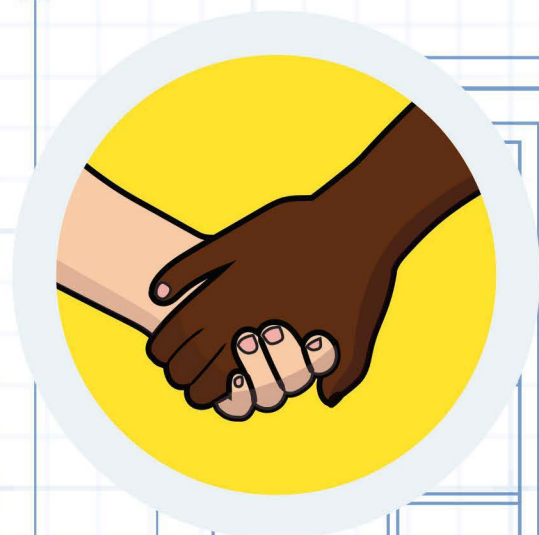
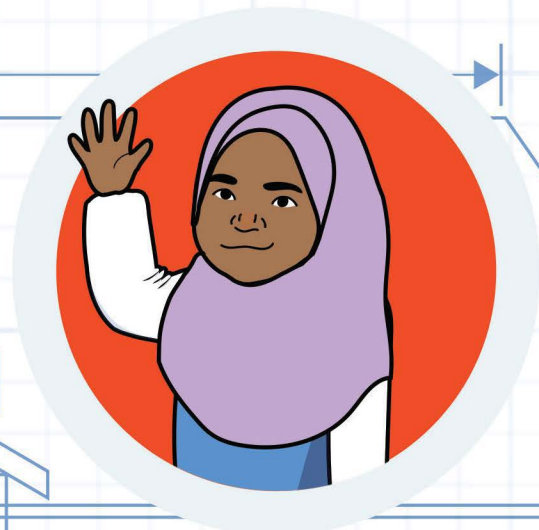
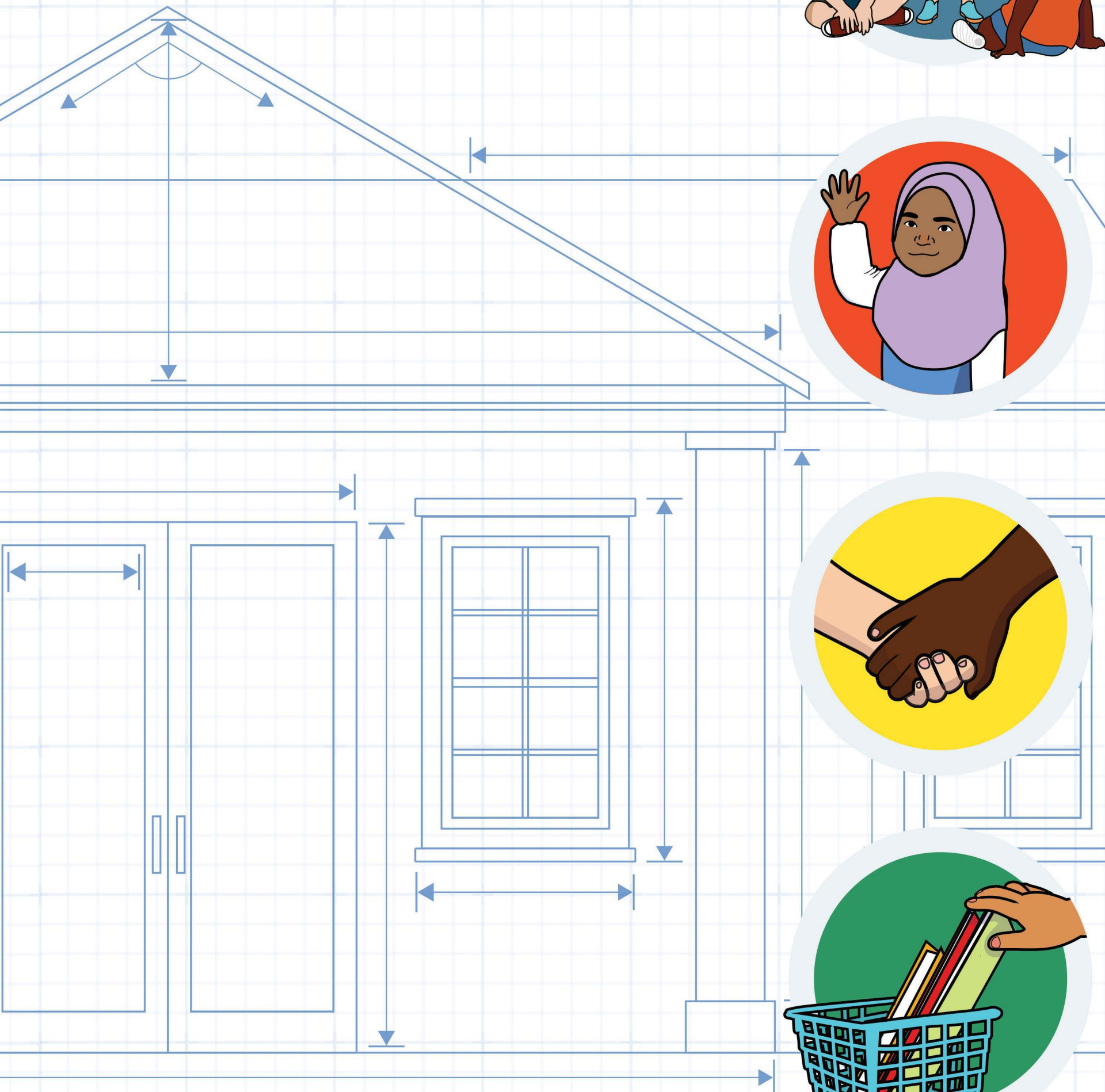


