon icon.

Invite partners to practice Balloon together.

**CONNECT**

Introduce the *We Wish You Well* Poster and the Absent Child Ritual (p. 86).

Explain you want to send well wishes to absent friends every day. Place the absent child’s name or photo on the heart of the *We Wish You Well* Poster.

Teach children *We Wish You Well* (p. 86). This song helps children think about missing friends and lets them know when they are absent their friends are thinking about them.

**COMMIT**

Recite the Safekeeper Ritual as you hold the box (p. 86). Say, *My job is to keep you safe*. Children say, *And it is our job to help keep the classroom safe*.



Invite children to place their names in the box.

Refer to the *Commitments* Poster. Discuss “helping hands” and give examples (helping a friend pick up something, shaking hands nicely, patting a friend on the back). Give non-examples of “helping hands” (hitting, snatching, squeezing). Ask children to commit to using “helping hands”.

The activities to Unite, Calm, Connect, and Commit are all components of the Brain Smart® Start used with permission from Dr. Becky Bailey and Conscious Discipline® (www.consciousdiscipline.com).

# MORNING MESSAGE

**Materials**

- chart paper
- markers
- letter cards



**Say, write, and explore one sentence each day:**

<b>DAY 1:</b> I am a friend.	<b>DAY 2:</b> I am a friend.
<b>DAY 3:</b> I am helpful.	<b>DAY 4:</b> I am helpful.
<b>DAY 5:</b> I use helping hands.	

## STEP 1: SAY THE SENTENCE

### Phonological Awareness: sentence segmentation

1. Say the sentence. Define unfamiliar words.
2. Ask children to say the sentence with you.
3. Encourage them to say it again, this time tapping their knees for each word they say. Check that children are tapping words and not syllables.

## STEP 2: WRITE THE SENTENCE

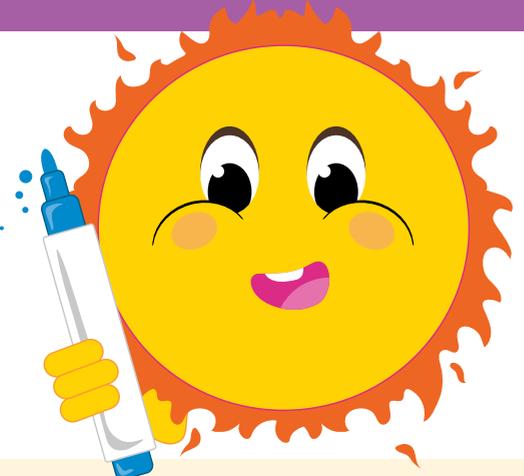
### Print Concepts: print directionality

1. Write the sentence saying each word as you write it.
2. Place your hand under each word in the sentence and have children read it with you.

## STEP 3: EXPLORE LETTERS

### Alphabet Knowledge: general letter awareness

1. Point out letters that appear in the Morning Message and in children's names. For example, point to a letter and say: *The letter f is in the word friend. The letter f is also in Fernando's name.*
2. Write children's names on chart paper and underline the letter f in each name. Select a different letter each day to use examples from as many children's names as possible.



## Learning Outcomes

**P-LIT.1** Child demonstrates awareness that spoken language is composed of smaller segments of sound.

**P-LIT.2** Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

## Teacher Self-Care

Embrace the role of a Safekeeper by cultivating a secure environment for the children in your care. When confronted with misbehavior, initiate a calming process for yourself with three deep breaths. Remember, your ability to remain calm and monitor your reaction can influence the children's behavior in your classroom.





### Learning Outcomes

**P-LC.1** Child attends to communication and language from others.

**P-LC.6** Child understands and uses a wide variety of words for a variety of purposes.

### Cultural Responsiveness

**DAY 3:** In many cultures, including some where our friends might come from, being shy is seen as a positive quality. It's important to understand that different places have different values, and in some places, being shy is admired.

### Did you know?

It can be more difficult to rhyme in English than in Romance languages because there are significantly more word-end sounds in English. Be mindful children who are learning English may struggle with rhyming at first, as they are acquiring new words, and therefore new word-end sounds, each day. Rhyming stories, poems, and songs create an opportunity for exposure. This exposure develops an ear for sound.

