



BEST **FOR**
ALL

We will set all students on a path to success.

TN Foundational Skills Curriculum Supplement

Preschool

Unit 1

TN Foundational Skills Curriculum Supplement

Under the following conditions:

- **Attribution** — You must attribute the work in the following manner: This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses the work.
- **Noncommercial** — You may not use this work for commercial purposes.
- **Share Alike** — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

ACKNOWLEDGMENTS

A special thank you to the Core Knowledge Foundation, E. D. Hirsch, Jr., Linda Bevilacqua, and David and Meredith Liben. We are beyond grateful for your shared time, expertise, and resources that greatly contributed to the exceptional quality of this TN Foundational Skills Curriculum Supplement.

CONTRIBUTORS TO THESE MATERIALS

TN Department of Education

Dr. Lisa Coons
Dr. Darlene Estes-Del Re
Rachel Bradshaw
Melanie Kosko
Ashley Kelley
Cindy Ables
Tabatha Siddiqi
Christina Meeks
Grace Jones
Matt Holt
Lisa Montgomery

TN Educators

Kathy Daugherty, Rutherford County Schools
Angie Manor, Hickman County Schools
Marianne Gilbert, Williamson County Schools
Joyce Harrison, Shelby County Schools
Carissa Comer, Putnam County Schools
Janet Sexton, Knox County Schools

Aliyah Washington Smith, Metro Nashville Public Schools
Melody Collier, Dyersburg City Schools
Laura Hardy, Lawrence County Pre-K Coach
Jan Gillum, Murfreesboro Pre-K Coach
Rachel Darnell, Elizabethton City Schools
Kelley Key, Cleveland City Schools
Sarah Kosak, Knox County Schools

Table of Contents

Unit 1

Teacher Guide

Introduction	1
Pre-K Phonemic Awareness Scope and Sequence	7
Unit 1 Overview	8
Unit 1 Calendar Summary	10
Unit 1 Components	11
Week 1 Lessons:	
Day 1 Lesson	29
Day 2 Lesson	39
Day 3 Lesson	46
Day 4 Lesson	53
Day 5 Lesson	59
Week 2 Lessons:	
Day 1-3 Targeted Support Stops & Assessments	66
Day 4 Lesson	69
Day 5 Lesson	78
Week 3 Lessons:	
Day 1 Lesson	85
Day 2 Lesson	93
Day 3 Lesson	100
Day 4 Lesson	107
Day 5 Lesson	113
Week 4 Lessons:	
Day 1 Lesson	120
Day 2-4 Targeted Support Stops & Task Assessments	126

Unit 1 Assessment	129
Unit 1 Assessment Record Form	130
Appendices	131
Glossary of Symbols and Terms.....	132
Sources	135

INTRODUCTION

Why a Robust Phonemic Awareness Component from PK–2nd Grade?

First – What is Phonemic Awareness Anyway?

Phonemic awareness is part of a larger umbrella known as phonological awareness. At its broadest, phonological awareness means being aware of the entire universe of sounds, but generally, for educators, that just means sounds made intentionally as part of human language. Phonological awareness covers the ideas that spoken words are composed of units of sound that can be identified and intentionally manipulated. These units include whole words, large units within words such as syllables, and then each individual sound inside syllables and words, which are the phonemes. Phonemic awareness generally focuses exclusively on these smallest units of words: phonemes. This program will focus on phonemes, but also on rhyming and syllable level manipulations. It is comprehensive!

Why Such a Robust Approach?

Many of us have taught foundational skills and included blending and segmenting phonemes (letter sounds) as part of our instructional mix for some time. This is basic phonemic awareness (PA). It is commonly done a fair amount in Kindergarten, a little bit in Pre-K programs, and a little bit in first grade. Programs and approaches have varied a lot in how much attention PA receives.

A number of studies have shown that this is not enough for all children and we need to do more work in this area. Some have called this additional work “advanced phonemic awareness” (APA). Advanced phonemic awareness includes deleting and substituting phonemes in words, including work with medial vowels and consonant clusters. The research shows that children who can do these types of activities accurately and quickly (in less than two seconds) are more likely to be proficient word readers. The research also shows this ability can be taught through simple fun and game-like activities while building these skills and a variety of other verbal skills for all children. Automaticity in perceiving, blending, segmenting, isolating, and manipulating phonemes is part of the bedrock for becoming successful readers. Speedy phonemic manipulation skill along with successful decoding are signals that children are well on their way to gaining automatic word recognition so their brains can be freed for all the other aspects of successful reading.

Why Phonemic Awareness Is SO Important for All Children to Master

The research noted above has shown that many children who struggle with slow word recognition need systematic phonics (as is done in the Tennessee Foundational Skills Supplement (TNFSS)). However, many of these children need more. They may not ever learn to recognize words effortlessly and automatically without developing this advanced phonemic awareness. In other words, many children need instruction in basic as well as advanced phonemic awareness, which is what this resource component has been built to provide.

How Do We Store Words in Our Memory Anyway?

It turns out that words are stored in our brains by their sounds (phonemes) not their letters (graphemes) or their shapes! This means that when we recognize a word, we are processing the sounds of the word. It is the sound structure itself that is being stored in our long-term memory. This is very counterintuitive! We read words, but essentially we say them to ourselves. We store and recall them by sound patterns, not sight.

Some of the different experiments done by research scientists give a sense of how this works. Consider the following three sentences.

1. He did some work on his rose garden.
 2. He did some work on his rows garden.
 3. He did some work on his roze garden.
- Scientists studying this topic have shown that the human subjects read all three sentences at equal speeds and with equal comprehension! They replaced the homonym and the “pseudo or nonsense homonym” with the idea of the flower that the sentence needed. When instead the words rise, roes, and raze were used, subjects slowed their reading times and noticed the differences.
 - Studies of brain functioning have shown that when proficient readers read words, the parts of the brain that control the vocal cords are active during that reading. In other words, it is as if we are saying the words as we read them. Our brain is doing this whether we are aware of it or not.
 - Researchers have also studied word reading rates to prove that the sounds are what rule reading for solid readers. When the form of the word is changed to all UPPERCASE or MiXEd cASe, or even very strange FONTS, nothing changes. A reader reads on. It turns out that no matter how strange or how new the font is to children, the reading rate does not change for children with proficient word recognition.

For more information about the research base for extended phonemic awareness work, see the Appendix.

Why Does This Advanced Phonemic Awareness Component Continue Into 2nd Grade? We've Never Done That Before!

It's true that basic phonemic awareness was generally done in Kindergarten and reinforced in first grade. Then it would be largely 'retired' and phonics instruction would take its place. However, given what we know now about how words are stored permanently for rapid retrieval that leaves too many children at a disadvantage if they have not yet gained the necessary speed and automaticity for retrieving words.

Recent research has underscored the power of doing this work at advanced levels of challenge until every child has mastered playing with, hearing, and manipulating the sounds within words until they are sharp and quick at doing it. For that reason, this component continues into 2nd grade, or even beyond, to make sure all children have the chance to gain that proficiency and to become automatic word readers. Then they can be fluent oral readers and be well on their way to independent reading comprehension. Many readers of any age will not reach word reading proficiency without systematic phonics, reading connected text, and basic and advanced phonemic awareness.

That said, the built-in assessments allow for children to go through the lesson sequence at different speeds. Once children have demonstrated mastery of all the skills, they can 'graduate' and you can concentrate on the children who need more time to get there.

About the Daily Lessons

This program has been custom-developed for Tennessee and anyone who recognizes the importance of basic and advanced phonemic awareness and wants access to free, high-quality lessons. Anyone who has found these materials is able to use these lessons for non-commercial purposes.

The lessons are carefully built to develop linguistic dexterity and acuity. While the focus always stays on the sounds of whole words and their parts, those words are often embedded in full, fun sentences. While you should have fun with your children when going through this program, there is one thing that is high-stakes. You must master accurate and crisp phoneme pronunciation yourself and insist on it from your children. This skill is equally important in phonics as in phonemic awareness. Letter sounds and all phonemes need to be crisply and accurately enunciated so children can hear them inside words and get an accurate audio of the words those phonemes make when smoothly blended together. There are two short video resources in the first Appendix ("What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program with Your Children"). They are both in the first section: *"If You Can Only Do One Thing and Have NO TIME (less than 15 minutes)."* There is no overstating of how vital this is.

A Few Words about Building Word Knowledge:

Having strong word awareness (knowing a lot about a lot of words) is equally important to being a good reader as foundational skills are. Young children are sponges for new words and learn new meanings with ease. It is powerful and important to stop whenever you see a word you think your children may not know and ask them to tell you if they know it or not, then quickly and simply define it before moving on. That powerful practice is built into this program. It actively builds vocabulary along with phonemic awareness.

Words children in that grade may not yet be familiar with are called out - *if they can be quickly and easily explained*. These words are underlined to draw teacher attention to them. This should be done before or after an activity so the flow is not disrupted. Sometimes, especially with the multisyllabic words used in some of the activities, the words are abstract and unusual - tricky to explain. Those words were not underlined because they may take too much time to explain adequately and children are not likely to encounter them for years.

About the Lesson Structure:

The lessons are lively and physical. Children and teachers are encouraged to move. There are some hand-signals you will need to learn yourself and teach your children. The most common are displayed with simple graphics throughout the lessons. A Glossary of Symbols and Terms in the Appendix explains all the terms and symbols used.

The lessons do not require much preparation at all. Once you learn all the routines and hand signals, they will take just a quick 'looking over' to see what the day's activities are.

There are no materials to gather. The children get to move their own arms, hands, and bodies to act out the gestures that accompany the phonemic awareness. This is most common during the introductory phase, *Experiencing*, when multi-sensory elements reinforce the brain learning that is at the heart of phonemic awareness. It may be tempting in the rush of the day to skip the hand signals and movement. This is a huge mistake for two reasons. The movement of the hands physically bonds the concepts children are learning into their long-term memory. As with many things with young children, the kinesthetic activity supports learning. And it adds to the fun!

You can do these lessons whole-group or in small groups. It is entirely up to you and what your school and classroom culture supports. They will work well and be fun either way. Whenever a new activity is introduced, there is a discussion of its importance followed by detailed directions and an example of how the activity goes. There is even a model script for teacher talk and child talk.

There are a few things to note:

- The **target word** is always **bolded**.
- *Teacher talk* is always in *italics*.
- Child talk is in normal font.
- After the sample, the activity moves quickly through 4-5 more practice sentences.

The Developmental Stages:

Every single skill in this program is taught with a system of gradual release, which is laid out below. Children will need the support of a physical gesture or visual prop for different amounts of time before they get comfortable and automatic. *Those times may not match how much time was allocated in the lesson sequences!* The rule here is that each child gets what they need as long as needed.

The ‘Whip Around’ assessments (explained in the Assessment section), along with your own observations of child comfort level with a new skill, give you information about who may need to stay longer or return to the visual and physical supports in order to successfully accomplish tasks. That is a fine thing for children to do. This is not a race. This is teaching to mastery over the course of 4 school years so children ALL get a legitimate shot to have automatic word recognition.

There are three stages phases built into the program for each skill:

- **(E)** The EXPERIENCING stage, which is multisensory and very active, with words encountered in full sentences. The example with segmenting and cutting off the final consonant in a blend was an experiencing lesson.
- **(K)** The KNOWING stage phase, which has practice activities without multisensory cues, and in which the words are generally in isolation, not embedded in sentences. This is because children are moving toward comfort and greater processing speed.
- **(M)** The MASTERING stage phase, where children are able to go quickly and become automatic with each skill. Assessments are scheduled during Mastering weeks.

The lessons are designed to be quick! The daily lesson should take no more than 12-15 minutes a day, though you may want to reinforce phonemic skills at other times of the day or even start to use activities as a handy tool to help your class settle down or to focus on to make transitions smoother. They can happen anytime, anywhere!

What’s Special about Pre-Kindergarten?

There are 120 lessons built for pre-K. This allows plenty of time for you to provide as many additional practice opportunities as you like and allows for any unplanned disruptions to the calendar.

In pre-K, no mastering of any of the skills is expected. Pre-K children get to experience many different ways of discriminating sounds: working with rhyming, detecting syllable breaks, identifying phonemes at the beginning of words (onsets) and the 'rest of the word' (rimes). These exposures are designed to be fun, to build lots of vocabulary and word awareness, and to set children on the track to reading success.

Pre-K Phonemic Awareness Scope and Sequence

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Rhyme	Rhyme Repetition Activity: Find the Rhyme. Support students' ability to recognize rhyming words.				Rhyme Recognition Activity: Pair the Rhyme. Support students' ability to recognize rhyming words.				Rhyme Production Activity: Make the Rhyme. Support students' ability to produce new rhyming words.															
Manipulation Syllables	Blending Syllables Activity: Break it Up. Support students' ability to blend compound words.				Segmenting Activity: Break it Up. Support students' ability to segment two-syllable non-compound words.				Adding and Deleting Syllables Support students' ability to add and delete syllables from compound words.				Adding and Deleting Syllables Support students' ability to add and delete syllables from non-compound two-syllable words.											
Initial Sounds	Initial Sound Recognition Activity: Snatch the Sound. Support students' ability to recognize the first sound of one-syllable words.				Initial Sound Isolation Activity: Snatch the Sound. Support students' ability to isolate the first sound of one-syllable words.				Distinguish Initial Sound Activity: Same or Different. Support students' ability to recognize if the initial sounds of two words are the same or different.				Delete Onset From Rhime Activity: Delete Initial Sound. Support students' ability to delete the initial sound of a one-syllable word and isolate the remaining sounds left.											
Final Sounds	Final Sound Recognition Activity: Snatch the Sound. Support students' ability to recognize the last sound of one-syllable words.				Final Sound Isolation Activity: Snatch the Sound. Support students' ability to isolate the first sound of one-syllable words.				Distinguish Final Sound Activity: Same or Different. Support students' ability to recognize if the final sounds of two words are the same or different.				Delete Final Sound Activity: Delete Final Sound. Support students' ability to delete the final sound of a one syllable word and isolate the remaining sounds left.											
Medial Sounds									Medial Sound Recognition Activity: Snatch the Sound.				Distinguish Medial Sound Activity: Same or Different. Support students' ability to recognize if the medial sounds of two words are the same or different.											
Alliteration													Activity: Silly Sentences. Support students' ability to recognize the repeated initial sound in two or more words in a phrase and to have fun with words and language.											

Unit 1 Overview

Introduction

Unit 1 focuses on children’s oral language development and phonological awareness. Emergent literacy skills are taught explicitly and systematically through daily instruction and play-based practice activities. Emphasis is placed on oral language, exploration of sounds, print knowledge, and name recognition. Gross and fine motor movement and development are also supported. Lessons begin with a focus on the most important and meaningful words—the names of the children! Their names are unique and special to them. Children are highly interested in learning the sounds and letters from their own names. A “letter of the week” approach may not be sounds-first focused, and a child may have to wait until the year is almost over to learn the letter of week that begins their name. Emphasis is placed on identifying the sounds and sound pictures (graphemes) heard in children’s names rather than spelling or telling the names of letters that spell a child’s name. Children are exposed to letter names. Later in kindergarten, children focus on letter names. Suggestions for reinforcing oral language and phonological awareness in learning centers and during transitions are included. At-home materials are included in the Preschool TN Foundational Skills Curriculum Supplement Implementation Guide enable families to support their children’s emergent literacy skill development. Suggestions for reinforcing oral language, phonological awareness, and phoneme exploration and manipulation in learning centers and during transitions are included. Teacher observation guidance and embedded Targeted Support Stops provide opportunities for skill review and provide a snapshot view of children’s understanding of skills and concepts.

The Teacher Guide for *Unit 1* contains a total of fifteen days of instruction and five days across three weeks for conducting *Targeted Support Stops 1 and 2*. At the beginning of the year, each day of instruction requires a total of approximately 15-20 minutes— ten minutes for small-group instruction and 7-10 minutes for whole-group instruction. Children have shorter attention spans at the start of the year. Unit one is three weeks long and designed as an introduction to foundational skills. There is a heavy focus on developing oral language, engaging in positive teacher-child and peer-to-peer interactions, and establishing routines.