BLUEPRINT

Building Our Classroom Community Teaching Guide 1





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For Early Learning

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Children's Literacy Initiative – Philadelphia, PA

BLUEPRINT



Building Our Classroom Community

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Digital Online Resources

<https://cliblueprint.org/resources-tx>

At the web address above, you will find the following resources and downloads.

- ASL Signs & Videos
- Center Icons
- Cheer Images
- Emoji Faces
- Family Invitations
- Family Letters
- Good Friends Stationery
- Job Board Icons
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Keep it Going



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Disclaimer

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Building Our Classroom Community

How do we build our classroom community?

What Children Learn

We take care of ourselves; we take care of each other; and we take care of our environment.

In this unit, you welcome children into their classroom community, where they will learn and grow so much with your support and guidance. Set the tone for the year by getting to know each individual child, helping them feel safe and secure, and teaching them the routines and rituals that help them feel confident in and knowledgeable about their new classroom community.



Week	Guiding Question	What Children Learn	Be Sure To...
1	What is school?	School is a place to play, learn, and grow together.	<ul style="list-style-type: none"> • Introduce basic routines and procedures. • Play games using children's names. • Introduce classroom jobs. • Teach children about the properties of circles and ovals.
2	How do we take care of ourselves?	We take care of ourselves by having an "I can do it!" attitude. We can also identify our feelings.	<ul style="list-style-type: none"> • Introduce the Power of 3. • Introduce the idea of taking care of ourselves. • Introduce the idea of an "I can do it!" mindset. • Create a "Feelings" chart where a variety of feelings are featured. • Teach children about the properties of triangles and rectangles.
3	How do we take care of each other?	We can play together and help each other. Sometimes we may have problems, but we try to solve them.	<ul style="list-style-type: none"> • Introduce the idea of taking care of each other. • Encourage children to make predictions when listening to books. • Begin familiarizing children with the letters in their name. • Encourage children to count to five orally and when playing moving games.
4	How do we take care of our environment?	Taking care of our classroom environment means handling materials carefully and putting things back where they belong.	<ul style="list-style-type: none"> • Introduce the idea of taking care of our classroom environment. • Continue activities that invite children to get to know one another. • Teach children about the properties of squares. • Introduce the idea of comparing and sorting.