# LITERACY

## Read-Aloud #1

### Materials

- *Play Is More Fun with Friends*

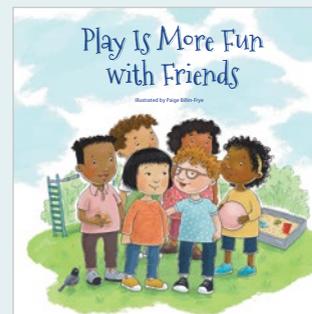
### VOCABULARY CARDS

- friends
- invite
- share
- rhyme

### PHOTO CARDS

- shy #10

- chart paper
- markers



friends



invite



share



rhyme



### DAY 1: FRIENDS

#### Vocabulary: friends

#### PREPARE:

Display *Play Is More Fun with Friends* and the *friends* Vocabulary Card.

friends



#### DISCOVER:

Refer to the *friends* Vocabulary Card. Define *friends* as people who enjoy each other's company.

Read the title of the book, referencing the author and illustrator. Invite a volunteer to describe the illustration on the cover. Read the book, highlighting the ways Ms. Chen helps the children. Ask, *How did Ms. Chen help the children?*

#### DEVELOP:

Ask, *Why did Ms. Chen help children play with each other?* Invite them to describe various ways the children became friends in the book.

### DAY 2: PLAY

#### Vocabulary: friends

#### PREPARE:

Display *Play Is More Fun with Friends* and the *friends* Vocabulary Card. Gather chart paper and markers.

#### DISCOVER:

Ask a volunteer to remind others about the meaning of *friends*.

Before reading, encourage the class to listen for ways children in the book are playing with each other. Read the story.

During the reading, invite them to name ways children are playing in the story. List their responses (swinging, playing in sand, playing chase, hopscotch) on chart paper.



#### DEVELOP:

Guide children to reflect on their list. Ask, *What do we have on our playground that is the same as the children in the book? What is different?*

**DAY 3: DON'T BE SHY**

**Vocabulary: invite**

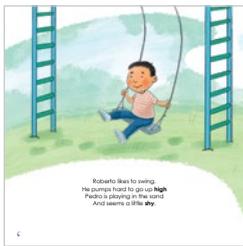
**PREPARE:**

Display *Play Is More Fun with Friends*, the *invite* Vocabulary Card, and the *shy* Photo Card.



**DISCOVER:**

Read the book, pausing on page 6. Explain *shy* children may feel uncomfortable asking others if they can play. Refer to the *shy* Photo Card. Say, *When we notice someone is alone and not playing, it may be because they are shy. We could invite them, or ask them, to play with us.*



**DEVELOP:**

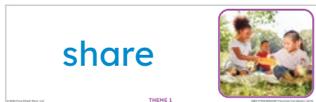
Ask, *Have you ever felt shy?* Encourage children to share their experiences. Ask, *How would you invite a friend to come play?* Model how to invite someone to play. Prompt children to find a friend in the class and practice asking them to play in a kind way.

**DAY 4: FAVORITE THINGS**

**Vocabulary: friends, share**

**PREPARE:**

Display *Play Is More Fun with Friends* and the *friends* and *share* Vocabulary Cards.



**DISCOVER:**

Invite a volunteer to define *friend*. Say, *Friends can enjoy being together indoors, outdoors, at the park, at a restaurant, or anyplace they go.*

Read the book, pointing out playing with friends does not just happen outdoors. Discuss how you can enjoy each other's company indoors, too.

Define *share* as use, experience, or enjoy with others. Say, *When we use blocks together we are sharing. When we hear a new story together, we are also sharing.*

**DEVELOP:**

Share the poem *My Favorite Toys* (p. 92). Invite children to answer the question at the end of the poem. Ask, *Would you have more fun if you shared things with your friends? Why?*

**DAY 5: RHYME TIME**

**Vocabulary: rhyme**

**PREPARE:**

Display *Play Is More Fun with Friends* and the *rhyme* Vocabulary Card.



**DISCOVER:**

Refer to the *rhyme* Vocabulary card. Define *rhyme* as words that end with the same sound. Say some rhyming word pairs, such as *bug/rug* and *ball/fall*.

Say, *As I read the story today, I would like you to listen for words that sound the same.* As you read, pause after saying words that rhyme to help children hear the rhyme. For example:

Children, please come line up. It's time to go out and **play**.

Be polite, don't rush, don't bump. One at a time is the proper **way**.

Say, *Play/way. Those words sound the same. They are rhyming words.*

**DEVELOP:**

Ask, *Are there other words you know that rhyme?* Invite children to provide examples. Encourage them to clap with each rhyming word set.



**Differentiate Instruction**

**DAY 5:** Rhyme is difficult for all children. It takes time to train their ears to sounds. We will visit rhyme, alliteration, and onomatopoeia many times this year for exposure. We will not expect mastery. When working with rhyme, repeat each rhyming word pair two or three times and encourage children to say the pair of words together. During the year, use and call attention to rhyme, alliteration, and onomatopoeia when you can.