For this reason, Unit 1 foundational skills activities primarily are centered on Start of the Day routines such as taking attendance, following a pictorial daily schedule, and being a good listener during morning circle time. Activities to be conducted during Starting the Day and Learning Center time included in this Teacher Guide, and are intended to be conducted during existing daily routines. Ideas for possible Learning Centers to be implemented during small-group instruction are also included.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the preschool day, as indicated by the Unit Calendar. Each instructional day is divided into two parts: Starting the Day and Skills. Teachers use their professional judgment, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. **See the *Preschool TN Foundational Skills Curriculum Supplement Implementation Guide* for suggestions for various ways to structure the preschool day to incorporate TN Foundational Skills.**

Unit 1 Study Calendar

Week	1	2	3	4	5
Environmental noises	Distinguishing familiar sounds in the environment				
Fine and Gross motor development	Strengthening hand muscles and hand-eye coordination				
Name recognition	Word Awareness and Print Concepts				
Mystery Object Bag: Initial Sound Recognition	Oral language development				
Nursery Rhymes	Nursery Rhyme Exposure				
Rhyme Activity	<BEGINS in Unit 2>				
Manipulate Syllables	<BEGINS in Unit 2>				
Initial Sounds	<BEGINS in Unit 2>				
Final Sounds	<BEGINS in Unit 2>				
Medial Sounds	<BEGINS in WEEK Unit 4>				
Alliteration	<BEGINS in Unit 2>				

Unit 1 Components

The components needed to implement TN Foundational Skills Preschool are as follows:

- The *Unit 1* Teacher Guide outlines the lessons. There is one Teacher Guide for each unit.
- The *Unit 1* Transition Child Name/Photo Cards are used to provide learning opportunities as children move between activities.
- The *Unit 1* Learning Center Cards are designed to be posted in classroom Learning Centers and provide information to children and teachers.
- A set of *Unit 1* Nursery Rhymes and Songs Posters are provided for use with every unit and are included in the *Preschool TN Foundational Skills Curriculum Supplement Implementation Guide*. The *Teacher Guide* provides guidance on how to teach a subset of these posters every unit, but teachers may choose to teach additional rhymes at any time.

Unit Icons

The icons below are used throughout the unit to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group

Learning Centers and Transitions

Learning Centers and Transitions provide opportunities throughout the school day for teachers to provide additional practice times of foundational skills across the pre-K day. This Teacher Guide contains instructions for staging and facilitating specific learning centers to run consecutively with small-group instruction. These select learning centers offer opportunities for extended practice and social interactions with peers. Learning centers provide an essential for oral language development. A list of possible select learning centers are included in this Unit 1 Teacher Guide.

The Teacher Guide also includes general suggestions for activities and materials that might be included in a variety of other Learning Centers (e.g., conversation table, mystery object sound exploration, writing center, listening center, sensory table, etc.) that already exist in the preschool classroom. The purpose of providing materials and conducting activities in a variety of Learning Centers is to give additional opportunities for children to encounter foundational skills in authentic and integrated ways throughout the school day.

Facilitating Conversations in Learning Centers

Learning Centers provide an important context for modeling and scaffolding children's expressive language. During Learning Centers, children can engage in extended conversations with adults and peers, practicing important social skills like greeting people by name and asking questions. Preschoolers will likely need adult support in order to have conversations with peers and adults that last multiple turns. Adults play important and evolving roles as language facilitators and models in Learning Centers. In Unit 1, small group instructional activities are intentionally selected to provide this opportunity for teacher facilitation and modeling. These small group activities become select learning center activities in weeks and units that follow.

Starting the Day

Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

Classroom Routines

Classroom routines are everyday activities such as taking attendance, signing into Learning Centers, putting away materials, and so on, that keep classrooms running smoothly. Many teachers already conduct classroom routines (e.g., attendance, morning message or question of the day, weather, show-and-tell, etc.) during a Morning Circle, and so may choose to do the Starting the Day portion of the lessons at that time. Thus, Starting the Day activities are not considered part of the time needed to deliver the TN Foundational Skills Preschool program.

Participating in routine activities gives children the sense that the school day is predictable. Eventually taking on a leadership role in these activities will give children a feeling of ownership over their school experience. As the school year progresses, various classroom routines will be introduced and modified to correspond to children's developing academic and behavioral skills. **The intent is that previously taught routines are continued and modified, changing as necessary to suit the needs of teachers and classrooms. Routines should continue during the Pausing Point and Assessment days.**

Unit 1 Routines

At the start of the year, when children begin Unit 1, they will likely not be familiar with the general schedule or rhythm of the school day. Thus, in Unit 1, the classroom routines that are introduced are those that are most fundamental to efficient movement through the school day. As children gain more school-based experiences, they begin to learn and even facilitate these everyday activities that occur in their classroom. The routines taught in Unit 1 include:

- Taking attendance (introduced on Day 1; modified on Days 3 and 11)
- Using a daily schedule (introduced on Day 8; modified on Day 12)
- Learning Centers Labels and Sign In (introduced on Day 2; modified on Day 5)

Nursery Rhymes and Songs

In addition to completing classroom routines, children also develop the habit of learning and reciting one nursery rhyme at the beginning of every school day. Reciting nursery rhymes helps children become familiar with the rhythm of our language and gives them exposure to the sound structure of words. Reciting the same rhyme again and again builds verbal fluency and helps children eventually recite rhymes independently. Nursery rhymes are chosen to complement either the content from Skills. During Unit 1, nursery rhymes are explored more in-depth during small-group time. Reciting rhymes and songs also gives all children an opportunity to participate during whole-group time, and helps keep children engaged by giving them a chance to talk, to sing, and to move their bodies. Consider creating video clips of children reciting Nursery Rhymes with motions to share with families so that they can provide additional at-home practice.

Unit 1 Nursery Rhymes and Songs

During *Unit 1*, children learn nursery rhymes and songs that have accompanying motions. Introducing nursery rhymes with motions is an excellent beginning point for young preschoolers, because motions allow children of all ability levels to participate in the rhymes. Additionally, these motions give teachers ways to prompt children who are learning the words to rhymes and provide children who have difficulty reciting the rhymes with a way to participate. Each of these rhymes has an accompanying Nursery Rhymes and Songs Poster that shows the words of the rhyme and a related illustration. The nursery rhymes and songs included in *Unit 1* include:

- “Head and Shoulders, Knees and Toes” (Poster 15)
- “Open, Shut Them” (Poster 34)
- “Do Your Ears Hang Low?” (Poster 12)
- “Where is Thumbkin?” (Poster 55)
- “Pat-a-Cake” (Poster 35)

Rhyme Activities

In addition to completing classroom routines and nursery rhymes and songs, children also develop the habit of listening to, repeating back, pairing, and producing of words that rhyme. In Unit 1, children are supported in learning to find and repeat words that rhyme through a daily rhyme activity, *Find the Rhyme* at the beginning of every school day. Rhyme repetition activities support children's ability to recognize rhyming words, become familiar with the rhythm of our language, and give them exposure to the sound structure of words. Finding the rhyme in a different spoken sentence daily builds verbal fluency and helps children eventually recognize and produce rhymes independently. During Unit 1, rhyme activities may be explored more in-depth during small-group time. Nursery Rhyme activities also gives all children an opportunity to participate during whole-group time and transitions, and helps keep children engaged by giving them a chance to talk, to sing, and to move their bodies.

Unit 1 Nursery Rhymes Repetition

During *Unit 1*, children learn to listen, find, and repeat the recognized words that rhyme in a new spoken sentence. Introducing rhyme recognition with clapping motions is an excellent beginning point for young preschoolers, because motions allow children of all ability levels to participate in rhyme recognition. Additionally, a clap for each word that rhyme provides children who have difficulty recognizing the rhymes with a way to participate. No additional materials are needed for implementing the daily *Find the Rhyme* activities. The daily *Find the Rhyme Activities* are included in *Unit 1*.

Skills Instruction

During Skills instruction, children gain experience with emergent literacy skills that develop during the Preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

Small Group Skills Instruction

Each day of TN Foundational Skills Preschool instruction includes two ten-minute Small Group activities. Small Groups are intended to be conducted simultaneously with a teacher and classroom aide each leading a different group.

Children participate in both small groups every day so that each child receives twenty minutes of small-group instruction daily. Some teachers may prefer to lead both small groups themselves, which would require a total of thirty minutes of instruction for every child to complete both activities. **However, preschoolers have a much shorter attention spans at the start of the year and are more successful with brief, playful lessons.** Small group instruction is focused on modeling and engaging children with learning center materials that help to develop a strong early literacy foundation.

Small Group instruction includes a range of activities that are designed to be conducted in various areas of the classroom. Some Small Group activities could even be conducted outside. When planning Small Group, it is important to consider the least restrictive area where an activity might be conducted and to give children as much freedom of movement as is reasonable. Many activities can be conducted with children standing on the rug or moving around a Learning Center, rather than sitting at a table. Additionally, while adults usually begin the activity by modeling and teaching skills and/or concepts, the opportunity is provided in each Small Group activity for children to explore and work independently with more limited teacher direction. Suggestions as to how teachers might gradually release control of the activities to children are given in the Teacher Guide, and we encourage teachers to think of additional ways to let children take the lead during Small Group.

Unit 1 Skills Instruction

In Unit 1, children are introduced to a variety of emergent literacy skills through child-friendly small-group and learning center activities such as painting, coloring, singing, and gross motor movement. Each Small Group begins with a Warm-Up, which is a movement opportunity designed to help children transition into their Small Group. Small Group activities are repeated across days so that children are increasingly able to participate in them, and eventually lead them.

Whenever possible, teachers can incorporate unit-related vocabulary from their state-approved preschool curriculum into this portion of the day when Skills activities are taught.

Unit 1 Skills Select Learning Centers

In Unit 1, children who are waiting to participate or who have already had a turn in small group instruction with the teacher and/or teacher assistant have the opportunity for additional exploration and practice of foundational skills with *Select Learning Centers*.

The particular Skills areas addressed in Unit 1 include:

- Environmental Noises
 - Same and Different
 - Loud and Soft
- Phonological and Phonemic Awareness
 - Nursery Rhyme Exposure
 - Word Awareness
 - Rhyme
- Print Awareness
 - Name Recognition
 - Alphabet Knowledge
 - Print Concepts
- Fine Motor Skills and Handwriting
 - Motor Skills
 - Strokes

Skills Small Group Activities Summary

The following table shows the activities that children will participate (Note: The “**P**” on the chart below signals participation and practice vs. mastery) in during Small Groups and the various skills that are covered in those activities. Many activities cover multiple skill areas and integrate several Tennessee Early Learning Developmental Standards (TN-ELDS) within one activity. The following chart provides a summary of Skills and Small Group Activities.

Skills and Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Music	Phonological Awareness		Print Knowledge			Handwriting		Shared Writing	Vocabulary
			Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes	Dictation	Unit-Related Vocabulary
1	1	Mystery Sound Box	P									
	2	Easel Painting							P			
2	1	Get the Rhythm of the Rhyme		P								P
	2	Make a Placemat				P	P	P	P			
3	1	Mystery Sound Box: Same or Different?	P									
	2	Easel Drawing and Coloring							P			
4	1	Guess the Instruments	P									
	2	Matching Name Cards				P						
5	1	Words: Same or Different?		P	P							
	2	Play Dough Letters				P	P		P			
6–8	Possible time for Targeted Support Stop											

At-A-Glance Structure for Daily Instruction

The following table shows the activities that children will participate (Note: The “**P**” on the chart below signals participation and practice vs. mastery) in **Starting the Day** and during **Small Groups**. This table also depicts the various skills that are covered in those activities. Many activities cover multiple skill areas and integrate several Tennessee Early Learning Developmental Standards (TN-ELDS) within one activity.

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies Daily Schedule: Teacher Job	Transition Cards: Names of Children; Attendance Board Pictorial schedule; red arrow	When children arrive
Nursery Rhymes or Songs	W	Head, Shoulder, Knees, and Toes	Nursery Rhymes and Songs Poster 15	During morning circle
SKILLS: Rotating Small Groups				
Small Group 1	S	Warm-Ups Musical Instrument Hide-and-Seek	Good Listening Poster made from Image Card 1-1; Good Listening Poster; musical instruments; continuous noisemaker	5 to 7
Small Group 2	S	Matching Name Transition Cards to names in Pocket Chart or on Chart Paper	pocket chart or chart paper with children’s names written on them; transition name/photo cards;	5 to 7
Select Learning Centers (for children waiting for or already participated in Small Group 1 or 2)	S	Tonging various objects from one container to another Play dough Letters	tongs, containers, objects to tong Play dough, name/photo transition cards	5 to 7

More about Select Learning Centers during Small-Group Instruction

Extra time must be built in for children to learn, practice, and become comfortable with routines and processes. An important routine to establish and practice is how the rotation of learning centers work. Learning Centers provide a space and opportunity for children to engage with one another and to apply learning from whole group and small group instructional lessons. As such, learning center time during small group instruction can be optimized to provide children with extended opportunities to explore and skill practice with:

- environmental sounds
- word awareness
- rhymes
- name recognition
- alphabet knowledge
- print concepts
- motor skills
- handwriting strokes

The following learning center ideas can be first introduced in whole group or small-group instruction and then be used on a rotating basis as learning center activities throughout the year for all 6 units. These suggestions can also serve as springboards for additional learning centers for children during small-group instruction rotations when they are not in the group working directly with the teacher or teacher assistant. Additional learning center ideas are included in the *Preschool TN Foundational Skills Curriculum Supplement Implementation Guide*.

House and/or School Dramatic Play:

Children learn best through play and enjoy opportunities for dramatic play. They especially like to play house and school. Most preschools have a “home” dramatic play center set up in their room. A “school house” dramatic play center can easily be set up on a designated table with school like props and early literacy materials. One child can take on the role of the teacher. The children will have fun practices lessons learned with the teacher during whole group and/or small group instruction. Either of these ideas would provide a strong bridge between home and school for the children.

The more interesting the props and materials, the more enriched conversation and teacher-child and peer-to-peer interactions will be.

Mystery Sound Bag:

A simple bag or box can be transformed into a mystery sound box or bag. Select a child to lead the activity. Child names the objects one by one and gives each a shake so other children can hear the noise made by each object. Leader replaces the 4-5 objects from the environment that make noise in the bag or box. The leader then shakes an object within the bag so the other child can name the object making the noise. Children may rotate turns being leaders and listeners. Be sure to add a new object to the mix after a few days to keep children's interest and engagement.

Name and Photo Match Up:

Children will enjoy playing a name card/photo matching game. Create a set of loose photos of the children in the class and laminate them. Make name cards with photo and name writing on the card that has a red letter for the initial letter.

Musical Instrument Sound Box:

Children enjoy exploring the loud and soft sounds musical instruments they can make with musical instruments. For this center, rhythmic musical instruments can be placed in a sound box. The child acting as leader can play a "mystery" instrument and ask other children of the group to name the instrument making the noise. They may also explore how two instruments make the same or different noises.

Easel Painting, Coloring, and Drawing:

Gross and fine motor skill development are possible with daily opportunities to paint, color, or draw vertically on the easel. Allow children to practice making vertical, horizontal, circular, diagonal, and swirly strokes to build motor muscles, strength, and coordination. Table top easels are also a possibility.

Playdough words and letters:

Children enjoy sculpting and shaping figures with playdough. Allow children to freely sculpt. Add in some alphabet letter cookie cutters and children's name/photo cards. Model how children can make letter cut-outs to represent their names. Clay is a bit firmer than play dough and really helps to develop hand muscles and strength needed for later handwriting.

Listening to Nursery Rhymes & Songs:

Children enjoy listening to recordings of nursery rhymes, poems, finger plays, and songs. Set up a listening center for them to gain extra practice time with reciting rhymes, singing songs, and retelling finger rhymes.

Conversation table:

Set up a table with interesting and varied objects for children to explore and talk to each other about. The conversation table helps children connect to other children. Children have the opportunity to practice turn-taking, expressing ideas, and listening to the ideas of others. Consider including some props from that might spark children's interest in reciting the daily nursery rhyme. Be sure to add some books. Children can engage in picture talks with a friend. This also provides an opportunity for children to be introduced to print concepts.

Assessment Opportunity

Assessment Opportunities are activities during the day that lend themselves to direct observation of children's skills. Direct observation is one of the most common and best methods for assessing preschool children's behavior and development. This type of observation can occur in a naturalistic setting or during specific activities designed to showcase the skill a teacher wishes to assess. Naturalistic settings include the playground, Learning Centers, and mealtimes; these settings are ideal for observing children's language skills and usage. Specific activities that lend themselves to observation include everyday whole-group and small-group activities where children give individual responses that are readily recorded.