Unit at a Glance



Connections to Other Units

Week 1

What is school?

Children learn that school is a place to play, learn, and grow together. To become more comfortable in their classroom community, children practice routines, get to know their classmates, visit centers, and learn their daily schedule. Classroom jobs are also introduced. While participating in read alouds, children learn the importance of looking, listening, and thinking. In math, children discover the difference between straight and curvy lines, and they explore circles and ovals as an introduction to shapes.

Week 2

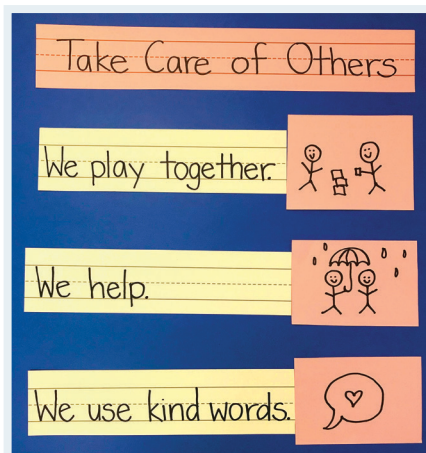
How do we take care of ourselves?

The Power of 3 is introduced with a focus on the first idea: we take care of ourselves. Children learn how an “I can do it!” mindset allows them to take care of themselves. “Feelings,” an anchor chart where different feelings are featured, is also introduced. Children practice identifying and labeling their feelings as another important way we take care of ourselves. In math, children explore numbers 1-3, and are introduced to different ways that these numbers can be represented. They learn about triangles and rectangles, and they engage with shape and pattern blocks in the math center.

Week 3

How do we take care of each other?

Friendships and problem-solving strategies are the focus as children learn what it means to take care of each other, the second idea of the Power of 3. Recognizing and identifying feelings in others is emphasized in read alouds. Children also begin to make predictions and are encouraged to identify the problem and solution in books. They play rhyming games and explore the letters in their names. In math, children learn about subitizing numbers 1-5 and the ways these numbers can be expressed.



Week 4

How do we take care of our environment?

Children explore the final main idea of the Power of 3: we take care of our environment. They learn how to care of books and toys and the importance of cleaning up after themselves. The read aloud books expand on the theme of taking care of one’s space and keeping communal spaces organized. Children learn new vocabulary related to cleaning the classroom (“organized” and “tidies”), and they practice making informed predictions about stories. In math, children also learn about squares and practice skills, such as comparing and sorting objects. The unit draws to a close as children celebrate their learning and reflect on their favorite things in school so far.

Communities

Children are introduced to the idea a classroom community where they work, play and take care of each other. In Unit 3: “Exploring Our Local Community” children apply the same principles when they explore their local community. Communities will be revisited when we look at celebrating our classroom community in Unit 10: “Celebrating Our Classroom Community.”

Taking Care

The language of “taking care” is threaded throughout the curriculum. In this unit, we talk about taking care of ourselves, each other, and the classroom environment to create a positive classroom community. In Unit 2: “Healthy Kids,” we talk about taking care of our bodies and making healthy choices. We also begin talking about taking care of our emotions by using calm down strategies, which we revisit in Unit 6: “Mix & Make.” In Unit 3: “Exploring Our Local Community,” we talk about taking care of our local community by keeping it clean. In Unit 7: “Let’s Eat,” we talk about taking care of seeds and plants. In Unit 10: “Celebrating Our Classroom Community,” we talk about taking care of the earth.