### Learning Outcomes

**P-LC.1** Child attends to communication and language from others.

**P-LC.6** Child understands and uses a wide variety of words for a variety of purposes.

**P-LIT.5** Child asks and answers questions about a book that was read aloud.

### Conscious Discipline in Action

Throughout the day, notice children's helpful and safe behaviors. Use the noticing formula. Say, *You \_\_\_\_ so that \_\_\_\_\_. That was helpful. For example: You scooted over so that Mi Cha had a place to sit in the circle. That was helpful.*

### Cultural Responsiveness

Provide various books and visuals of celebrations from different cultures children can reference throughout the week.

# LITERACY

## Read-Aloud #2



### Materials

- *The Birthday List*

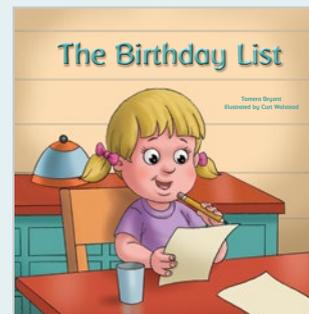
### VOCABULARY CARDS

- friends
- limits
- invite
- activities

### PHOTO CARDS

- celebrate #12
- list #11

- chart paper
- markers



friends



invite



limits



activities



### DAY 1: LIST OF FRIENDS

#### Vocabulary: friends

#### PREPARE:

Display *The Birthday List* and the *friends* Vocabulary Card.

friends



#### DISCOVER:

Refer to the *friends* Vocabulary Card. Define *friends* as people who enjoy each other's company.

Introduce the book title, author, and illustrator. Ask children to turn to a partner and say what they think the story will be about. Read the story, pausing along the way and noting how many friends Piper is inviting. Ask, *Was the story about what you discussed with your partner?* Explain Piper is making a list of friends she wants to invite to her party.

#### DEVELOP:

Encourage children to participate in the action rhyme *Mr. Wiggle and Mr. Waggle* (p. 94). Ask, *Have you ever gone over to a friend's house to visit? What happens if they are not home?*

### DAY 2: PIPER'S PARTY

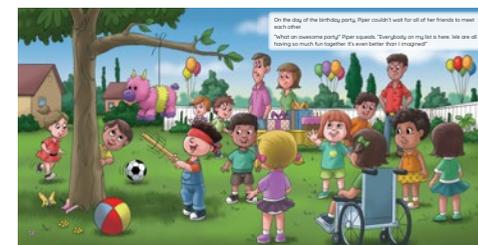
#### Vocabulary: celebrate

#### PREPARE:

Display *The Birthday List* and the *celebrate* Photo Card.

#### DISCOVER:

Refer to the *celebrate* Photo Card. Discuss how children *celebrate* special events in their family. Some families celebrate birthdays while some families celebrate other special days of the year.



Read the book, pausing on pages 14-15. Discuss the decorations and games at Piper's party. Ask, *Have you experienced a party like this?* Point out families celebrate in different ways and encourage children to share their experiences.

**DEVELOP:**

Ask, *How do you think the children are feeling at Piper's party? How can you tell?* Refer to the emotions you can see on the faces in the illustration. Highlight words such as happy and joyful. Invite children to perform the finger play *When I Was One* (p. 92).

**DAY 3: ACCEPTING LIMITS**

**Vocabulary: limits, invite**

**PREPARE:**

Display *The Birthday List* and the *limits* and *invite* Vocabulary Cards.

**DISCOVER:**

Define *limits* as points you should not go beyond. For example, there are *limits* to the amount of space you have. Invite children to think about why limits are important as you read the story.

Pause on pages 8-9. Point out Piper's mother reminds her she can't invite all friends she would like because their yard is too small. She is describing a limit to the number of party guests. Say, *Instead of inviting the entire soccer team, she chooses who she practices with. Instead of inviting the entire swim team, she chooses the first friend she met.*



**DEVELOP:**

Ask, *What could happen if you don't put limits on a party?* Allow children to discuss with a partner and then share with the class.

**DAY 4: FINDING FRIENDS**

**Vocabulary: friends, activities**

**PREPARE:**

Display *The Birthday List* and the *friends* and *activities* Vocabulary Cards.

**DISCOVER:**

Remind children *friends* are people whose

company we enjoy. Discuss *activities* children may do with their friends.