Targeted Support Stops

Targeted Support Stops are opportunities to complete any activities from previous days or revisit material with which children are experiencing difficulty. Targeted Support Stops do not follow the same daily structure (i.e., Starting the Day, Small Groups) as other days during the unit, but you could plan to do so if you wish. Each Targeted Support Stop includes both a Skills Task Assessment that can be used to quickly evaluate children's knowledge of important material taught up to that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for children. Additional ideas for activities that reinforce or extend material from both Skills are included in the Targeted Support Stops as well.

Observing children at play provides an excellent opportunity for teachers to informally assess what children know and are able to do. In later units, the Targeted Support Stops and Child Performance Assessments provide a snapshot of what children know, understand, and are able to do.

Child Performance Task Assessments

Preschool assessments are designed to provide a “snapshot view” of whether or not each child is mastering specific English Language Arts. In addition to the specific assessments detailed here, teachers should continuously monitor children’ as well as skill development by interacting with and observing children on a daily basis. By using the assessments provided, in addition to daily observations, teachers can make informed day-to-day instructional decisions relevant to each child’s progress.

Because it is important to assess children in multiple ways, each unit contains two types of assessment: Assessment Opportunities and Task Assessments. Assessment Opportunities should occur throughout the unit. Task Assessments are direct assessments administered individually to each child. They occur during the first Targeted Support Stops and at the end of the unit during the Unit Assessment.

It is important to remember that, while many objectives are taught in each unit, the expectation is not that children will master every objective taught in a single unit; the goal is mastery of all objectives by the end of the school year. Therefore, some objectives that are taught in a given unit will not be assessed until subsequent units.

Task Assessments

Task Assessments are particular activities, similar to those that children participate in on a day-to-day basis that permit the observation of a child performing a particular skill or demonstrating particular knowledge. Well-designed Task Assessments incorporate the use of the same kinds of manipulative, concrete materials and tasks that children have been working with to learn the new skills and knowledge. Thus, the tasks children are asked to perform during Task Assessments are those that they have already performed during unit instruction.

Unit 1 Task Assessments

During the *Unit 1*, children participate in Task Assessments during *Targeted Support Stop 1* and during the Unit Assessment. *Targeted Support Stop 1* Task Assessments are designed to give teachers a general idea of how children are performing relative to particular English Language Arts Objectives addressed in this unit. Children are asked to participate in tasks that demonstrate their competency in Skills. These assessments are administered in either whole-group or small-group settings. The Task Assessments that children perform in the *Unit 1 Targeted Support Stop 1* include:

- **Skills: Nursery Rhyme Recitation**

Task Assessments presented during the Unit Assessment are designed to record children's progress relative to objectives that children can reasonably be expected to master by the end of *Unit 1*. The Task Assessments that children perform in the *Unit 1* Assessment include:

Skills: Recognize Your Name and Initial Letter

Unit Materials

Lists of materials required are provided in the following pages. Use substitutions when necessary. These materials serve as springboards for other types of materials you may want to include in learning center activities. Open-ended materials that allow children to express ideas authentically are preferable. Observing children work with building materials and play house in the home-living center can reveal a great deal about how a child thinks, problem-solves, and interacts with others. The majority of the foundational skills lessons and activities require no additional materials.

Preparation

Prepare the following for use throughout this unit and in other units throughout the school year:

Attendance Board

The Attendance Board was introduced on Day 1 of Unit 1 and will be used throughout the year to take attendance during morning routines. Make an Attendance Board for taking attendance by drawing a vertical line down a white board to create two columns.

Learning Center Labels

The Learning Center labels introduced on Day 2 of Unit 1 will stay in place throughout the year. Create labels and take photographs of each added Learning Center in your classroom. Mount and label the photograph on a piece of cardstock. Consider laminating each label for durability.

Transition Cards: Name Cards

Note: The Transition Cards: Name Cards will be used in other learning contexts as well. Be sure to keep them organized and readily accessible throughout the day.

Name Cards introduced on Day 1 of Unit 1 will be continued to be used throughout the year to help children learn to recognize, and eventually write, their own names. To create **Name Cards**, copy the **Name Card** template from the Transition Cards component. Take a photograph of each child, or have them bring one from home. Attach the photograph to the **Name Cards**. Create 6 sets of these to use with other activities. For two sets, cut apart the photo and name parts to be used in matching name activities throughout Unit 1 and subsequent units 2 through 6. Use these Transition Name Cards to help children move from one activity to the next. Ideas for how to use these card follow; these ideas progress from less to more difficult.

Also make a **Name Card** for yourself. Write each child's name, using a red marker for the first letter and a black marker for the other letters. Laminate the **Name Cards** to be used throughout the year.



Misha

Ideas for using Transition Name/Photo Cards

Find Your Name

Place only a few Transition Cards: Name Cards in a pocket chart. Call on a child whose name is displayed to come forward and find his/her name. Remind children that they can use the photo to help them find their name. Gradually increase the number of child names you display at any one time until children can find their name from among eight or more names. Remind each child to look at the first letter to help locate his/her name (e.g., Jamal, your name starts with the letter 'J'. You can look for the letter 'J' to help you find your name. Look, you found the card with the letter 'J'.)

Raise Your Hand for Your Name

Follow the directions for 'Find Your Name,' but this time, have children raise their hand if they see their name in the pocket chart. That is, do not call on a child whose name is in the pocket chart, but ask children to raise their hand if they see their own name.

Hide the Photograph

Note: 'Hide the Photograph' is designed to prepare children to find their names without their photographs. Only do this activity for children who are clearly beginning to rely less and less on their photograph and who are recognizing their name in other contexts where they do not have the support of a photograph. You could hide the photograph of only the children who are ready, and leave the photographs visible on other children's cards. If children are ready, paperclip a piece of paper over their photograph. Tell children that you want them to look at the letters in their name to help them find their name. Remind children that they can also look for "their" letter, or the first letter of their name.

Transition Cards: Capital Letters and Name Cards

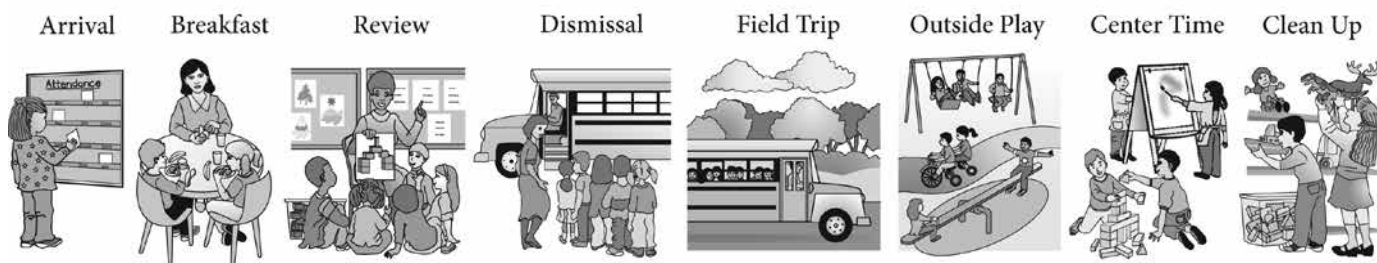
Recognize Your Letter

Note: Begin using Transition Cards: Capital Letters after Day 11 Small Groups when children have had the opportunity to recognize the first letter of their name.

Give each child his/her Name Card. Tell children that you are going to show them some letters and you want them to raise their hand when they see the letter that is at the beginning of their name. Tell children that the letter at the beginning of their name is the large letter, written in red, on the left side of their Name Cards. Have children point to the first letter in their name. From the set of Capital Letter Cards, select only the letters that correspond to children's first names. Hold up a Capital Letter Card and ask children to look to see if that letter is at the beginning of their name. Once a child raises his/her hand, tell them the name of the letter by saying, "That's right, Jamal. The letter 'J' is at the beginning of your name. Your name starts with 'J'."

Pictorial Schedule

The Pictorial Schedule introduced during Unit 1 will be used throughout the year. A pictorial schedule gives children a visual plan of what their daily routine will be and lets them know what to expect. Create a picture card that represents each of your daily activities so that you can review your schedule with children and, eventually, so children can review and manage the schedule themselves. To make a picture card, take a photograph of children engaged in a specific activity or draw or print a representative picture. Label this card with the name of the activity. Establish a designated place in your classroom to post the schedule, making sure it is low enough that children can manipulate it themselves. Then, create a red arrow to place beside the schedule cards to designate which activity is occurring. Finally, put hook and loop dots or some other durable fastener on the back for easy reorganization on atypical days. Make sure to create a space for the arrow to be posted beside or under each picture.



Materials Required Before the Targeted Support Stop.....

Foundational Skills Curriculum Materials

- Transition Cards: Names
- Nursery Rhymes and Songs
Posters #15, #34, #35

Other Materials

- Attendance Board
- Learning Center labels
- piece of chart paper with children's names on it
- collage paper
- construction paper
- drawing paper
- smocks
- easels
- sticky notes
- cookie cutter letters
- paint brushes
- paint or colored water
- play dough
- primary crayons
- teacher marker
- stickers
- a cardboard box
- musical instruments
- various noisemakers
- mystery sound objects

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Perform activities requiring small muscle control (PK.FI.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
<i>Nursery Rhymes</i>	W	Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Good Listening Poster made from Image Card 1-1; cardboard box; noisemakers	10
		Mystery Sound Box		
<i>Small Group 2</i>	S	Warm-Ups	Easels; drawing paper; paint or colored water; paint brushes; smocks	10
		Easel Painting		

Advance Preparation

Routines

Make an Attendance Board for taking attendance by drawing a vertical line down a white board to create two columns (see Introduction). Affix a picture of a school (preferably your school) as the header for one column and a picture of a house as a header for the other column. You may also use a pocket chart instead of a white board using the house and school pictures as headers.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 1

Make a Good Listening Poster using: **Good Listening**. You will use this poster throughout the year so use sturdy poster board or laminate the poster. Affix the image to the top of a poster. Beneath the image write the following phrases:

Eyes look.

Mouth closes.

Body is still.

Ears listen.

Fill a cardboard box with ten objects that make different noises (e.g., noisemakers: potato chip bag, squeaky toy, keys, bells, etc.).



Small Group 2

Set up easels in the Art Center or tape pieces of drawing paper to the wall or another vertical surface.

1

DAY 1

Lessons

Starting the Day	Exercise	Materials	Minutes
Routines	 Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
Nursery Rhymes	 Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	

Routines



Taking Attendance: One at a Time

Note: Continue using these steps to take attendance routinely every morning until Day 3 when the attendance routine will be modified.

- Show children the Attendance Board you prepared (see Advance Preparation) and describe how you will use it to take attendance.

“Every morning, when you come to school, we are going to talk about which friends are at school today and which friends have stayed home. We are going to put the names of children who are at school under the picture of the school.

That way we will know they are here. We are going to put the names of the children who are not at school under the picture of the house. That way we will know they stayed home. I have each of your names written on a strip of paper. I also put your picture beside your name so that you can find your name more easily.”

- Hold up one of the **Transition Cards: Names** cards of a child who is present.

“This one has the name of one of the friends in our class.”

Teaching Tip

If there are any children who speak languages other than English, have the class greet these children using a greeting from that language (e.g., “Hola! Juan Carlos!”)

Point to the picture and ask children who it is.

“The letters on the card spell the name of the friend who is in the picture. These letters spell [child’s name]. I’m going to help [child’s name] put his/her name under the school to show that he/ she is here at school today.”

- Call up the child whose name is displayed and help him/her put the name card under the school.

“Let’s all say ‘good morning’ to our friend.”

- Before the child returns to the circle, have all remaining children say, “Good morning, [child’s name].” Have the child reply, “Good morning, friends.”
- Continue holding up Name Cards of children who are present and helping children identify whose name it is, pointing out that the letters spell the child’s name.
- Identify the children who are absent.
- *“Let’s see who is left. These children are absent.”*
- Help children say the names of any absent children and place their strips under the house telling children they are absent or at home today.

Nursery Rhymes

Teaching Tip

The echo technique is a way of teaching children the words of a nursery rhyme by reading each line and having children repeat after you. Every time you introduce a new nursery rhyme, use the echo technique to teach children the words to the song.

Head and Shoulders, Knees and Toes

Teach children the song “Head and Shoulders, Knees and Toes” using the echo technique. Introduce the song by showing **Nursery Rhymes and Songs Poster 15: Head and Shoulders, Knees and Toes**. Then, have children repeat the words after you as you pause at natural stopping points. Finally, invite children to join in singing the entire song.

- Show **Nursery Rhymes and Songs Poster 15: Head and Shoulders, Knees and Toes**

“Today we are going to learn the song ‘Head and Shoulders, Knees and Toes.’ Listen to hear the names of some of the parts of your body as we sing. You are going to hear about our heads, shoulders, knees, toes, eyes, ears, mouth, and nose.”

- Point to each of your body parts as you name them.
- Sing the nursery rhyme, sliding your finger under each word as you sing.

“Now, I’m going to help you learn “Head and Shoulders, Knees and Toes.” I am going to say a part and then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. When it is your turn to talk, I will point to you. We will keep doing this for each part of the nursery rhyme

- Teach children the nursery rhyme in parts using the echo technique.

“I say, ‘Head and shoulders, knees and toes.’”

- Point to children.

“You say . . . ”

- Have children echo you when you point to them.

“Now let’s sing ‘Head and Shoulders, Knees and Toes’ together.”

- Continue teaching each line, first saying the words, then having children echo you.

Skills	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Good Listening Poster made from Image Card 1-1; cardboard box; noisemakers	7-10
	Mystery Sound Box		
Small Group 2	Warm-Ups	Easels; drawing paper; paint or colored water; paint brushes; smocks	7-10
	Easel Painting		

Note: At the end of 7-10 minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

Small Group 1

7-10 minutes

Small Group

Warm-Ups

Body Beats

Children will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that children copy.
- First, you demonstrate the pattern. Then, point to children when it is their turn to copy.
- Today, make patterns using up to three stomps and claps (e.g., stomp, stomp; stomp, clap; clap, stomp, clap; etc.).

Be a Good Listener

Teaching Tip

Keep the Good Listening Poster visible in the classroom and use it to remind children of what they need to do to be a good listener. You may even want to take the poster with you to school assemblies or other events where children need to demonstrate good listening behaviors

Children will learn and demonstrate the steps to being a good listener.

- Show children the Good Listening Poster you made using **Image Card 1-1: Good Listening** (see Advance Preparation) and say the following:

Eyes look. Look at me eye to eye.

Mouth closes. Close your lips and stop talking. Body is still. Stop your body from moving.

Ears listen. Listen with your ears.

Learning Center

Place the mystery sound box and objects in the Science Center. Include some new objects that children have not yet heard, or allow them to search for objects from around the room that also make noises. Have children predict and observe what each noisemaker sounds like.

Mystery Sound Box

Children will identify hidden objects that make different sounds and learn words that help them talk about different sounds. Children will also have the opportunity to make sounds themselves.

- Orient the box full of noisemakers (see Advance Preparation) so that the flaps open towards you and hide the noisemakers inside.
- One by one, introduce children to each noisemaker by taking it out of the box, making a sound with it, and telling children the name of the object.
- Return all of the noisemakers to the box.
- Explain that you want children to guess which object is making a noise by listening to the sound that it makes.
- Make a noise with one of the objects.
- Help children describe the noise they hear using the following words: *loud, soft, noisy, quiet, high, low, jingle, etc.*
- Have each child guess what they think the object might be, then reveal the object.
- Allow children ample time to hold the objects and make the noises themselves, prompting them to describe the noises they hear.

Small Group

7-10

minutes



Warm-Ups

Move Your Body

Children will make gross motor movements to prepare them to participate in Small Group.

Model the poem for children and have them join in doing the motions. Children can begin to join in saying the poem as they learn the words.

*I can stretch, I can bend
I can wave to a friend. I jump so high,
I crouch so low I tap the floor with my toe.
I cross my arms and breathe in deep I calm my
body and plant my feet.*

Easel Painting

Teaching Tip: Learning Center

Keep easels and paints or colored water set up in the Art Center for children to experiment with during Learning Center time. Take large paint brushes and buckets of water outside and set up an Outside Art Center where children can paint the building, a fence, or other vertical surfaces.