Jobs

In this unit, we introduce children to classroom jobs. We revisit jobs in many units. In Unit 2: “Healthy Kids,” we learn about doctors. In Unit 3: “Exploring Our Local Community,” we talk about community helpers, including mail carriers and trash collectors. In Unit 4: “We Are Architects!,” we discuss architects. In Unit 5, we learn about the work of farmers. In Unit 6, we explore how scientists can work in labs. In Unit 9: “Look Up,” we learn about astronauts.

Comparing

Noticing and naming attributes, similarities, and differences is introduced in this unit. Comparing and sorting objects to deepen children’s observation, and counting skills and broaden their vocabulary, is included in many units. In Unit 2: “Healthy Kids,” we sort our favorite stuffed animals. In Unit 3, we explore toy cars in the same way. In Unit 7: “Let’s Eat!” we compare seeds.



Class Book — Our Classroom Community

Create at least one class book during each unit. These books give children a glimpse into the book-making process, and they love to see themselves as authors! Use the suggested class book title or let children come up with their own. Invite them to help you create a cover. Bind the book together using folders or three-ring binders. Typically, we suggest you read their book to the class towards the end of the unit and invite families to listen as well. Afterward, place this book in the library for children to read (over and over).

In this unit, you will use the class book to build community. Children will get to know each other and find out about each other's interests, as you interview each child and transcribe their responses. During the interview, ask questions to learn about children's interests and favorite things. For every child, create a page with their name and a photograph. Display the page for the child you are interviewing, so the group can view it. Invite the child to sit in front of the class, if they would like, during the interview. Write the child's responses to questions in front of the group, modeling as you write.

To support children, and especially children who are new English learners, with developing oral language, send home a list or graphic organizer with several of the questions you plan on asking in advance of launching the Class Book (Day 5 Talk Time). Create your own or download and print examples from the *Blueprint* website. Once the information is returned, you can use it during interviews. If answering the questions in English is a challenge for families, then conduct a short interview yourself using an online translation website to help facilitate communication.

With this first class book, guide children to listen to the interview questions, generate answers, and respond while you model the book-making process. Future class books will give children many opportunities to draw, write, and contribute as book-makers.



Unit Project — Power of 3

A strong, positive classroom culture supports children's social and emotional needs and development. Children thrive in a community where everyone contributes and everyone is valued. Classroom culture is created through the language we use, the responsibilities we encourage, and the procedures we teach. The Power of 3, a unique feature of *Blueprint*, is a framework for understanding how everyone contributes to the success of the classroom community. The Power of 3 conveys the ways that, as community members, we “take care of ourselves,” “take care of each other,” and “take care of our environment.”

The Power of 3 anchors your classroom culture and launches conversations around expectations. Use it to replace standard “rules” charts. You can create, teach, chart, and reinforce responsibilities with your children through the Power of 3. We introduce the big concept of taking care of ourselves, each other, and the classroom environment in this first unit, and add responsibilities to each of the three categories in the next four units. Invite children to contribute ideas for the responsibilities they want to learn and see in their classroom community. The Power of 3 is not owned by the teacher; it is by and for everyone in the classroom community.

Timing	Take Care of Ourselves	Take Care of Each Other	Take Care of Our Environment
In This Unit	Move safely. Say, “I can do it!”	Play together. Be helpful.	Put things away. Handle books and toys carefully.
To Add in Future Units	Calm down. Keep on trying.	Act kindly. Think about how others feel.	Throw away trash. Treat living things carefully.



Words We Are Learning

New vocabulary words are drawn from both conversation and read aloud books. These words are often associated with the content of the unit and support children’s comprehension. Add these words to the Unit Chart “Words We Are Learning” as they are introduced. Use the words frequently in the daily life of your classroom. As children hear these robust words in more contexts, they grow their own vocabulary in an authentic and meaningful way. Invite multilingual children in your class to share the words they use at home for these ideas if they are familiar with them (which they may or may not be). Making connections to words they already know and new English terms will support language acquisition. A translation app or website can assist with spelling.