Read the book, pausing along the way to notice the activities Piper does with friends (eat lunch at school, play in the yard, kick a soccer ball, ride bikes, swim). Guide children to understand that Piper makes friends during each of these activities.

**DEVELOP:**

Ask, *When have you done an activity and made a friend? Does anyone play soccer or take swimming lessons? Does anyone have a neighbor or cousin they play with?* Point out joining other children to play games can make activities more fun!

**DAY 5: MAKING LISTS**

**Vocabulary: activities, list**

**PREPARE:**

Display *The Birthday List*, the *activities* Vocabulary Card, and the *list* Photo Card. Gather chart paper and markers.



**DISCOVER:**

Read the story, pausing on page 5 to count the names on Piper's list. Pause on page 10 to notice how the list has grown. Pause on page 12 to point out Piper's mom counts 10 names on the list before Piper adds one final name.

After reading, display page 16. Call attention to the lists on the page.

Refer to the *list* Photo Card. Explain people often make *lists* to help them remember things. Invite children to answer the question on page 16.

**DEVELOP:**

Prompt children to help make a list of activities they have been a part of in school this week. Ask each child to give an example. Record children's responses on chart paper.



**Multilingual Learners**

**DAY 3:** Show children limits to the spaces they see at school. The classroom is our indoor limit, and the fence around the playground is the outdoor limit.

**Differentiate Instruction**

**DAY 5: SUPPORT** children who are struggling to understand the reasons for making lists. Invite children to make a list of something important to them, such as family members. Or, independent of the group, a list of things they have done at school today. Children may draw their list.





# MATH

## Attributes - Shape

### Learning Outcomes

**P-MATH.4** Child compares numbers.

**P-MATH.8** Child measures objects by their various attributes using standard and non-standard measurement; uses differences in attributes to make comparisons.

**P-MATH.9** Child identifies, describes, compares, and composes shapes.

### Inclusive Strategies

**DAY 2:** Offer to hold the block in place on the chart paper while children maneuver the marker to trace around the edges. Consider offering marker stamps as well for children with motor function issues.



### Materials

#### VOCABULARY CARDS

- straight
- curved
- shape

#### PHOTO CARDS

- circle #13
- triangle #14
- string (p. 45)
- chart paper
- markers
- blocks
- book
- yardstick
- chenille stems
- dough for each child

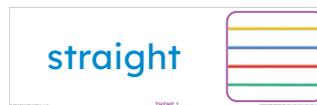


### DAY 1: STRAIGHT AND CURVED LINES

#### Vocabulary: straight, curved

#### PREPARE:

Gather the prepared 12-inch strings. Display the *straight* and *curved* Vocabulary Cards.



#### DISCOVER:

Pair children and tell them to hold the string at opposite ends and pull it taut. Ask, *What does the string look like?* Point out the string makes a *straight* line while referring to the *straight* Vocabulary Card.

Have each pair move closer together so the string droops. Ask, *How did the string change?* Point out it changed from being *straight* to *curved* while referring to the *curved* Vocabulary Card.

#### DEVELOP:

Encourage pairs to make different lines with the string. Ask them to name and describe the lines they make.

Ask, *What happens if you join together both ends of the string?* Highlight answers such

as a circle, oval, and knot. Save the strings for use on Day 2.

### DAY 2: LINES MAKE SHAPES

#### Vocabulary: straight, curved

#### PREPARE:

Gather the strings from Day 1, markers, and chart paper. Provide access to the Block Center. Display the *straight* and *curved* Vocabulary Cards.

#### DISCOVER:

Refer to the *straight* and *curved* Vocabulary Cards. Ask a volunteer to use string to demonstrate each word. Ask, *What is the difference between the two types of lines?*

Send volunteers to the Block Center to find blocks with straight lines and blocks with curved lines. Use a marker to trace around the block's edges on chart paper. Describe the edges as you trace. Remove the block and use your finger to highlight the outline you made. Tell children the outline is not the actual block, but the shape of the block.

#### DEVELOP:

Invite children to find other classroom objects (buttons, lids, boxes) to trace on

the chart paper. Ask, *What type of line does the (name of object) have?*



### DAY 3: NAMING SHAPES

**Vocabulary:** shape

**PREPARE:**

Display the *shape* Vocabulary Card and the *circle* and *triangle* Photo Cards. Gather a book, markers, and chart paper.



**DISCOVER:**

Trace around the edges of the book on chart paper. Remind children the outline is not the actual book, but the *shape* of the book. Say, *Shapes are made of lines that surround an inside space. The lines of a shape can be straight or curved.*

Explain there are many different shapes with special names. Refer to the *circle* and *triangle* Photo Cards one at a time. Ask children to describe what each shape looks like and trace the lines with their finger.