Children will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two*, etc.) is an individual entity that can be represented, in this case, with fingers.

Note: *Children are not expected to demonstrate a standard tripod or quadropod grip at the beginning of the year. Help them form a grip that is comfortable for them and allows them to paint easily, even if they are holding the brush with their fist. Some children may not yet demonstrate a dominant hand. Observe children throughout the day as they reach for and manipulate objects to see if they demonstrate a preference for one hand over the other.*

Children will practice making a mark on a large, vertical surface using a paintbrush (see Advance Preparation). Children make large motions starting at the shoulders and moving down to the wrists in preparation for making marks on a horizontal surface holding a writing utensil.

- Provide children with paints and paintbrushes.
- Have children paint on the vertical surface. Encourage them to make long, straight strokes using a range of motions (e.g., large motions with the shoulders and arms, small motions with the wrists and hands).
- Assist children who need help holding the paintbrush and making a mark.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name ([PK.FL.PC.1.b](#); [PK.FL.PWR.3.b](#))
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names ([PK.FL.PC.1.b](#))
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" ([PK.RL.KID.2](#))

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment ([PK.PD.1](#))
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language ([PK.FL.PA.2.a](#))
- ✓ Perform activities requiring small muscle control ([PK.FI.WC.4.b](#))

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
		Learning Center Labels	Learning Center labels	
Nursery Rhymes	W	Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	
SKILLS				
Small Group 1	S	Warm-Ups	Nursery Rhymes and Songs Poster 15	10
		Get the Rhythm of the Rhyme		
Small Group 2	S	Warm-Ups	Construction paper; primary crayons; stickers; collage paper; smocks	10
		Make a Placemat		

Advance Preparation

Routines

Make labels for classroom Learning Centers by using a picture or icon to represent each Learning Center (see Introduction). Label each picture with the name of the center. Place these labels in a pile near where you conduct your morning routines. Decide on a way to affix the labels to the centers (e.g., tape, hook and loop tape, reusable adhesive, etc.).

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 2

Make placemats for each child by writing their names on a piece of construction paper. Outline the first letter of their name so that they can color it in.

1

DAY 2

Lessons

Starting the Day	Exercise	Materials	Minutes
Routines	W Taking Attendance: One at a Time	Transition Cards: Names; Attendance Board	During morning circle
	Learning Center Labels	Learning Center labels	
Nursery Rhymes	W Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	

Routines



Taking Attendance: One at a Time

Take attendance the same way you did on Day 1. Refer to **Day 1: Taking Attendance: One at a Time** for detailed instructions on how to lead this activity.

- Hold up children's **Name Cards** and ask if they are present or absent.
- Place their **Name Cards** under the house or the school to indicate who is present and who is absent.
- Review who is present and who is absent.

Learning Center Labels

Note: Specific ideas regarding how to familiarize children with Learning Center routines follow. Establishing these routines and following them throughout the school year gives children opportunities to interact with environmental print and involves them in classroom management.

- Introduce children to the concept of a sign by giving some examples of signs that help you know where things are (e.g., the bank, the hospital, your school, restaurants, etc.).

"I want to show you some signs we are going to have in our classroom. People put signs up to help them know where something is. Have you ever seen a sign when you were driving in the car or walking outside with your family?"

Show children the signs you have made for each Learning Center and explain what the picture means.

“We have signs in our classroom to help children know where things are and where to put things.”

- Then, read the words on each sign, sliding your finger under them as you read. Once you have read each label, tell children how they will use them.

“I am going to put these signs on each Learning Center in our classroom so that everyone will know where the center is. If you have trouble finding a Center, you could use the pictures and the words on the sign to help you.”

- Walk around the room, letting children watch as you tape each sign in its appropriate place. As you tape the sign, tell children what it says.

Nursery Rhymes



Head and Shoulders, Knees and Toes

- Show children the motions that go along with “Head and Shoulders, Knees and Toes.”

“Today we are going to sing ‘Head and Shoulders, Knees and Toes’ again but this time we are going to act it out. This nursery rhyme will help us learn the names of some parts of our bodies. First, listen to me sing and watch me act it out. Then, you will get a chance to sing and act out the nursery rhyme with me.”

- Teach children the motions that go along with the song.

“Now, I’m going to help you learn how to act out ‘Head and Shoulders, Knees and Toes.’ I want you to do it with me. If you remember the words, sing them along with me, too.”

- Sing the song again, encouraging children to do the motions.
- Children may not have memorized the rhyme yet. Encourage children to join in for parts they remember.

Teaching Tip

To keep children interested, vary the way you do the motions. Have children cross both arms to touch each body part, or have children use one hand at a time to touch each body part.

When you say . . .	Do this . . .
Head	Touch head
Shoulders	Touch shoulders
Knees	Touch knees
Toes	Touch toes
Eyes	Touch eyes
Ears	Touch ears
Mouth	Touch mouth
Nose	Touch nose

Skills	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Nursery Rhymes and Songs Poster 15	7-10
	S Get the Rhythm of the Rhyme		
Small Group 2	Warm-Ups	Construction paper; primary crayons; stickers; collage paper; smocks	7-10
	S Make a Placemat		

Note: At the end of seven to ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

Small Group 1

10 minutes



Warm-Ups

Say the Rhyme

Children will recite and demonstrate the motions for “Head and Shoulders, Knees and Toes.”

- Lead children in singing the song “Head and Shoulders, Knees and Toes” that they learned in morning circle.
- Demonstrate the motions that go along with the song and have children join in.

Get the Rhythm of the Rhyme

Note: When leading the “Get the Rhythm of the Rhyme” Warm-Up, have children clap, stomp, and tap to the beat of the song not the words or syllables.

Children will have an opportunity to stomp, clap, and tap the beat of the nursery rhyme.

- Demonstrate the four-beat rhythm of “Head and Shoulders, Knees and Toes” to children by clapping the beat while singing the song.
- Have children stand up and stomp to the beat of “Head and Shoulders, Knees and Toes” with their *feet*.
- Have children clap to the beat of the song with their *hands*.
- Have children tap to the beat of the song on their *chest* with their *fingers*.
- If children are ready, have them repeat the song, stomping, clapping, and tapping faster and faster each time.

Small Group 2

7-10 minutes



Warm-Ups

Welcome Song

Children will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the children's **Name Cards** as you sing the song.
- Once you finish the verse, hand the child his/her **Name Card**.

Good Morning,
[name]. Good
Morning, [name].
Good Morning,
[name].
And welcome to Small Group!

Make a Placemat

Children will decorate a placemat and you will write their names on them. As children decorate their placemats, talk with them about their names, letters, and the purpose of placemats. Tell children that one day soon they will be able to write their name all by themselves.

- Provide each child with a large piece of paper or construction paper, stickers, crayons, collage squares, etc.
- Explain that they are going to make special placemats with their very own names on them. They can decorate them however they like.
- As children color in the first letter of their name, comment by saying, “You are coloring in the first letter of your name. You are coloring the letter ‘M’.”
- Read each child’s name, sliding your finger under the word as you read.
- Laminate children’s placemats for use in the classroom or at home.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Head and Shoulders, Knees and Toes" (PK.RL.KID.2)

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Perform activities requiring small muscle control (PK.FI.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies	Transition Cards: Names; Attendance Board	When children arrive
Nursery Rhymes	W	Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Good Listening Poster; cardboard box; mystery sound objects	10
		Mystery Sound Box: Same or Different?		
Small Group 2	S	Warm-Ups	Paper; primary crayons; easels	10
		Easel Drawing and Coloring		

Advance Preparation

Routines

Place children's **Transition Cards: Name Cards** in their cubbies before the start of the day.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 2

Set up easels in the Art Center or tape pieces of drawing paper to the wall or other vertical surface.

Lessons

Starting the Day	Exercise	Materials	Minutes
Routines	W Taking Attendance: Cubbies	Transition Cards: Names; Attendance Board	When children arrive
Nursery Rhymes	W Head and Shoulders, Knees and Toes	Nursery Rhymes and Songs Poster 15	During morning circle

Routines



Taking Attendance: Cubbies

Note: Continue using these steps to take attendance every morning until a new way to take attendance is introduced.

Children will sign in to school by retrieving their **Name Cards** from their cubbies and placing them under the school on the Attendance Board.

- As children arrive at school, help them sign in on the Attendance Board by directing them to their cubbies to retrieve their **Name Card**.
- Help children place their **Name Cards** in the appropriate place on the Attendance Board to show that they are present.
- Comment on the first letter in children's names as they place them under the picture of the school.

"Rashan, you found your name. I see a letter 'R' at the beginning of your name. Your name starts with 'R'. What letter does your name start with?"

- During morning circle, review the list of children who are present. Then, get the absent children's **Name Cards** from the cubbies and place them under the house, telling children that these children are absent.

Nursery Rhymes



Teaching Tip

Invite children who have mastered the nursery rhyme to take turns leading the class in recitation

Head and Shoulders, Knees and Toes

- Introduce the nursery rhyme and tell children how you will sing it.

“We are going to sing ‘Head and Shoulders, Knees and Toes’ again. We are going to start really slowly, then go faster and faster. Let’s start by singing really slowly.”

- Sing and act out the nursery rhyme very slowly.

“Now let’s sing it very slowly.”

- Sing and act out the nursery rhyme at the normal pace.

“Now let’s sing it a little bit faster.”

- Sing and act out the nursery rhyme at a fast pace.

“Now, let’s sing it as quickly as we can.”

- Sing and act out the nursery rhyme very slowly while sitting before transitioning to the next activity.

“Now, take a seat and sing it as slowly as you can.”

Note: At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

Skills		Exercise	Materials	Minutes
Small Group 1		Warm-Ups	Good Listening Poster; cardboard box; mystery sound objects	10
	S	Mystery Sound Box: Same or Different?		
Small Group 2		Warm-Ups	Paper; primary crayons; easels	10
	S	Easel Drawing and Coloring		



Warm-Ups

Body Beats

Children will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that children copy.
- First, you demonstrate the pattern. Then, point to children when it is their turn to copy.
- Today, make patterns using up to three stomps and claps (e.g., stomp, stomp; stomp, clap; clap, stomp, clap; etc.)

Be a Good Listener

Children will learn the steps to being a good listener.

- Show children the Good Listening Poster and say the following:

Eyes look. Look at me eye to eye.

Mouth closes. Close your lips and stop talking. Body is still. Stop your body from moving.

Ears listen. Listen with your ears.

Mystery Sound Box: Same or Different?

Children will say whether the noises they hear coming from the Mystery Sound Box are the same or different. Children will then have the opportunity to make sounds themselves.

- Orient the box full of noisemakers so that the flaps open towards you and hide the noisemakers inside, out of the children's view.
- Explain that you are going to make two noises using the objects and you want children to say whether the noises are the same or different.
- Make two noises that are the same.

"Here are two noises that are the same. One. Two."

- Ask children to describe how the noises are the same (e.g., they were both loud and crinkly) and to guess which object made the noises. Confirm the children's guesses by showing the object and making the two noises again.
- Make two noises that are different.

“Here are two noises that are different. One. Two.”

- Ask children to describe how the noises are the different (e.g., one was loud and crinkly and the other one was quiet) and to guess which objects made the noises. Confirm the children’s guesses by showing the two objects and making the two noises again.
- Continue playing the game making pairs of same and different sounds with the noisy objects. When choosing objects to make different sounds, at first choose objects that make very different sounds to ensure that children understand the concept of same and different.
- If children are ready, allow one child at a time to play the role of “teacher” and make either same or different sounds for the other children to describe.

Small Group 2

7-10 minutes

Small
Group

Warm-Ups

Move Your Body

Children will make gross motor movements to prepare them to participate in Small Group.

- Model the poem for children and have them join in doing the motions. Children can begin to join in saying the poem as they learn the words.

*I can stretch, I can
bend I can wave to a
friend.*

*I jump so high, I crouch so
low I tap the floor with my
toe.*

*I cross my arms and breathe in
deep I calm my body and plant my
feet.*

Counting to Five

Children will practice counting to five using their fingers. This task visually emphasizes that a word (“one,” “two,” etc.) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.
- Have children repeat after you and lift one finger at a time as they count.

- Count five fingers on both left and right hands.

Easel Drawing and Coloring

Learning Center

Keep easels set up and primary crayons out in the Art Center for children to experiment with during Learning Centers

Children will practice making a mark on a large, vertical surface using primary crayons (see Advance Preparation). Children make large motions starting at the shoulders and moving down to the wrists in preparation for making marks on a horizontal surface holding a writing utensil.

- Provide children with primary crayons.
- Have children draw on the vertical surface. Encourage them to make long, straight strokes using a range of motions (e.g., large motions with the shoulders and arms, small motions with the wrists and hands).
- Assist children who need help holding the primary crayons and making a mark. Allow children to hold crayons however they are most comfortable.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Open, Shut Them" (PK.RL.KID.2)

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Perform activities requiring small muscle control (PK.FI.WC.4.b)

At a Glance				
		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When children arrive
Nursery Rhymes	W	Open, Shut Them	Nursery Rhymes and Songs Poster 34	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Good Listening Poster; musical instruments; Mystery Sound Box	10
		Guess the Instrument		
Small Group 2	S	Warm-Ups	Chart paper with names; Transition Cards: Names	10
		Matching Names Game		

Advance Preparation

Routines

Place children's **Transition Cards: Name Cards** in their cubbies before the start of the day.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 1

Collect pairs of musical instruments (e.g., two triangles, two drums, etc.) or noisemakers (e.g., two pots and spoons, two sheets of bubble wrap, etc.). Put them in the Mystery Sound Box.

Small Group 2

Write children's names in a list on a large piece of chart paper. Once the chart is completed during Small Groups, save it for use on Day 8.

1

DAY 4

Lessons

Routines



Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3: Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As children arrive, help children sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

Nursery Rhymes





Open, Shut Them

Teaching Tip

The first verse of this nursery rhyme can be used anytime during the day when you want to cue children to sit quietly and keep their hands in their laps

- Teach children the song “Open, Shut Them” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes**.

Skills		Exercise	Materials	Minutes
Small Group 1		Warm-Ups	Good Listening Poster; musical instruments; Mystery Sound Box	10
		Guess the Instrument		
Small Group 2		Warm-Ups	Chart paper with names; Transition Cards: Names	10
		Matching Names Game		

Small Group 1

7-10 minutes



Warm-Ups

Body Beats

Children will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that children copy.
- First, you demonstrate the pattern. Then, point to children when it is their turn to copy.
- Today, make patterns using up to three stomps, claps, and knee pats (e.g., knee pat, knee pat, knee pat; stomp, stomp, knee pat; knee pat, clap; clap, stomp, knee clap; etc.).

Be a Good Listener

Children will learn the steps to being a good listener.

- Show children the Good Listening Poster and say the following:

Eyes look. Look at me eye to eye.

Mouth closes. Close your lips and stop talking. Body is still. Stop your body from moving.

Ears listen. Listen with your ears.

Teaching Tip: Learning Center

Put the Mystery Sound Box on a table with the musical instruments to create a Music Center and allow children to experiment playing different instruments.

Guess the Instrument

- Children will guess which hidden musical instrument is being played and describe the sound the instrument makes.
- Show children the pairs of instruments and name and play each one. Then, hide one member of each pair in the Mystery Sound Box.
- Have one child reach inside the Mystery Sound Box and choose an instrument to play. The other children try to guess which instrument is being played.
- Have all children describe the sound the instrument makes using the following words: soft, loud, quiet, high, low, long, and short.
- If children are ready, allow them to quietly hold the instruments that are not hidden. When they hear the match to their instrument played from inside the Mystery Sound Box, they should play their instrument in response.
- Once all the instruments have been matched, allow children to form a band or orchestra and play them together.

Small Group 2

7-10 minutes



Warm-Ups

Welcome Song

Children will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the children's **Transition Cards: Name Cards** as you sing the song.
- Once you finish the verse, hand the child his/her **Name Card**.

Good Morning, [name].

Good Morning, [name].

Good Morning, [name].

And welcome to Small Group!

Matching Names Game

Note: *If children are not ready to advance after Rounds 1 and 2, repeat these rounds. Children will play this game again later and have another opportunity to play Rounds 2 and 3.*

Children will match their **Transition Cards: Name Card** to their name written on chart paper.