Week	Word	Definition
1	community	a group of people who work and play together
	responsible	trying hard to do your best
2	expression	the look on a person’s face
	frown	an expression your mouth makes when you feel sad
	creep	move along slowly, down low
3	muck	thick mud
	problem	something to find the answer to
	solve	find the answer to a problem
	swerve	move to the side quickly
4	environment	the space around us
	organized	when everything is in its place
	wreck	ruin or destroy
	tidies	cleans up or makes neat

Unit Chart: Words We Are Learning

When the unit ends, here are some suggestions for how to “retire” the chart.

- Take a picture and post the photograph in your room for reference (for example, at the writing center).
- Save the chart if you have a place where it can be stored and children can reference it.
- Attach it to poster board and make a big book out of it; keep it in your library center.
- Take a picture of it and send it home to families. Let them know that these words were introduced during the unit. Encourage them to use the words in conversation. Remind them that children are not expected to be able to read the words or explain their definitions; however, exposure through conversation will build their children’s oral vocabulary, a precursor to reading.



Anchor Words for Multilingual Learners

New English learners find themselves in a sea of language that can be tough to navigate. Anchor words are vocabulary words that activate their background knowledge from their home language and give them a context for learning a new language. Children who speak English at home will not need direct instruction to learn these terms, but, for children who are very new to the English language, these words will be absolutely essential. Because these children are just beginning to develop a bank of English vocabulary, it will be nearly impossible to explain their meaning using words. Gestures, pictures, and directly translating them into the children’s home language using an online translation tool will be the most effective way to help them acquire these invaluable foundations to the English language.

Week	Word
1	school
	job
2	take care
	feelings
3	friends
	help



Spotlight on Social Emotional Learning

More and more, research is confirming what teachers have always known: there is importance and value in teaching social emotional skills from a very young age. Children who get explicit instruction in social emotional skills exhibit less aggression and anxiety, and they become better social problem solvers. Good social emotional skills in young children are strongly linked with later positive academic performance and mental health.

When you teach children to use language to express their feelings, treat others with kindness, and calm themselves down, you are setting them up for success in the classroom community now, as well as setting them up for success and wellness for their entire lives.

Teaching children social emotional skills is not outside of academics. Children who feel good about themselves are able to focus more on cognitive tasks than children who are anxious, angry, sad, tired, or upset. Children who get along with others and know how to work cooperatively are happier than children who are alone or excluded.

For new English learners, learning to name feelings and emotions also helps to lower their anxiety around any potential limited communication skills. When new language learners' emotions are acknowledged, they are more open to language input, and thus language acquisition is facilitated. This in turn allows them to engage more during classroom interactions and take risks in producing language.

Help children by giving them permission to feel and express sadness, fear, anger, worry, and loneliness as well as joy, delight, excitement, enthusiasm, and other positive emotions. When you acknowledge and validate children's feelings, it sends the message that it's okay to have and express these feelings, and that you take who and what they are seriously. It sends the message that they and their feelings are important.

Help young children learn to identify their feelings and appropriately express them. In many cases, they just don't have the language to talk about it. The "Feelings" chart is a valuable tool for helping them learn the language around feelings. Even if children don't have the words for how they are feeling, they can point to the picture that matches how they feel.

No matter what a child's current skills are, you can help them to develop and move on a path towards more emotional awareness. And, like any other skill children are learning (but even more so!), social emotional learning happens in the context of relationships. The most important thing needed to develop emotional competence in children is to establish a personal, nurturing, predictable, and responsive relationship with a caring adult.





American Sign Language

Children learn several ASL signs throughout the curriculum. Using sign language can help to address a variety of learning styles, such as visual and kinesthetic, and can help children show their thinking. It also strengthens communication among teachers and children who may speak different home languages. Below are step-by-step instructions for each sign. Videos demonstrating how to make each ASL sign are also located on the Blueprint website.