**DEVELOP:**

Invite children to find classroom objects that are the same shape. Ask, *How do you know (name of object) is a (name of shape)?*

### DAY 4: CIRCLES

**Vocabulary:** straight, curved, shape

**PREPARE:**

Display the *straight*, *curved*, and *shape* Vocabulary Cards and the *circle* Photo Card. Gather a yardstick and several chenille stems.

**DISCOVER:**

Refer to the *circle* Photo Card. Explain a circle is a *shape* created when both ends of a *curved* line are connected.

Stand in the center of an open space. Challenge children to form a circle around you. Extend a yardstick from where you are standing to show how far from the center each child should be, creating a circle.



Turn in place, inviting each child to touch the end of the yardstick. Point out how each spot on the circle is the same distance from the center.

**DEVELOP:**

Invite children to make their own circle with a chenille stem. Have children use their fingers (in place of the yardstick) to show the center of their circle.

### DAY 5: CIRCLES AND TRIANGLES

**Vocabulary:** shape, straight, curved

**PREPARE:**

Display the *shape*, *straight*, and *curved* Vocabulary Cards and the *triangle* and *circle* Photo Cards. Gather dough for each child.

**DISCOVER:**

Refer to the Vocabulary Cards and Photo Cards. Ask, *How are these shapes alike? How are these shapes different?* Point out some shapes have straight sides and corners, and others have curved lines without corners. Confirm the triangle has 3 straight sides and 3 corners and the circle has a curved line and no corners.

**DEVELOP:**

Invite children to use dough to make a shape with no corners and a shape with 3 corners. As children create, direct their attention to the corners of each shape. Say, *The point where two lines join together is a corner. How many corners are on your 3-sided shape? How many corners are on your curved shape?*



**Differentiate Instruction**

**DAY 5: CHALLENGE** children to build a triangle and a square from memory (without providing a visual).

**DAY 5: SUPPORT** children by making an outline of a triangle and a circle on separate sheets of paper. Have children lay dough directly on top of each outline.

**Multilingual Learners**

Use Total Physical Response (TPR) to help children differentiate between the words *straight* and *curved*. Invite children to trace the edges of the object they are describing as they say the word that describes the shape's lines (straight or curved).

Invite children to trace the shapes on the Vocabulary or Photo Cards. Encourage them to trace the shapes in the air.





### Tips and Preparation

Post a rebus-format daily schedule at children’s eye level. Use a picture for each activity. For example, print a picture of a book or book cover for Read-Aloud times, a ball for Outdoor Play, numbers for Math Time, and a puzzle or block for Inquiry and Exploration (Center) Time.



# INQUIRY AND EXPLORATION



### Materials

- dough
- rolling pin
- blocks
- *Shape Cards* (Lilypad)
- pocket cube (p. 45)
- egg carton



### MATH CENTER

#### ► Shape Prints

Have children flatten a ball of dough with a rolling pin and press different shape blocks (cylinder, cube, triangular prism) into it to make “shape prints”. **Reflect:** *What shape did you make in your dough?*

#### ► Roll and Take a Shape Button

Invite children to roll the *Shape Pocket Cube* and select a matching *Shape card*. Have children place each card in one section of an egg carton. When the carton is filled, have children count and compare the data of different shapes. **Reflect:** *Which shape did you collect more of?*

 **P-MATH.4, P-MATH.9**



### Materials

- list of names (p. 45)
- plastic letters
- name cards (p. 45)
- dough



### LITERACY CENTER

#### ► Birthday List

Make a list of three of Piper’s friends (Xavier, Lisa, Rosie). Place the list on the table. Have children use plastic letters to copy the names on the list. **Reflect:** *Why did Piper make a guest list?*

#### ► Your Name, My Name

Invite children to work with a friend to spell each other’s names. Ask children to share their name card with each other. Invite them to use dough to copy their friend’s name, matching each letter on the card to a dough letter. **Reflect:** *Was this easy or hard? Why do you think so?*

 **P-LIT.6, P-SE.4**

# INQUIRY AND EXPLORATION

## CREATIVITY CENTER

### ► Beginning of Week

Invite children to glue the tissue paper pieces onto the outside of a cardboard box to make a collage. Explain the box will be used for unfinished art an “artist” wants to finish later. **Reflect:** *How will you use this box?*

### ► Midweek

Encourage children to invite a friend to use markers to draw pictures on the box. **Reflect:** *What color markers did you use? What shapes did you draw?*

 **P-PMP.1, P-PMP.2, P-PMP.3, P-SE.4**



### Materials

- tissue paper pieces
- cardboard box
- glue
- markers



## Cultural Responsiveness

**Literacy Center:** For children who have special characters in their name, such as a tilde, ensure they understand the sound the character makes within their name, and encourage others to understand this as well.