- Explain that you are going to play a game and you want children to match their **Name Card** to their name on the chart paper. Tell children to watch carefully, because this game is going to get tricky!

Round 1

- Children are holding their **Name Cards** from the Warm-Up. Have children go around the circle and place their **Name Card** on top of their name on the chart paper.
- Give children clues to help them find their spot (e.g., cover up some of the names, draw attention to the first letter of the child's name, the length of their name, point to where their name is, etc.).

Round 2

- Have children place their **Name Cards** face down in the middle of the table.
- Turn the **Name Cards** over one at a time and ask whose name it is.
- Then have that child match his/her name to the chart paper.

Round 3

- With **Name Cards** face down, have children take turns revealing **Name Cards** and trying to guess whose name it is (i.e., children try to guess other children's names).
- Then, have that child match his/her name to the chart paper.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name ([PK.FL.PC.1.b](#); [PK.FL.PWR.3.b](#))
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names ([PK.FL.PC.1.b](#))
- ✓ Memorize and recite with others the nursery rhyme "Open, Shut Them" ([PK.RL.KID.2](#))

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment ([PK.PD.1](#))
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language ([PK.FL.PA.2.a](#))
- ✓ Perform activities requiring small muscle control ([PK.FI.WC.4.b](#))

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When children arrive
		Learning Centers Sign In	Transition Cards: Names	During morning circle
Nursery Rhymes	W	Open, Shut Them	Nursery Rhymes and Songs Poster 34	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Nursery Rhymes and Songs Poster 34	10
		Words: Same or Different?		
Small Group 2	S	Warm-Ups	Play dough; alphabet cookie cutters and tools; Transition Cards: Name Cards	10
		Play Dough Letters		

Advance Preparation

Routines

Place children's **Transition Cards: Name Cards** in their cubbies before the start of the day.

Designate a place for children to "sign in" to each Learning Center using their **Transition Card: Name Cards**. You may use hook and loop tape or a basket where children can place their **Name Cards** as they join a Learning Center and from which they can remove them as they leave. Some teachers choose to limit the number of children who can be in a Learning Center at any one time by creating a certain number of 'slots' where children can put their **Name Cards**. If all the slots are full, children must look to join a different Learning Center.



Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

1

DAY 5

Lessons

Starting the Day	Exercise	Materials	Minutes
Routines	 Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When children arrive
	Learning Centers Sign In	Transition Cards: Names	
Nursery Rhymes	 Open, Shut Them	Nursery Rhymes and Songs Poster 34	During morning circle

Routines



Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3: Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As children arrive, help children sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

Learning Centers Sign In

Note: *During this activity, you will teach children to sign in to centers. While the Teacher Guide does not explicitly remind you to do so, continue having children use these steps to sign in to Learning Centers for the rest of the school year.*

Children will learn to use their **Transition Cards: Name Cards** to sign in to Learning Centers.

- Remind children of the Learning Centers labels around the classroom.

- Tell children that they are going to start using their **Name Cards** to sign in to different Learning Centers so that everyone in the classroom knows where they are playing.
- Show children where they will sign in at each center. Demonstrate by taking your own **Name Card** from the attendance chart and telling children the Learning Center in which you intend to play. Then place your **Name Card** in the appropriate place.
- Next, demonstrate how children will check out of one Learning Center and check in to the next by taking your **Name Card** from one center to the next.
- Have a few children practice signing in and out of a Learning Center as the group observes.
- When you transition children to Learning Centers today, provide support as they learn the new system of signing in to and out of Learning Centers.



Nursery Rhymes



Open, Shut Them

Teach children the motions that go along with the song “Open, Shut Them.” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**.

When you say . . .	Do this . . .
Open	Open fists
Shut them	Close fists
Give a little clap	Clap
Put them in your lap	Fold hands in lap
Creep them right up to your chin	Walk fingers up from lap to chin
Open wide your smiling mouth	Open mouth
But do not let them in	Close mouth
Creep them past your cheeks and chin	Walk fingers up to cover eyes
Open wide your smiling eyes	Open eyes behind hands
Peeking in—Boo!	Open hands to show eyes

Skills		Exercise	Materials	Minutes
Small Group 1		Warm-Ups	Nursery Rhymes and Songs Poster 34	10
		Words: Same or Different?		
Small Group 2		Warm-Ups	Play dough; cookie cutter letters and tools; Transition Cards: Name Cards	10
		Play Dough Letters		

Note: At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

Small Group 1

10 minutes



Warm-Ups

Say the Rhyme

Children will recite and demonstrate the motions for “Open, Shut Them.”

- Lead children in singing the song “Open, Shut Them.”
- Demonstrate the motions that go along with the song and have children join in.

Words: Same or Different?

Children will say whether two words are the same or different.

- Explain to children that they are going to play a listening game. You want them to listen to hear if two words are the same or different. Remind children of the game they played with the Mystery Sound Box where they had to say whether a noise was the same or different. You are going to do the same thing, but with words.
- As you say the first word, hold up one finger. As you say the second word, hold up a second finger.
- First, demonstrate each pair. Say, “Open [pause] open. Those words were the same. They were both the word ‘open’.”
- Then say, “Open [pause] shut. Those words were different. They were not the same. One word was ‘open’ and the other word was ‘shut’.”

- Tell the children, “I want you to listen to the words I say and tell me if I say the same word or different words. Listen carefully, so you don’t get tricked!”
- Continue playing the game using the following word pairs:
 - Clap/clap
 - Clap/chin
 - Mouth/creep
 - Creep/creep
 - Creep/chin
 - Open/open
 - Open/Shut
 - Shut/Shut
 - Cheeks/eyes
 - Eyes/Eyes
 - Smiling/Peeking
 - Peeking/Peeking



Teaching Tip:

Learning Center

Put play dough in the Art Center for children to practice fine motor skills. Include alphabet cookie cutters along with the other tools.

Teaching Tip:

Learning Center

If alphabet cookie cutters are not available, have children roll out and form letters using play dough.

Warm-Ups

Move Your Body

Children will make gross motor movements to prepare them to participate in small group.

- Model the poem for children and have them join in doing the motions. Children can begin to join in saying the poem as they learn the words.

*I can stretch, I can
bend I can wave to a
friend.*

*I jump so high, I crouch so
low I tap the floor with my
toe.*

*I cross my arms and breathe in
deep I calm my body and plant my
feet.*

Counting to Five

Children will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.

Note to Teacher

Targeted Support Stop 1 is an opportunity to review, reinforce, and extend the material taught during the first half of the unit. Begin by identifying areas in which children may need extra practice by using Observational Assessments (see General Overview) and/or Task Assessments (see the following). Then, use this information to decide which activities you wish to repeat and join children in learning center time to provide a targeted support stop. If children are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided. Again, use learning centers as an opportunity to extend learning

Child Performance Task Assessment

Skills Task Assessment

Teaching Tip

To help children master a rhyme, invite two or three children at a time to recite a nursery rhyme as a group

Nursery Rhyme Recitation

Note: *Be sensitive to children who may be shy or reticent about reciting in front of a group. Have these children recite a rhyme for you during Learning Centers or nap time instead of having them perform in front of their peers.*

Assess which children have learned to recite a nursery rhyme by having each child stand by him/herself and recite a rhyme in a whole-group or small-group setting. Show children the Nursery Rhymes and Songs Posters for “Head and Shoulders, Knees and Toes” and “Open, Shut Them” to remind them of the rhymes they have learned. You may need to prompt children to begin the nursery rhyme by saying the first line. If children struggle to recall the rhyme, assist them by modeling the motions or providing the next word or line. Finally, if children are unable to say a nursery rhyme on their own, recite the rhyme with them so that each child experiences success.

Skills Review

Skills Activities Summary

The following chart shows the Small Group activities that children have completed up to Targeted Support Stop 1 and the emergent literacy skill areas they address. If children need more practice in a particular area, revisit activities that address those skills.

Skills Activities Summary			Music	Phonological Awareness		Print Knowledge			Handwriting		Shared Writing	Vocabulary
Day(s)	Skills Small Group	Activity	Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes*	Dictation*	Unit-Related Vocabulary
1	1	Mystery Sound Box	P									
	2	Easel Painting							P			
2	1	Get the Rhythm of the Rhyme		P								P
	2	Make a Placemat				P	P	P	P			
3	1	Mystery Sound Box: Same or Different?	P									
	2	Easel Drawing and Coloring							P			
4	1	Guess the Instruments	P									
	2	Matching Names Game				P						
5	1	Words: Same or Different?		P	P							
	2	Play Dough Letters				P	P		P			
6–8	Targeted Support Stop 1											

Additional Skills Activities

Sidewalk Paint

Materials: Cornstarch; water; food coloring; large paint brushes

Make sidewalk paint by mixing together 1 cup of corn starch, 1 cup of water, and a few drops of food coloring. Allow children to paint outside during recess on vertical and horizontal surfaces. Encourage them to make large strokes up and down, back and forth. Children might also try to write the first letters of their names.

Printing Letters

Materials: Paint; paper; primary crayons; capital letter cookie cutters

Write each child's name in the center of a piece of paper. Have children make prints of the first letter of their name by dipping capital letter magnets or cookie cutters into paint and making a print on their paper. Talk with children about the name of "their letter" as they complete their printmaking.

Pompom Pick-up

Materials: Tweezers or clothespins; tongs; ice trays or egg cartons; fuzzy pompoms

Have children practice fine motor skills by moving pompoms from a large bowl into ice trays or egg cartons using tweezers or clothespins. Talk with children about their favorite color, the colors of the pompoms, and the different patterns they can make as they fill their trays or cartons.

Words: Same or Different?

Explain that you are going to say some words and you want children to tell you whether the words are the same or different. As you say the first word, hold up one finger. As you say the second word, hold up a second finger. Use words naming body parts that children have learned. For example, use the following word pairs:

- Eye—eye
- Eye—mouth
- Mouth—nose
- Nose—neck
- Etc.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Do Your Ears Hang Low" (PK.RL.KID.2)

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Perform activities requiring small muscle control (PK.FI.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When children arrive
		Daily Schedule: Teacher Job	Pictorial schedule; red arrow	During morning circle
Nursery Rhymes	W	Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Good Listening Poster; continuous noisemaker	10
		Musical Instrument Hide-and-Seek		
Small Group 2	S	Welcome Song	Transition Cards: Names; chart paper; marker; small pieces of paper; tape	10
		Matching Names Game		

Advance Preparation

Routines

Place children's **Transition Cards: Name Cards** in their cubbies before the start of the day.

Create a pictorial schedule, accompanying labels, and arrow for indicating the class's current activity (see Introduction). Take photographs or use illustrations to represent each daily activity. Write labels naming each activity beneath the picture. Affix hook and loop tape to the back of each activity and to the arrow so that each part of the schedule can be moved.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 1

Before beginning this activity, hide various musical instruments around the area of the classroom in which you meet for Small Group

1. Use the same instruments you used for the Guess the Instrument activity on Day
4. You will need to hide the instruments again prior to working with the second group of children.

Small Group 2

Cut pieces of paper so that they are the right size for covering up children's names on the chart paper.

Lessons

Starting the Day		Exercise	Materials	Minutes
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When children arrive
		Daily Schedule: Teacher Job	Pictorial schedule; red arrow	During morning circle
Nursery Rhymes	W	Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle

Routines



Taking Attendance: Cubbies

Take attendance the same way you did on Day 3 of Unit 1. Refer to **Day 3, Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As children arrive, help children sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

Daily Schedule: Teacher Job

- Show children the arrow and explain that you will move it during the day so that it points to the activity everyone is currently doing.
- As you progress through your day, refer back to the schedule at each change of activity and slide your finger under the word labeling each picture card as you read the word aloud. Then, move the arrow to the next activity. Tell children to watch closely because soon they will have a chance to move the arrow.
- Continue updating and reviewing the daily schedule every day during morning circle. As you progress through the day, move the red arrow to each new activity.

Teaching Tip

Using a daily schedule throughout the school year will help children see the predictability of the school day. A predictable schedule helps children complete and transition between activities with minimal disruption.

Nursery Rhymes





Teaching Tip

The word *soldier* is used in this nursery rhyme. You may explain to children that a soldier is a person who goes off to war and they march and salute

Do Your Ears Hang Low?

Teach children the song “Do Your Ears Hang Low?” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes.**

Skills	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Good Listening Poster; continuous noisemaker	10
	 Musical Instrument Hide-and-Seek		
Small Group 2	Welcome Song	Transition Cards: Names; chart paper; marker; small pieces of paper; tape	10
	 Matching Names Game		

Note: At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

Small Group 1

10 minutes



Warm-Ups

Body Beats

Children will use their bodies to imitate sound patterns. Add a lip smack to your pattern today and gradually increase the number of beats to four beats.

- Use your body to make sound patterns that children copy.
- First, you demonstrate the pattern, then point to children when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, and lip smacks (e.g., lip smack, lip smack; clap, lip smack, lip smack; stomp, clap, lip smack, stomp; etc.).

Be a Good Listener

Children will learn the steps to being a good listener.

- Show children the Good Listening Poster and say the following:

Eyes look. Look at me eye to eye.

Mouth closes. Close your lips and stop talking. Body is still. Stop your body from moving.

Ears listen. Listen with your ears.

Children will follow a daily schedule and develop an understanding of the sequence of activities in a day.

- Discuss with children the different activities you do each day and the order in which you do them. Use the words *before*, *after*, *beginning* of the day and *end* of the day to discuss when you typically do each activity.
- Show children picture cards representing each activity in your school day (see Advance Preparation).
- Point to the words labeling each activity as you say what it is and describe what happens during that activity
- Explain to children that you are going to post the pictures on the wall of the classroom so that everyone can keep track of what comes next in their day.

Musical Instrument Hide-and-Seek

Children will find a noisemaker that has been hidden somewhere in the classroom. Use a noisemaker that makes noise continuously like a beeping timer or a wind-up baby toy. When a child finds the noisemaker, the child will hide it in a new location. Then, the next child will search for the noisemaker.

- Have children sit together somewhere and close their eyes.
- Tell them you are hiding an object that makes noise somewhere in the room and they are going to get a chance to find it using their sense of hearing.
- Call one or more children at a time to search around the room for the noisemaker.
- When a child finds the noisemaker, have all children close their eyes again and allow the child to hide the noisemaker in a new location.
- Once all children have found the noisemaker, discuss how children figured out its location using their sense of hearing.



Welcome Song

Children will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the children's **Transition Cards: Name Cards** as you sing the song.
- Once you finish the verse, hand the child his/her Name Card.

Good Morning, [name].

Good Morning, [name].

Good Morning, [name].

And welcome to Small Group!

Matching Names Game

Children will match their **Name Card** to their name written on chart paper.

- Remind children that they played a game where they matched their own name to the name on the chart. Tell children that you are going to play that game again. Remind children to watch carefully, because this game is going to get tricky!

Round 1

- Children are holding their **Name Cards** from the Warm-Up. Have children go around the circle and place their Name Card on top of their name on the chart paper.
- Give children clues to help them find their spot (e.g., cover up some of the names, draw attention to the first letter of the child's name, the length of their name, point to where their name is, etc.)

Round 2

- Have children place their **Name Cards** face down in a group.
- Turn the **Name Cards** over one at a time and ask whose name it is.
- Then have that child match his/her name to the chart paper.

Round 3

- With **Name Cards** face down, have children take turns revealing **Name Cards** and trying to guess whose name it is (i.e., children try to guess other children's names).
- Then, have that child match his/her name to the chart paper.

Round 4

- Cover up the children's names on the chart, leaving only the first letters visible.
- Have children match their names to the letters on the chart.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Do Your Ears Hang Low" (PK.RL.KID.2)

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Perform activities requiring small muscle control (PK.FI.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When children arrive
Nursery Rhymes	W	Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Nursery Rhymes and Songs Posters 12, 34	10
		Get the Rhythm of the Rhyme		
Small Group 2	S	Collage	Paper plates; primary crayons; glue; construction paper	10

Advance Preparation

Routines

Place children's **Transition Cards: Name Cards** in their cubbies before the start of the day.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 2

Cut squares of red, brown, black, and yellow construction paper to use as collage materials. Make the pieces about one inch square. Avoid using tissue paper, which can be frustrating to work with for very young children.

Make an example collage face, following the instructions for Small Group 2.

Lessons

Starting the Day		Exercise	Materials	Minutes
<i>Routines</i>	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When children arrive
<i>Nursery Rhymes</i>	W	Open, Shut Them?	Nursery Rhymes and Songs Poster 12	During morning circle

Routines



Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3, Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As children arrive, help children sign into school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

Nursery Rhymes



Do Your Ears Hang Low?

Teaching Tip

Substitute other body parts in “Do Your Early Hang Low?” or allow children to create their own version of the song using with different body parts and motions.

Teach children the motions that go along with the song “Do Your Ears Hang Low?” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**.

When you say . . .	Do this . . .
Do your ears hang low?	Hold hands up, palms forward beside ears, and hinge down on ‘low’
Do they wobble to and fro?	Keep hands hinged down beside face and flap
Can you tie them in a knot?	Pretend to tie knot
Can you tie them in a bow?	Pretend to tie bow
Can you throw them over your shoulder	Clasp hands and pretend to throw over shoulder
Like a continental soldier?	Stand up straight, one arm at side, and salute
Do your ears hang low?	Hold hands up, palms forward beside ears, and hinge down on ‘low’

Skills		Exercise	Materials	Minutes
Small Group 1		Warm-Ups	Nursery Rhymes and Songs Posters 12, 34	10
	S	Get the Rhythm of the Rhyme		
Small Group 2	S	Collage	Paper plates; primary crayons: glue; construction paper	10

Note: At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

**Warm-Ups**

Say the Rhyme

Children will recite and demonstrate the motions for “Do Your Ears Hang Low?”

- Lead children in singing the song “Do Your Ears Hang Low?”
- Demonstrate the motions that go along with the song and have children join in.

Get the Rhythm of the Rhyme

Note: When leading the “Get the Rhythm of the Rhyme” Warm-Up, have children *clap, stomp, and tap to the beat of the song and not the words of syllables.*

Children will have an opportunity to stomp, clap, and tap the beat of the nursery rhymes “Do Your Ears Hang Low” and “Open, Shut Them.”

- Demonstrate the four-beat rhythm of “Do Your Ears Hang Low” and “Open, Shut Them” to children by clapping the beat while singing the song.
- Have children stand up and stomp to the beat of the rhyme with their *feet*.
- Have children clap to the beat of the rhyme with their *hands*.
- Have children tap to the beat of the rhyme on their *chest* with their *fingers*.
- If children are ready, have them repeat the rhyme, stomping, clapping, and tapping faster and faster each time. Say the body parts word between recitations (*feet, hands, chest/fingers*) to cue children’s movements.

**Learning Center**

Put collage supplies in the Art Center for children to experiment with during Learning Center time

Collage

Note: *Children will not do Warm-Ups today because they will need the full ten minutes to complete this activity.*

Children will make a paper plate self-portrait by first using collage materials to put on the hair and then by drawing on the facial features. They will manipulate small pieces of paper and glue, giving them a chance to practice fine motor skills.

Show the example collage you made (see Advance Preparation).

- Explain to children that they are going to put hair on their paper plate by gluing down the small squares of paper you have given them.
- Give children a paper plate, primary crayons, glue, and collage materials.
- Help children glue the collage squares to the plate.
- Help children draw faces on their plates. Discuss the different body parts they might draw on the face (e.g., eyes, nose, mouth, eye brows, eyelashes, etc.). Encourage them to add additional body parts if they wish.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name ([PK.FL.PC.1.b](#); [PK.FL.PWR.3.b](#))
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names ([PK.FL.PC.1.b](#))
- ✓ Memorize and recite with others the nursery rhyme "Do Your Ears Hang Low" ([PK.RL.KID.2](#))

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment ([PK.PD.1](#))
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language ([PK.FL.PA.2.a](#))
- ✓ Perform activities requiring small muscle control ([PK.FI.WC.4.b](#))

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When children arrive
Nursery Rhymes	W	Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Alphabet magnets; Transition Cards: Names	10
		Name Game: Matching Initial Letters		
Small Group 2	S	Warm-Ups	Nursery Rhymes and Songs Poster 12	10
		Rhyming Words		

Advance Preparation



Routines

Place children's **Transition Cards: Name Cards** in their cubbies before the start of the day.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide if necessary so that each Small Group leader has a copy of the lesson for implementation.

Lessons

Starting the Day		Exercise	Materials	Minutes
Routines		Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When children arrive
Nursery Rhymes		Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle

Routines



Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3, Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As children arrive, help children sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the **Attendance Board**.
- During morning circle review who is present and who is absent.

Do Your Ears Hang Low?

Note: This activity teaches children the sound /oe/ as in cone. This sound is represented in the Teacher Guide as /oe/.

Review the song “Do Your Ears Hang Low?” by having children sing and do the motions. Then, have children fill in some of the words to the song.

- Explain to children that some of the words in the song rhyme, or sound the same at the end of the word. Have the children say the rhyming words themselves.

“I want to see if you can help me say some of the words from our song. I want everyone to be a good listener while I say some of the words. Then, when I point to you, I want you to say the word that comes next.”

Do your ears hang low?

Do they wobble to and _____? [fro]

- Point to children.
- When they say *fro*, explain to children that these words rhyme because your mouth makes the same shape.

“Low. Fro. I hear the /oe/ sound at the end of both of those words. They rhyme. Low. Fro. My mouth makes a round shape when I say those words. Let’s all say those words and see if our mouths make a round shape.”

- Have children say *low* and *fro* and turn to see if their friends’ mouths make a round shape.
- Continue with the rhyme and stop to talk about rhyming words with children.

Can you tie them in a knot?

Can you tie them in a _____? [bow]

- Point to children.
- Review the /oe/ sound again.

“Bow. I hear the /oe/ sound at the end of that word, too. Low. Fro. Bow. All of those words rhyme. They all have the /oe/ sound at the end. My mouth makes a round shape when I say all of those words. Let’s all say those words and see if ours mouths make a round shape.



- Have children say *low*, *fro*, and *bow*, turning to see if their friends’ mouths make a round shape.
- Continue with the rhyme and stop to talk about rhyming words with children.

*Can you throw them over your
shoulder Like a continental soldier?
Do your ears hang_____? [low]*

- Point to children.
- Review the /oe/ sound again.

“Low. I hear the /oe/ sound at the end of that word. Low rhymes with fro and bow. Those three words rhyme. Now you say those words.”

- Have children say *low*, *fro*, and *bow*.

Skills		Exercise	Materials	Minutes
Small Group 1		Warm-Ups	Alphabet magnets; Transition Cards: Names	10
		Name Game: Matching Initial Letters		
Small Group 2		Warm-Ups	Nursery Rhymes and Songs Poster 12	10
		Rhyming Words		

Note: *At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.*



Warm-Ups

Welcome Song

Children will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the children's **Name Cards** as you sing the song.
- Pause to allow children to figure out whose name is on the card.
- Once you finish the verse, hand the child his/her **Name Card**.

*Good Morning, [name]. Good
Morning, [name]. Good
Morning, [name].
And welcome to Small Group!*

Name Game: Matching Initial Letters

Children will match alphabet magnets to the first letters in their names on their **Name Cards**. Be sure to use *only* capital letter magnets for this game.

Note: *If two children's names start with the same letter, consider placing those children in different groups. You might also try to borrow a duplicate letter from another classroom.*

- Children are holding their **Name Card** from the Warm-Up. Explain that you are going to play a game where children need to find the letter of the alphabet that starts their name. Tell children to watch carefully, because this game is going to get tricky!

Round 1

- From the set of plastic alphabet magnets, set out only the letters which correspond to children's first names.
- Take turns helping each child find his/her letter. Encourage all children to help you hunt for the letter.
- Have each child place his/her own letter on his/her **Name Card**, right on top of the first letter of his/her name.

Round 2

- From the group of letters, have children locate their own letters and place them on their **Name Cards**.

Round 3

- Add four additional letters to the group and have children find their own letters.

Round 4

- Collect children's **Name Cards**.
- Have children find their letters without looking at their **Name Cards**.

Small Group 2

10 minutes



Warm-Ups

Say the Rhyme

Children will recite and demonstrate the motions for “Do Your Ears Hang Low?”

- Lead children in singing the song “Do Your Ears Hang Low?”
- Demonstrate the motions that go along with the song and have children join in.

Rhyming Words

Children will listen as you identify rhyming words in the song. Children are not expected to know which words rhyme; they will repeat the rhyming sounds and words you identify for them.

- Remind children of the song you learned this morning, “Do Your Ears Hang Low,” and have them listen for words that rhyme.

“There are some words in the song that sound the same at the end. When words sound the same at the end, we say that the words rhyme. Listen to me sing the beginning of “Do Your Ears Hang Low?””

- Draw attention to the /oe/ sound as in *cone* while singing,

Do your ears hang low?

Do they wobble to and fro?

- Describe the /oe/ sound to children.

“Low and fro. They both have the sound /oe/ at the end. They rhyme. Say the /oe/ sound with me by making your lips into a round shape.”

- Have children say the /oe/ sound. Have them look at their friends’ round lips.
- Have children say *low*, *fro*, and /oe/ again.

“Say low, fro, and /oe/ again with me. Low, fro, /oe/. Now, there is one more word in the song that has an /oe/ sound at the end. See if you can hear it.”

*Do your ears hang low
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow?*

- Ask children which word has the /oe/ sound in the song.

“Yes, the word bow also has an /oe/ sound at the end. Can you say bow? Look at your friends’ lips and see if they are making a circle.”

- Sing the song again and have children raise their hands when they hear the /oe/ sound.

“Now, I am going to sing the song and you are going to put your hands up every time you hear the /oe/ sound in a word.”

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Where is Thumbkin" ((PK.RL.KID.2)

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Perform activities requiring small muscle control (PK.FI.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Taking Attendance: Two Piles	Attendance Board; Transition Cards: Names; pile labels	During morning circle
<i>Nursery Rhymes</i>	W	Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Good Listening Poster	10
		Animal Sound Circle		
<i>Small Group 2</i>	S	Warm-Ups	Cut plastic straws; pipe cleaners; tape	10
		Straw Bracelets		

Advance Preparation

Routines

Before the day begins, sort children's **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere the children can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other pile.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 2

Cut colored plastic straws into 1/2" tubes/beads. Make an example Straw Bracelet following the instructions for Small Group 2.

Lessons

Starting the Day	Exercise	Materials	Minutes
Routines	W Taking Attendance: Two Piles	Attendance Board; Transition Cards: Names; pile labels	During morning circle
Nursery Rhymes	W Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	

Routines



Taking Attendance: Two Piles

Note: Continue using these steps to take attendance every morning until a new way to take attendance is introduced.

Teaching Tip

By sorting the Name Cards into two piles, you are giving the children less cards to choose from and increasing their chances of choosing their own name.

You might sort children's names in other ways such as by table group

Children will sign in to school by retrieving their **Name Cards** from a constrained group of cards and placing them under the picture of the school on the Attendance Board.

- As children arrive at school, help them sign in on the Attendance Board by directing them to the two piles of **Name Cards**.
- Help children find their **Name Cards** by looking in the appropriate pile. Show children how to use the pile labels you created to know where to look for their **Name Cards**.
- Help children look for their written names and pictures to find the correct **Name Card**.
- Have children place their **Name Cards** in the appropriate place on the Attendance Board to show that they are present.
- Comment on the first letter in children's names as they place them under the picture of the school.

"Rashan, you found your name. I see a letter 'R' at the beginning of your name. Your name starts with 'R'. What letter does your name start with?"

- During morning circle, review the list of children who are present. Then, get the absent children's **Name Cards** from the cubbies and place them under the house, telling children that these children are absent.

Nursery Rhymes



Where is Thumbkin?

Note: If children are or might be aware of the meaning of raising only the middle finger, consider adjusting the motions for this nursery rhyme. You might hold up all fingers that have been mentioned in the rhyme instead of holding up one finger at a time.

Teach children the song “Where is Thumbkin?” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes**. As you have children echo each line, do the motions that accompany the song. Do not ask children to do the motions themselves yet; they will learn the motions on Day 13.

When you say . . .	Do this . . .
Where is [finger]?	Hide fists behind back
Here I am	Reveal first fist, with [finger] up in the air
Here I am	Reveal second fist, with [finger] up in the air
How are you today, sir?	Wiggle [finger] as if talking to other [finger]
Very well I say, sir.	Wiggle [finger] as if answering
Run away	Hide first fist behind back
Run away	Hide second fist behind back

Skills		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Good Listening Poster	10
		Animal Sound Circle		
Small Group 2	S	Warm-Ups	Cut plastic straws; pipe cleaners; tape	10
		Straw Bracelets		

Note: At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.



Warm-Ups

Body Beats

Children will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that children copy.
- First, you demonstrate the pattern. Then, point to children when it is their turn to copy.
- Continue practicing the same noises from before, increasing the variation and number of beats if children are ready (e.g., lip smack, lip smack; stomp, clap, stomp; stomp, clap, lip smack, stomp; etc.)

Be a Good Listener

Children will learn the steps to being a good listener.

- Show children the Good Listening Poster and say the following:

Eyes look. Look at me eye to eye.

Mouth closes. Close your lips and stop talking.

Body is still. Stop your body from moving.

Ears listen. Listen with your ears.

Animal Sound Circle

Children will point in the direction from which a noise originates. Children sit in a circle with eyes closed. At first the teacher, and then children, walks around the circle, and then stops to make an animal noise. Without opening their eyes, children point to where they think the noise is originating.

- Have children sit in a circle on the rug.
- Explain that you are going to walk around the circle (or classroom, space permitting) while everyone closes their eyes. When you stop, you are going to make an animal sound. Ask children to point to the place where they think the sound is coming from. You will tell them when to open their eyes to check to see if they are correct.
- Have children close their eyes or cover their eyes with one hand.

Teaching Tip

Consider using the following animal sounds:

cow—moo

pig—oink

cat—meow

dog—woof

sheep—bah

goat—meh

monkey—ee

lion—rawr

- As you walk around the room, repeat the following rhyme in a whisper:

*I'm walking all around.
I don't make a sound.*

- When you stop to make your sound, say the following rhyme:

*Time to listen with your ears.
And guess the sound that you hear.*

- Have children point in the direction they think the sound is coming from and name the animal that makes the sound.
- When children are ready, allow them to walk around the circle making animal sounds. Say the rhymes for them as they walk.

Small Group 2

10 minutes

Small
Group

Warm-Ups

Move Your Body

Children will make gross motor movements to prepare them to participate in small group.

- Model the poem for children and have them join in doing the motions. Children can begin to join in saying the poem as they learn the words.

Note

Cover the ends of the pipe cleaners with tape to prevent injury.

*I can stretch,
I can bend I can wave to a friend.
I jump so high,
I crouch so low I tap the floor with my toe.
I cross my arms and breathe in
deep I calm my body and plant my
feet.*

Straw Bracelets

Children will have the opportunity to practice fine motor skills by stringing straws onto a pipe cleaner.

- Show children the example bracelet you made (see Advance Preparation).
- Give each child a pipe cleaner.
- Demonstrate how to string the straws onto the pipe cleaner.
- Once the children have finished stringing, help them twist the ends of the pipe cleaner together to make a bracelet. Have the children place the bracelet on their wrist and identify this body part.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Where is Thumbkin" (PK.RL.KID.2)

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Perform activities requiring small muscle control (PK.FI.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When children arrive
		Daily Schedule: Child Job	Pictorial schedule; red arrow	During morning circle
Nursery Rhymes	W	Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Paper; primary crayons; Nursery Rhymes and Songs Poster 55	10
		Trace Your Hand		
Small Group 2	S	Warm-Ups	Paper; primary crayons; collage materials; googly eyes; mirrors	10
		Self-Portrait		

Advance Preparation

Routines

Before the day begins, sort children's Name Cards into a pile for boys and a pile for girls and place them on a low table or somewhere the children can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.

Plan how to give children the responsibility of moving the arrow on the Daily Schedule. You may have a jobs board or a list visible to children.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

Small Group 2

Make an example self-portrait using the art materials as described in Small Group 2.

Lessons

Starting the Day	Exercise	Materials	Minutes
Routines	W Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When children arrive
	W Daily Schedule: Child Job	Pictorial schedule; red arrow	During morning circle
Nursery Rhymes	W Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	During morning circle

Routines



Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

- As children arrive, help them sign in to school by retrieving their Name Cards from the appropriate pile and placing them on the **Attendance Board**.
- During morning circle review who is present and who is absent.