## Inclusive Strategies

**Creativity Center:** For children with sensory processing challenges, instead of gluing pieces of tissue paper by hand, allow them to use tweezers.



## Multilingual Learners

**Construction Center:** When presenting the expectations of this center, using the word *match* may confuse children as it is a multiple meaning word. Ensure they understand *match* in this instance is making sure something is the same.

## CONSTRUCTION CENTER

### ► Beginning of Week

Invite children to build a block tower beside a friend. Encourage children to observe their towers. Then, challenge them to build matching towers. **Reflect:** *How did you keep your tower from falling?*

### ► Midweek

Have children use blocks to build long roads. **Reflect:** *Are the roads straight or do they curve?*

 **P-PMP.1, P-PMP.2, P-SE.4, P-ATL.3**



### Materials

- blocks





### Inclusive Strategies

**Dramatic Play Center:** For children who have limited mobility in their hands, allow them to work alongside a partner to wrap the present. Or, accept a loosely wrapped gift.

### Cultural Responsiveness

**Dramatic Play Center:** Depending on background and culture, children may choose to throw a party different from a friend's choice in the center. Invite children to share in all celebrations being created in the center.



# INQUIRY AND EXPLORATION

## Materials



- dough
- 6-inch pieces of yarn (p. 45)
- cookie cutters
- rolling pin
- baking sheets



## FINE MOTOR CENTER

### ► Beginning of Week

Remind children of the balloons at Piper's party. Invite children to use baking tools to create dough balloons and attach a string to each by pushing one end of a piece of yarn into the dough balloon. **Reflect:** *Are your balloons the same size as your friend's balloons? What colors did you choose? Why?*

### ► Midweek

Invite pairs of children to make dough cookies. If it is not too disruptive, the "bakers" may want to place some of their "cookies" on a baking sheet and share them with the party guests in the Dramatic Play Center. **Reflect:** *Which cookie was your favorite? Why?*

 **P-PMP 3, P-SE 4**



## Materials

- wrapping paper squares
- small boxes
- tape
- streamers
- party plates and hats



## DRAMATIC PLAY CENTER

### ► Beginning of Week

Encourage children to wrap the boxes as gifts for a pretend party. **Reflect:** *Was it easy or hard to wrap the boxes? What challenged you?*

### ► Midweek

Invite children to decorate for a pretend party. Offer party guests plates, hats, and the gifts they wrapped earlier in the week. **Reflect:** *What did you like best about the party?*

 **P-SE.3, P-SE.4, P-PMP.3**

# STEAM

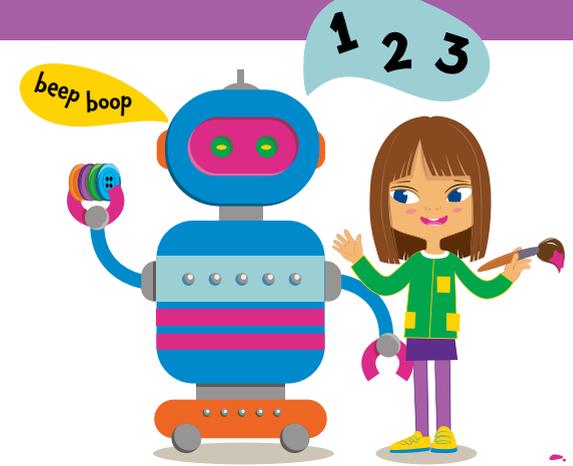
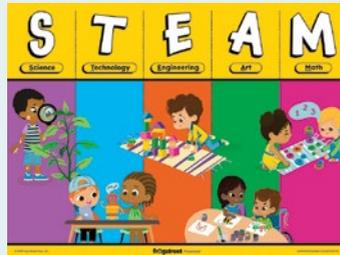
## T is for Technology



### Materials

#### Whole-Group Instruction

- STEAM Poster
- magnifying glass
- flashlight
- sponge
- scissors



Display the *STEAM* Poster. In the previous week, you used a large sheet of paper to cover the photos under T, E, A, and M. Now, move the paper to the right so the technology illustrations are visible. Point to the T, highlighting *technology*. Tell children they will learn about another part of STEAM called technology.