Daily Schedule: Child Job

Starting today, a specific child or children will be responsible for moving the red arrow to indicate where the class is in the schedule. Establish a fair and consistent way to rotate children through this responsibility over the course of the unit and the course of the year.

- Introduce children to the pictorial schedule.
- Talk with children about the order of your daily routine and read any times on your schedule using the words *first*, *last*, *before*, and *after*. Tell children that starting today, they will be responsible for tracking what activity is happening by moving the arrow.

“Starting today, you will get to move the arrow so we know what activity we are doing. Each time we move to a different activity, I will ask someone to move the arrow.”

- Continue having a child or children move the arrow as the class transitions from activity to activity throughout the day.

Nursery Rhymes





Where is Thumbkin?

Note: *If children are or might be aware of the meaning of raising only the middle finger, consider adjusting the motions for this nursery rhyme. Additionally, children may find it difficult to isolate individual fingers. You might hold up all fingers that have been mentioned in the rhyme instead of holding up one finger at a time.*

Teaching Tip

Substitute other paired body parts for fingers, allowing children to practice naming body parts they are having difficulty learning (e.g., Where is knee? Where is elbow?)

Teach children the motions that go along with the song “Where is Thumbkin?” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**. See **Day 12, Where is Thumbkin?** for a list of motions.

Skills		Exercise	Materials	Minutes
Small Group 1		Warm-Ups	Paper; primary crayons; Nursery Rhymes and Songs Poster 55	10
		Trace Your Hand		
Small Group 2		Warm-Ups	Paper; primary crayons; collage materials; googly eyes; mirrors	10
		Self-Portrait		

Note: At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

Small Group 1

10 minutes



Warm-Ups

Say the Rhyme

Children will recite and demonstrate the motions for “Where is Thumbkin?”

- Lead children in singing the song “Where is Thumbkin?”
- Demonstrate the motions that go along with the song and have children join in.

Trace Your Hand

Children will trace around their hands and talk about the name of each finger.

- Explain to children that they are going to trace their hands.
- Give each child a piece of paper and some crayons.
- Trace around each child’s hand, asking the child to say the names of the fingers as you trace them.
- Sing the song “Where is Thumbkin?”
- Allow children to decorate their hands, drawing on rings, watches, bracelets, fingernails, tattoos, etc. As children draw, use the words *pointer finger*, *middle finger*, *ring finger*, *pinky finger*, and *thumb* to talk about what they are drawing.

Learning Center

Place black construction paper and white chalk in the Doctor’s Office. While children play doctor, have them make x-rays by tracing each other’s hands and other body parts on the paper.



Warm-Ups

Welcome Song

Children will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the children's **Name Cards** as you sing the song.
- Once you finish the verse, hand the child his/her **Name Card**.

*Good Morning, [name]. Good Morning,
[name]. Good Morning, [name].
And welcome to Small Group!*

Self-Portrait

Teaching Tip

Place the materials from this activity in the **Art Center** so children can continue to make self-portraits. Encourage children to create portraits throughout the year to track their progress.

Teaching Tip

Use children's self-portraits to make an **'All About Us'** bulletin board showcasing children's work. Post children's actual photographs alongside their self-portraits. Include child-dictated writing by asking each child to tell you something that makes them unique and writing their response beside their portraits. Later, these groupings can be made into a class book that children can enjoy in the **Library Center**.

Children will create a self-portrait by drawing, gluing, and collaging. Then, children will locate their own name from a group of names and glue it to their self-portrait. Encourage children to draw their entire body and to also focus on facial features.

- Show children the self-portrait you made (see Advance Preparation).
- Explain to children that they will create a picture of themselves using the art materials. Encourage children to look in the mirror and talk about the different body parts they see so they remember to draw those body parts. Tell children to make their portrait as detailed as possible, for example, adding eyebrows and eyelashes, not just eyes.
- As children create their portraits, move from child to child asking them to name the various body parts that they are adding to their portrait.
- Explain that you also want children to label their portraits with their name so that everyone will know whose it is. Show children the strips with their names on them that you have prepared.

Teaching Tip

Children's work from this activity might be included in their portfolio and examined as part of ongoing assessment. Asking children to draw self-portraits at varying times during the year is a good way to document children's increasing sense of body image and fine motor skills. Make a photocopy of the drawing for inclusion in the portfolio

- As children create their portraits, help each child find his/her name in the group of name strips and glue it to their portrait.
- Finally, ask children to tell you one thing about themselves that makes them special or unique. Write children's responses below their names on their name strips.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Where is Thumbkin" (PK.RL.KID.2)

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Perform activities requiring small muscle control (PK.FI.WC.4.b)

Advance Preparation

Routines

Before the day begins, sort children's **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere children can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.



Small Group 2

Thicken tempera paint: Heat three cups of water and 4 tablespoons of cornstarch in a pot. Stir until dissolved. Gradually add mixture to tempera paint until it reaches desired thickness. Hang a large piece (5') of butcher paper on the wall. Put dots of thickened tempera paint at the top and bottom of the butcher paper for children to connect.

Place paint pots intermittently along the wall so each child will have easy access to at least one paint pot.

Lay down newspaper or a drop cloth on the wall and beneath the painting area to prevent paint from dripping on the floor. Draw an 'X' for each child on the newspaper so they know where to stand. Make sure that children are wearing smocks and have close access to a sink for clean-up.

Lessons

Starting the Day		Exercise	Materials	Minutes
Routines		Taking Attendance: Two Piles	Attendance chart, Transition Cards: Names, pile labels	When children arrive
Nursery Rhymes		Where is Thumbkin?	Nursery Rhymes and Songs Poster 55	During morning circle

Routines



Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

- As children arrive, help them sign into school by retrieving their **Name Cards** from the appropriate pile and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

Nursery Rhymes



Where is Thumbkin?

Note: *If children are or might be aware of the meaning of raising only the middle finger, consider adjusting the motions for this nursery rhyme. Additionally, children may find it difficult to isolate individual fingers. You might hold up all fingers that have been mentioned in the rhyme instead of holding up one finger at a time.*

- Review the song “Where is Thumbkin?” by having children sing and do the motions.

- Then, review the names of the fingers with children by holding up each finger and having them say its name.
- Finally, have children label their fingers without your help as they sing the song “Where is Thumbkin?” Rather than giving them the word for each finger, pause and point to children to indicate that they should provide the word.

Skills		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Nursery Rhymes and Songs Posters 12, 15, 34, 55	10
		Nursery Rhyme Review		
Small Group 2	S	Warm-Ups	Butcher-block paper; tempera paints; cornstarch; paint pots; newspaper or drop cloth	10
		Line-Art Mural		

Note: At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

Small Group 1

10 minutes



Warm-Ups

Say the Rhyme

Children will recite and demonstrate the motions for “Where is Thumbkin?”

- Lead children in singing the song “Where is Thumbkin?”
- Demonstrate the motions that go along with the song and have children join in.

Nursery Rhyme Review

Children will review the words and motions they have learned across the entire unit.

- Remind children that they have learned “Head and Shoulders, Knees and Toes,” “Open Them, Shut Them,” and “Do Your Ears Hang Low?”
- Show children the Nursery Rhymes and Songs Posters for each song.

- Allow children to choose which song they would like to sing.
- Review all songs, reminding children of the body parts they have learned that are mentioned in each song.

Small Group 2

10 minutes



Warm-Ups

Move Your Body

Children will make gross motor movements to prepare them to participate in Small Group.

- Model the poem for children and have them join in doing the motions. Children can begin to join in saying the poem as they learn the words.

*I can stretch, I can bend
I can wave to a friend.*

*I jump so high, I crouch so low
I tap the floor with my toe.*

*I cross my arms and breathe in deep
I calm my body and plant my feet.*

Line-Art Mural

Note: Consider conducting this activity outside during Small Group or during recess if it is too messy for your classroom.

Children will use paint brushes to draw vertical lines on a vertical surface. Children make large motions starting at the shoulders and moving down to the wrists in preparation for making marks on a horizontal surface holding a writing utensil.

- Show children the butcher block you have taped to the wall.
Explain that you are all going to work together to make a big painting called a mural. The painting is going to have lots of colors going up and down. Show children the dots of thickened tempera paint you made at the top and bottom of the paper. Demonstrate how they are to connect the dots by going from the top to the bottom with their paintbrushes.

- Tell children to stand with their feet on one of the 'Xs' that you have drawn on the newspaper. Tell them not to walk around the classroom with the paintbrushes.
- Provide children with paintbrushes and place a paint pot between each child.
- Have children paint vertical lines on the paper. Encourage them to make long, straight strokes using a range of motions (e.g., large motions with the shoulders and arms, small motions with the wrists and hands).
- Assist children who need help holding the paintbrush and making lines.

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name ([PK.FL.PC.1.b](#); [PK.FL.PWR.3.b](#))
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names ([PK.FL.PC.1.b](#))
- ✓ Memorize and recite with others the nursery rhyme "Pat-A-Cake" ([PK.RL.KID.2](#))

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment ([PK.PD.1](#))
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language ([PK.FL.PA.2.a](#))
- ✓ Perform activities requiring small muscle control ([PK.FI.WC.4.b](#))

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When children arrive
Nursery Rhymes	W	Pat-a-Cake	Nursery Rhymes and Songs Poster 35	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Good Listening Poster; Instruments	10
		Instrument Sound Circle		
Small Group 2	S	Welcome Song	Transition Cards: Names; Transition Cards: Capital Letters	10
		Jump for Your Letter!		

Advance Preparation

Routines

Before the day begins, sort children's **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere the children can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.



Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 2

Divide the deck of **Capital Letter Cards** so that you have only the letters that are at the beginning of children's names.

Lessons

Starting the Day		Exercise	Materials	Minutes
<i>Routines</i>		Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When children arrive
<i>Nursery Rhymes</i>		Pat-a-Cake	Nursery Rhymes and Songs Poster 35	During morning circle

Routines



Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.



- As children arrive, help them sign into school by retrieving their Name Cards from the appropriate pile and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

Nursery Rhyme



Pat-a-Cake

Teach children the song “Pat-a-Cake” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes**.

Skills	Exercise	Materials	Minutes
Small Group 1	 Warm-Ups	Good Listening Poster; Instruments	10
	Instrument Sound Circle		
Small Group 2	 Welcome Song	Transition Cards: Names;	10
	Jump for Your Letter!	Transition Cards: Capital Letters	

Note: At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

Small Group 1

10 minutes



Warm-Ups

Body Beats

Children will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that children copy.
- First, you demonstrate the pattern, then point to children when it is their turn to copy.
- Today, make patterns using up to three stomps, claps, and knee pats (e.g., knee pat, knee pat, knee pat; stomp, stomp, knee pat; knee pat, clap; clap, stomp, knee clap; etc.).

Be a Good Listener

Children will learn the steps to being a good listener.

- Show children the Good Listening Poster and say the following:

Eyes look. Look at me eye to eye.

Mouth closes. Close your lips and stop talking. Body is still. Stop your body from moving.

Ears listen. Listen with your ears.

Instrument Sound Circle

Children will point in the direction from which a noise originates. Children sit in a circle with eyes closed. At first the teacher, and then children, walks around the circle, then stops to make a noise. Without opening their eyes, children point to where they think the noise is originating.

- Have children sit in a circle on the rug.
- Explain that you are going to walk around the circle (or classroom, space permitting) while everyone closes their eyes. When you stop, you are going to play an instrument. They should point to the place where they think the sound is coming from. You will tell them when to open their eyes to check to see if they are correct.
- Have children close their eyes or cover their eyes with one hand.
- As you walk around the room, repeat the following rhyme in a whisper:

I'm walking around

I don't make a sound

- When you stop to make your sound, say the following rhyme:

Time to listen with your ears

And guess the sound that you hear.

- Have children point in the direction they think the sound is coming from and name the instrument that made the sound.
- When children are ready, allow them to walk around the circle and play an instrument. Say the rhymes for them as they walk around.



Welcome Song

Children will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the children's **Name Cards** as you sing the song.
- Pause to allow children to figure out whose name is on the card.
- Once you finish the verse, hand the child his/her **Name Card**.

*Good Morning, [name]. Good Morning,
[name]. Good Morning, [name].
And welcome to Small Group!*

Jump for Your Letter!

Children will jump up when they see the first letter of their names. Be sure you have set aside only the cards corresponding to the names of the children who are in the group.

- Have children sit on the rug and hold their **Name Cards**.
- Explain to children that you are going to show them some letters and you want them to jump up when they see the letter that is at the beginning of their name. Tell children to watch carefully, because this game is going to get tricky!

Round 1

- From the set of **Capital Letter Cards**, select only the letters that correspond to children's first names.
- As you show each letter, point to the child whose name starts with that letter. Have that child jump up!

Round 2

- Show the letter but do not point to the child whose name starts with that letter.
- Give the child time to recognize the letter on his/her own. Have that child jump up!

Round 3

- Add three additional cards to the deck with letters that are not at the beginning of anyone's name.
- Tell children this time there are some tricky letters in the pile. These are letters that are not at the beginning of anyone's name. If they see one, they should say, "Tricky letter!" and you will tell them its name.
- Then, everyone gets to jump up!

Lesson Objectives

Starting the Day

Children will:

- ✓ Recognize the written form of one's first name (PK.FL.PC.1.b; PK.FL.PWR.3.b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the children's names and learning centers' names (PK.FL.PC.1.b)
- ✓ Memorize and recite with others the nursery rhyme "Pat-A-Cake" ((PK.RL.KID.2)

Skills

Children will:

- ✓ Listen to, identify, compare, contrast, and describe different sounds found in the environment (PK.PD.1)
- ✓ Listen to, recognize, and discriminate between rhyming words in spoken language (PK.FL.PA.2.a)
- ✓ Perform activities requiring small muscle control (PK.FI.WC.4.b)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Two Piles	Attendance chart; Transition Cards: Names; pile labels	When children arrive
Nursery Rhymes	W	Pat-a-Cake	Nursery Rhymes and Songs Poster 35	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Transition Cards: Capital Letters; Nursery Rhymes and Songs Poster 35	10
		Say Your Letter		
Small Group 2	S	Warm-Ups	Finger paints; trays or cookie sheets for each child; hand wipes or paper towels; smocks	10
		Finger Painting Lines		

Preparation

Routines

Before the day begins, sort children's **Name Cards** into a pile for boys and a pile for girls and place them on a low table or somewhere the children can easily access them for sign in upon arrival. Label each pile by placing a small drawing or picture of a girl above one pile and a boy above the other.



Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

Small Group 2

Immediately before Small Groups, set out enough trays for half of the class to each have one. Put enough finger paint in each tray that a child could smear it around in the tray and create a painted work surface. Make sure you have smocks for half the class and multiple rolls of paper towels rolls and the sink are easily accessible for quick clean up and transition between groups.

Lessons

Starting the Day		Exercise	Materials	Minutes
Routines		Taking Attendance: Two Piles	Attendance chart, Transition Cards: Names, pile labels	When children arrive
Nursery Rhymes		Pat-a-Cake	Nursery Rhymes and Songs Poster 35	During morning circle

Routines



Taking Attendance: Two Piles

Take attendance the same way you did on Day 12. Refer to **Day 12, Taking Attendance: Two Piles** for detailed instructions on how to lead this activity.

- As children arrive, help them sign in to school by retrieving their **Name Cards** from the appropriate pile and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

Nursery Rhymes



Pat-a-Cake

Note: When drawing the letter in the air, make sure to draw it so that it is oriented correctly towards the child (i.e., not backwards). Children will not know how to draw letters themselves; they should simply make a motion in the air with their pointer finger at the appropriate time during the rhyme.

- Teach children the motions that go along with the rhyme “Pat-a-Cake.” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**.

- Explain that you are going to say the rhyme about a particular child, and you are going to say the first letter of the child's name in the rhyme.
- Choose a child to sing about, and tell children the first letter of the chosen child's name. Show children the motions as you sing.
- Then, have children sing and do the motions with you.

When you say . . .	Do this . . .
Pat-a-cake, pat-a-cake, baker's man! Bake me a cake as fast as you can.	Alternate slapping thighs and clapping
Pat it	Pat knees
Prick it	Point with index fingers
And mark it with a [name's first letter],	Draw letter in air with pointer finger
And put it in the oven for [child's name] and me.	Point at person named then self

Skills		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Transition Cards: Capital Letters; Nursery Rhymes and Songs Poster 35	10
		Say Your Letter		
Small Group 2	S	Warm-Ups	Finger paints; trays or cookie sheets for each child; hand wipes or paper towels; smocks	10
		Finger Painting Lines		

Note: At the end of ten minutes, children should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move children between Small Groups.