Explain to children *technology* is an idea or a thing that is created to solve a problem or make life easier. For example, cars help people move from one place to another.

Ask, *How do wheelchairs make someone's life easier? How do telephones help people?*

Introduce other examples of technology children can explore and investigate at the Science Center, including a magnifying glass, a flashlight, a sponge, and scissors. As you introduce each item, gather suggestions from children on what they predict they could do with that technology.

**P-SCI.1, P-SCI.2, P-SCI.5**



### Inclusive Strategies

For children with limited mobility in their hands, provide adaptive scissors for them to enjoy the activity.



### Did you know?

When contemplating technology, we commonly think of cell phones and computers. However, the “T” in technology encompasses any man-made object. This extends to basic tools like pulleys, wheels, levers, scissors, and ramps. These tools foster children’s cognitive development as they play, enabling them to grasp cause-and-effect relationships. Simple technologies help children comprehend how tools facilitate tasks, such as understanding that adding wheels to a large object makes it easier to move or that raising a ramp accelerates a rolling ball.



### Teacher Self-Care

Providing children with rich opportunities for learning will change a child’s life. Sometimes it only takes **you** to turn a child’s life around. Some children will be happy to come to school today because of **you**. Take joy in that!

## SCIENCE CENTER



### Materials

In advance, prepare 4 exploration kits:

1. tray with a magnifying glass, rocks, leaves
2. tub of water, sponge, bowl, towels
3. large box with small items, flashlight
4. scissors, 1" x 12" strips of construction paper

### ► Exploring Technology

Invite children to carry out explorations with different technologies:

- **Magnifying glass:** Look up-close at small features on rocks and leaves.
- **Sponge:** Soak up water and wring it out into an empty bowl.
- **Flashlight:** Look inside a dark box to identify objects at the bottom.
- **Scissors:** Cut strips of paper into smaller strips or squares.

**Reflect:** *How did (name of technology) make (name of task) easier to do?*

**P-SCI.1, P-SCI.2, P-SCI.5**



# MUSIC, MOVEMENT, AND TRANSITIONS

Use these weekly ideas to create smooth transitions from one activity to another and to offer children movement opportunities throughout the day.

## Inclusive Strategies

It is important all children's creative dance moves are applauded. It is essential that every child's contribution is included and valued, and every child is seen and heard equally.

### TRANSITION

Have children find a partner and clap hands together to *Say, Say, My Playmate* with Richele (Lilypad) (p. 95).

### TRANSITION

Help children settle down before circle time by using the action rhyme *I Wiggle* (p. 92).

### TRANSITION

Sing *Let's Sing the Alphabet* with Richele (Lilypad) (p. 93).

### ENJOY ANYTIME!

During outdoor play, invite children to play games with friends, such as *Duck, Duck, Goose* (p. 97).

## MUSIC & MOVEMENT

**During Read-Aloud #1, Day 1,**  
sing and dance to *I Will Be Your Friend* with Ronno (Lilypad).  
Encourage children to find a friend to dance beside.

### I Will Be Your Friend

Ronno Lyrics by Judy Millar, Liz Jones-Twomey, Ron Hiller/RONNO, Pam Schiller © Song Support SOCAN

I will be your friend  
Will you be my friend?  
There's so much that two friends can do;  
When you are just one  
It's not as much fun.  
All my favorite games take "two."

We could climb trees and  
We could catch tadpoles  
Build a fort out of rocks and stones.

I will be your friend  
Will you be my friend?  
Then we won't have to play alone.  
I have a treehouse my daddy built  
I climb up there and hide;  
But it's no fun when I'm all alone  
I know there's room for two inside.

If I was your friend  
If you were my friend  
I would always stick up for you;  
We would start sharing  
We would start caring  
We'd be friends, and that's what friends do.

I have a treehouse my daddy built  
I climb up there and hide;  
But it's no fun when I'm all alone  
I know there's room for two inside.

I will be your friend,  
Will you be my friend?  
I will always stick up for you;  
We will start sharing  
We will start caring  
We'll be friends, and that's what friends do.



# MINDFUL MOVEMENT

**Pose**  
Mountain Pose

## ADD MUSIC TO THE MOVEMENT

This week we will continue our mindful movement practice by adding music to the movements learned in Weeks 1 and 2. Provide an open space for children to dance and move to the song. Use Lilypad to present the *Silly to Calm* video. In this activity, children will stretch, twist, and balance. Over 3 minutes, they will practice being both silly and calm.

## DID YOU KNOW?

Humans have a negativity bias, meaning we are wired to pay attention to bad news. This bias means we not only register negative stimuli more readily, but also tend to dwell on those events. This is part of our survival instinct. One way to lower our stress levels, and keep our sense of well-being and optimism, is to be mindful of our daily intake of news, social media, and external stimuli that can be upsetting.

## TEACHER SELF-CARE

If you can, try to place positive boundaries on yourself around media intake, such as not watching the news before bed or turning off your phone's push notifications. These habits can interrupt your peaceful moments and bring you into fight, flight, or freeze mode.

**Set Up for Success!**  
What You'll Need:

- 5 Minutes
- Indoor or outdoor space
- No mat required
- Technology for video
- *Silly to Calm* Video (Lilypad)



**Learning Outcomes**

**P-PMP.1** Child demonstrates control, strength, and coordination of large muscles.

**P-ATL.8** Child holds information in mind and manipulates it to perform tasks.

**P-ATL.5** Child demonstrates an increasing ability to control impulses.

**Inclusive Strategies**

Using the music is very exciting for children as it gives another layer of joy! However, for children who have a hard time finding the calm, allow them to place their backs against the wall to help ground the Mountain Pose. The firmness of the wall will help them to find stability.



**ASSESSMENT**

**Social Emotional**

- ✍️ • **SF.A.5. Conflict Resolution Strategies**
  - › Observe up to 4 children daily during times when conflicts between peers might occur (centers, recess): *Are children open to suggestions on how to resolve disagreements?*
- 👁️ • **SF.B.9. Social Behaviors**
  - › Literacy Center: Your Name, My Name (p. 54)
  - › Fine Motor Center (p. 56)
  - › Observe up to 4 children daily

**Language and Literacy**

- 🗣️ • **LL.A.3. Word Meanings**
  - › Math Small Groups, Days 1-5 (pp. 52-53)
  - › Document words children use to describe the color, shape, and size of objects they explore.
- ✍️ • **LL.B.8. Upper- and Lowercase Letters**
  - › Literacy Center: Your Name, My Name (p. 54)
  - › Use **Checklist #10** to gather documentation for up to 4 children daily (Lilypad)

**Cognition**

- ✍️ • **CM.C.2. Two-Dimensional Shapes**
  - › Math Small Groups, Days 1-5 (pp. 52-53)
  - › Use **Checklist #13** (Lilypad)
- 👁️ • **CS.A.2. Explore, Examine, and Investigate**
  - › STEAM and Science Center (p. 57)
  - › Observe up to 4 children daily

**Physical**

- 👁️ • **PPMD.A.4. Tool and Object Manipulation**
  - › Fine Motor Center (p. 56)
  - › STEAM and Science Center (p. 57)
  - › Observe up to 4 children daily



# CLOSING CIRCLE



**Materials**

- *Play Is More Fun with Friends*
- *The Birthday List*

**VOCABULARY CARDS**

- friends
- straight
- curved

**PHOTO CARDS**

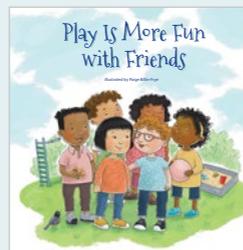
- list #11

**FAMILY CONNECTIONS**

- On **Day 1**, send home the “Social Me” family letter.

---

- Fernando with House



**DAILY**

Each day, focus on one example of technology available at the Science Center (magnifying glass, sponge, flashlight, scissors). Ask, *What can you do with (name of technology)?*

Reflect on Daily Commitments made during Greeting Circle. Ask children if they have used “helping hands”. Give some specific examples you observed of children using “helping hands”. If children were successful, have them Say, *I did it!* If children were not successful encourage them to Say, *Oops! I will practice more tomorrow.*

Display Fernando’s Playhouse and put him to sleep inside for the night.

**DAY 1**

Display the *friends* Vocabulary Card. Review the definition (people who enjoy each other’s company). Ask, *Which friends did you play with today?*

**DAY 2**

Display *Play Is More Fun with Friends*. Ask, *What was Ms. Chen trying to do for the children on the playground?*

**DAY 3**

Display *The Birthday List*. Ask, *How did Piper choose the people on her birthday list? What limit did her mom give her to follow?*

**DAY 4**

Display the *list* Photo Card. Ask, *Why do people make lists? What lists have you made?*

**DAY 5**

Display the *straight* and *curved* Vocabulary Cards. Invite volunteers to find an object with curved sides and an object with straight sides.





**frogstreet**

PSCH101

[www.frogstreet.com](http://www.frogstreet.com)