Small Group 1

10 minutes



Warm-Ups

Say the Rhyme

Lead children in singing the nursery rhyme "Pat-A-Cake." Demonstrate the motions that go along with the song and have them join in.

Say Your Letter

Each child will have an opportunity to say the first letter of their name while the group says the rhyme. Use the **Capital Letter Cards** to remind children of the first letter of their name.

- Explain to children that they are going to each get a chance to say the first letter of their name while the group sings “Pat-A-Cake.”
- Show children a **Capital Letter Card** that shows the first letter of the name of one of the children in the group. Ask children whose name begins with that letter.
- Give the **Capital Letter Card** to the child whose name starts with that letter. Continue around the circle.
- Explain that everyone is going to say “Pat-A-Cake” and you want the child you are singing about to hold up their letter when you point to them (point after “Mark it with an X”).
- Say the rhyme once for each child in the group.

Small Group 2

10 minutes



Warm-Ups

Move Your Body

Children will make gross motor movements to prepare them to participate in small group.

- Model the poem for children and have them join in doing the motions. Children can begin to join in saying the poem as they learn the words.

*I can stretch, I can
bend I can wave to a
friend.*

*I jump so high, I crouch so
low I tap the floor with my
toe.*

*I cross my arms and breathe in
deep I calm my body and plant my
feet.*

Counting to Five

Children will practice counting to five using their fingers. This task visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers.

- Count from one to five, lifting one finger for each number as you count.
- Have children repeat after you and lift one finger at a time as they count.
- Count five fingers on both left and right hands.

Finger Painting Lines

Learning Center

Put finger paints in the Art Center for children to practice drawing lines

Note: *During Finger Painting Lines, you do not need to wipe down the finger paint trays between groups, but you may need to add more paint to each tray for the second group.*

Children will use finger paints to draw horizontal and vertical lines on a tray. Children make small motions with their wrists and fingers in preparation for making marks on a horizontal surface holding a writing utensil. The tray provides boundaries that help children start and stop their lines.

- Squirt paint into each tray and give one to each child.
- Have children spread the paint around in the tray with their hands to create a surface in which they can make marks.
- Explain that you are going to practice drawing lines from top to bottom and side to side in your trays.
- As children explore the finger paint, help each child make vertical lines from top to bottom and horizontal lines from left to right in their tray. Then, have them erase the paint by swishing it around with their palms before trying again.

4

DAYS 2-4

Targeted Support Stops and Task Assessments

Note to Teacher

Targeted Support Stop 2 is an opportunity to review, reinforce, and extend the material taught during the second half of the unit. Begin by identifying areas in which children may need extra practice by using Observational Assessments (see General Overview) and/or Task Assessments (see the following). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If children are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. Continue conducting Routines during the Targeted Support Stop 2, including Taking Attendance, reviewing the Daily Schedule, and signing into Learning Centers daily.

Child Performance Task Assessment

Skills Task Assessment

First Name Recognition

Assess which children are able to recognize the first letter of their name when given a choice between four capital letters. Have small groups of children come to a quiet area of the classroom. Using the **Transition Cards: Capital Letters**, show children four letters (one should be the first letter of their name, and the other three should be distractors). Ask children to choose which is “their” letter, or the letter that is at the beginning of their name. If children need help, allow them to look at their **Name Card** and match the **Capital Letter Card** to the first letter of their name.

Skills Review

Skills Small Group Activities Summary

The following chart shows the Small Group activities that children have completed up to Targeted Support Stop 2 and the emergent literacy skill areas they address. If children need more practice in a particular area, revisit activities that address those skills.

Skills Small Group Activities Summary			Music	Phonological Awareness		Print Knowledge			Handwriting		Shared Writing	Vocabulary
Day(s)	Skills Small Group	Activity	Environmental Noises	Nursery Rhyme Recitation	Word Awareness	Name Recognition	Alphabet Knowledge	Print Concepts	Motor Skills	Strokes	Dictation	Unit-Related Vocabulary
1	1	Mystery Sound Box	P									
	2	Easel Painting							P			
2	1	Get the Rhythm of the Rhyme		P								P
	2	Make a Placemat				P	P	P	P			
3	1	Mystery Sound Box: Same or Different?	P									
	2	Easel Drawing and Coloring							P			
4	1	Guess the Instruments	P									
	2	Matching Name Cards				P						
5	1	Words: Same or Different?		P	P							
	2	Play Dough Letters				P	P		P			
6–8	Targeted Support Stop 1											
9	1	Musical Instrument Hide-and-Seek	P									
	2	Matching Names Game				P						
10	1	Get the Rhythm of the Rhyme		P								P
	2	Collage							P			P
11	1	Name Game: Matching Initial Letters				P	P					
	2	Rhyming Words		P	P							P
12	1	Animal Sound Circle	P									
	2	Straw Bracelets							P			
13	1	Trace Your Hand							P			P
	2	Self-Portrait				P			P		P	P
14	1	Nursery Rhyme Review		P								P
	2	Line-Art Mural							P	P		P

15	1	Instrument Sound Circles	P									
	2	Jump for Your Letter!				P	P					
16	1	Say Your Letter		P			P					
	2	Finger Painting Lines							P	P		
17–19	Targeted Support Stop 2											
20	Unit Assessment											

Additional Skills Activities

3D Collage

Materials: Collage materials like cotton balls; pompoms; puzzle pieces; feathers; foam shapes; etc.

In the art center, have children make a three-dimensional collage by gluing materials to a piece of cardboard. Include collage materials that are relatively large and sturdy so that they are easy for children to manipulate.

Shaving Cream Line Art

Materials: Shaving cream

Have children draw vertical and horizontal lines in shaving cream. You could put the shaving cream in the sensory table, in individual trays or cookie sheets, or directly on top of a table in the classroom.

Make a Cake

Materials: Play dough; capital letter cookie cutters

Have children pretend to be the baker in the “Pat-a-Cake” rhyme. Give each child some play dough and show them how to roll it and pat it. Then, have children mark the cake with their letter by using the capital letter cookie cutter to make an impression in the top of the cake.

This Unit Assessment evaluates each child's knowledge relative to Language Arts addressed in the *Unit 1*. Observation Assessment Opportunities can occur throughout the unit; the Task Assessment is designed to be administered to each child at the end of the unit (i.e., during Targeted Support Stop 2 and the Unit Assessment days of *Unit 1*). In order to conduct individual Task Assessments, teachers may find it convenient to pull individual children into a quiet corner of the classroom, perhaps during Learning Center or snack time.

Task Assessments

Skills Task Assessment

Language Arts Objectives Assessed

- ✓ Recognize the written form of one's first name (PK.FL.PC.1b; PK.FL.PWR.3b)
- ✓ Recognize the initial letter of one's first name (PK.FL.PA.2.d)

Materials

- **Transition Cards: Name Cards**
- **Transition Cards: Capital Letters**

Recognize Your Name and Letter

Name: Put four **Transition Cards: Name Cards** on the table (include the child's name and three other classmates' names). Ask the child to point to his/her own name. If the child is unable to point to his/her own name, reduce to three choices and ask again. Continue reducing choices until only one name card is left.

Letter: Show the children four of the Capital Letter Cards (include the child's letter and three other classmates' letters). Ask the child to identify his/her letter from among the group. If the child is unable to point to his/her own letter, reduce to three choices and ask again. Continue reducing choices until only one letter card is left.

Key to Unit Assessment Record Form

Recognize Your Name and Letter

Not Yet

Child does not yet demonstrate this skill, knowledge or behavior.

- Name: Does not locate his/her name
- Letter: Does not locate his/her letter

Progressing

Child sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Name: Locates his/her name when one or two distractor cards are present
- Letter: Locates his/her letter when one or two distractor cards are present

Ready

Child consistently and independently demonstrates this skill, knowledge or behavior.

- Name: Locates his/her name when three distractor cards are present
- Letter: Locates his/her letter when three distractor cards are present

Appendices

What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Children:

If You Can Only Do One Thing and Have NO TIME (less than 15 minutes):

It is **most important** that you have crisp pronunciation of phonemes yourself so your children will hear the separate sounds when you model for them and play all the word games that make up this program.

[This video](#), graciously developed by Rollins Center for Language and Literacy, is an excellent guide to pronouncing the 44 phonemes of the English language. The presenter is easy to learn from and demonstrates clearly how to make each sound.

<https://www.youtube.com/watch?v=wBuA589kfMg>

[This blog](#), by Luqman Michel, a reading tutor in Malaysia, is almost exclusively focused on the vital importance of correct pronunciation of phonemes. Here is a [short video of a child from Lagos, Nigeria](#) from Luqman's Dyslexia Blog, displaying the joys of active learning of letter sounds. His articulations are nearly perfect, and the joy in this video is worth a million words on the importance of modeling precise pronunciation.

<https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html>

If You Can Do Two Things, and Can Take a Couple of Hours, Add This:

The Heggerty Organization, one of the major resources in the phonemic awareness field, has graciously made many teaching videos available for free because of school closures caused by the pandemic. These can be found by grade level at [this link](#).

<https://www.hegerty.org/download-assessments-and-resources>

If You Can Do More, and Can Take Several Hours, Add These:

Dr. Dave Kilpatrick, who has been most responsible for raising the importance of advanced phonemic awareness, did [several webinars for CORE](#). You may need to register before the links work, but the webinars are free. Here is the link. <https://www.corelearn.com/core-kilpatrick-webinar-series-202004/core-kilpatrick-webinar-series-on-demand-202004/>




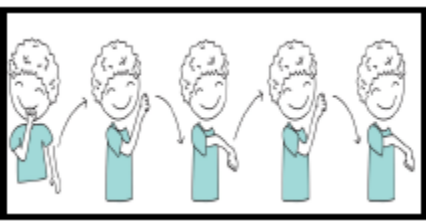


If You Want to Become Fully Advance Phonemic Awareness Immersed: Get your school or district to buy you or put in the Professional



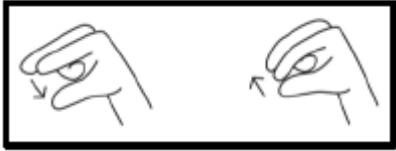

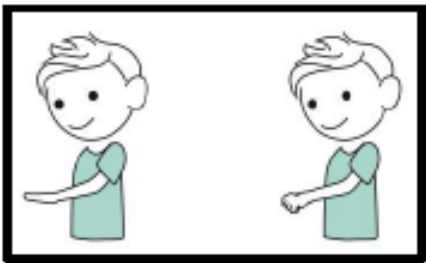
Library copies of Dr. Kilpatrick's book: [Equipped for Reading Success](#).


<https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/>

Glossary of Symbols and Terms

(In alphabetical order)

Breve Symbol (/ă/, /ě/, /ĩ/, /ö/, /ű/)	Short Vowel Symbol. Small arc above a vowel to indicate it is a short vowel sound. This might also be represented without the arc. Ex: /a/ /e/ /i/ /o/ /u/
	Blending. Place hands on top of each other on the belly. Blend syllables together to make a word. To blend together a compound word, say <i>hand</i> (move palm on belly), say <i>stand</i> (move palm on belly, <i>handstand</i>).
	Curve. Teacher says a word and makes a curve with their arm. Children repeat the word and make the same curve with their hand. This represents the word coming out of the mouth. It is used in the curriculum to show the position of sounds in the word. Begin with a fist under your chin, open hand and stretch arm up as word is said, moving in order from the beginning, middle, and ending sounds of the word. The medial (middle) sound is said at the top of the curve. Grab the sound at the end by closing hand into fist, like you are snatching the sound from the air.
	Cut the Sound. Delete the phoneme (sound) from the beginning or ending of a word.
	Double Curve. Teacher says a two-syllable word and makes two curves with their arm. Children repeat the word and make the same curves with their hand.
 Experiencing Stage	Experiencing: First stage of learning children pass through for skills within Kindergarten, First Grade, and Second Grade. Learning Stages: Experience, Knowing, Mastering
 Knowing Stage	Knowing: Second stage of learning children pass through for skills within Kindergarten, First Grade, and Second Grade. Learning Stages: Experience, Knowing, Mastering

Macron Symbol (/ā/, /ē/, /ī/, /ō/, /ū/)	Long Vowel Symbol. Straight line above the vowel to indicate a long vowel sound.
 Mastering Stage	Mastering: Third and final stage of learning children pass through for skills within Kindergarten, First Grade, and Second Grade. Learning Stages: Experience, Knowing, Mastering
 Mix It Up! Activities	Teachers lead children through quick exercises that contain a review of the skills they worked on in earlier weeks to keep children on their toes and to give children who haven't yet reached mastery more practice opportunities.
	No (American Sign Language, ASL). Children answer no to questions during a lesson. Open and close thumb and index finger/middle finger together. This action is used in preschool lessons.
Onset	The first part of each word. For example, /b/ is the onset of /bat/.
Phoneme	Smallest unit of sound.
Phonemic Awareness	Ability to identify and manipulate individual sounds in spoken words.
Rime	The rest of the word, after the onset. It is usually made up of the vowels and final consonants. For example, /at/ is the rime of /bat/.
	Segmenting Syllables. Place palms upwards to separate syllables in a two-syllable word. Place hand upwards, say <i>hand</i> (first syllable), place second hand upwards, say <i>stand</i> (second syllable), <i>handstand</i> .
	Snatch the Sound. An action or motion completed with your hand in isolation or after the word curve. In pre-K, use this motion to show they snatch or isolate the initial and final sound of a word. In First Grade, children revisit this idea. Only this time, they use this motion to snatch the final sound of a word to symbolize deleting it (taking it away).

Syllable	<p>Single, unbroken sound consisting of one vowel sound and consonants. For example, nap is a one-syllable word, it has one vowel sound. Whereas nap/kin is a two-syllable word, it has two vowel sounds.</p>
	<p>Yes (American Sign Language, ASL). Children answer yes to questions during a lesson. Make a fist with your hand and move it up and down like you are nodding your head yes, but with your fist.</p> <p>This action is used in pre-K lessons.</p>
Whip Around Assessment	<p>Quick assessment of a single skill, done during the Mastering weeks, in groups of 5, and intended to assess mastery of that skill in just a few minutes.</p> <p>*Optional in pre-K since mastering of phonemic awareness is not expected so early.</p>

Sources

- Edfeldt, A. W. (1960). *Silent speech and silent reading*. University of Chicago Press. Chicago.
- Hardyck, C. D., & Petrino, L. F. (1970). Subvocal speech and comprehension level as a function of the difficulty level of reading material. *Journal of Verbal Learning & Verbal Behavior*, 9, 647–652.
- Hegarty, Michael (2020). *Phonemic awareness: The skills that they need to help them succeed*. Literacy Resources, Inc. Oak Park, IL.
- Kilpatrick, David A. (2012) Phonological segmentation assessment is not enough: A comparison of three phonological awareness tests with first and second graders. *Canadian Journal of School Psychology* 27(2) 150–165.
- Kilpatrick, David A. (2016). *Equipped for reading success: A comprehensive, step by step program for developing phoneme awareness and fluent word recognition*. Case & Kirsch Publishers. Syracuse, NY.
- Perfetti, C. A., Beck, I., Bell, L., & Hughes, C. (1987). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first grade children. *Merrill-Palmer Quarterly*, 33, 283–319.
- Shaywitz, S., et al (1999). Persistence of dyslexia: The Connecticut longitudinal study at adolescence. *Pediatrics* 104; 1351-1359.
- Shaywitz, S. E., Fletcher, J. M., Holahan, J. M., Shneider, A. E., Marchione, K. E., Stuebing, K. K., ... & Shaywitz, B. A. (1999). Persistence of dyslexia: The Connecticut longitudinal study at adolescence. *Pediatrics*, 104(6), 1351-1359.
- Swank, L. K., & Catts, H.W. (1994). Phonological awareness and written word decoding. *Language, Speech, and Hearing Services in Schools*, 25, 9–14.
- Vaessen, A., & Blomert, L. (2010). Long-term cognitive dynamics of fluent reading development. *Journal of Experimental Child Psychology*, 105, 213–231.

Unit 1

Teacher Guide

PRESCHOOL