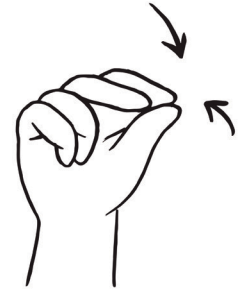
Step by Step

Essentials — For use on charts

Yes



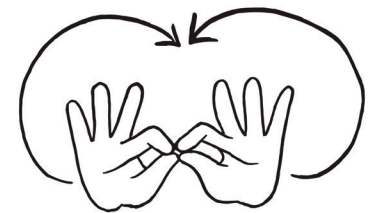
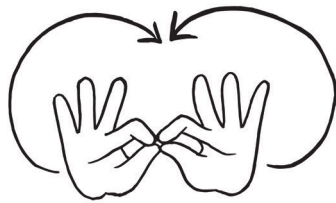
No



I Like



Power of 3



I Predict



CHARTS

Feelings



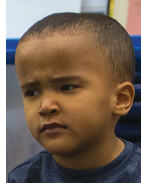
happy
feliz



sad
triste



silly
loquito,
loquita



grumpy
gruñón,
gruñona



proud
orgullosa,
orgullosa

Cheers

Round of Applause



Kiss Your Brain



Readers Can Say

I like



I predict



Four sets of handwriting practice lines (top solid, middle dashed, bottom solid) for writing responses.

We Can Describe

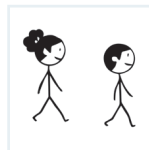
Power of 3

Take Care of
Ourselves

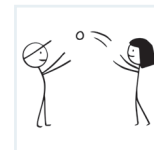
Take Care of
Each Other

Take Care
of Our
Environment

Move safely.



Play
together.



Put things
away.



Say, "I can
do it!"



Be helpful.



Handle books
and toys
carefully.



Anchor Charts

Anchor charts are one of the most effective, engaging, and child-friendly ways to support instruction and reinforce key concepts, skills, and vocabulary that you want to focus on the entire year.

When these are created with children in your classroom, they can be used to capture their thinking and learning. Build anchor charts over time, so they reflect your current instruction.

Use pictures, drawings, children’s names, quotations, or photos. Personalizing the anchor charts will lead to greater child investment. Incorporating multilingual children’s home languages into instruction helps them learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help. Refer to your anchor charts during the natural course of your instruction. The more you model using them for reference, the more the children will use them for their own independent thinking and work.

	Feelings	Readers Can Say	Cheers	We Can Describe
	Words to be added to your charts			
In This Unit	happy sad proud silly grumpy	I like I predict	Round of Applause Kiss Your Brain	Capture descriptive vocabulary using a graphic organizer. Write “We Can Describe” as the title. Label columns with different categories of descriptive words, such as color words (red, blue), size words (large, enormous), texture words (spiky, bumpy), and action words (runs, crawls). This chart should be very responsive to the linguistic and cognitive needs of your children and will therefore vary among different classrooms.
To Add In Future Units	upset calm glad kind confident delighted caring	I learned I remember I see I wonder	Hip Hip Hooray Catch a Star Stir It Up Roller Coaster The Robot Happy Horse	

Unit Charts

Unit charts will be created as well. These reflect each unit’s specific content. They should be built and referenced the same way that anchor charts are. However, they will be referenced less frequently throughout the year. Plan your display accordingly.

Unit Chart

“Words We Are Learning”

CENTERS

An essential part of your day is Center Time. Center Time supports the development of children's creative, social, cognitive, and language skills.

Each unit has its own suggested theme related activities and a timetable for introducing them. Offer other choices as well that reflect your children's interests and needs. Centers are also a great place for children to continue practicing and extending their learning from small group and large group activities. Look for "Keep It Going" tips throughout the unit guide where we suggest ways to incorporate materials and ideas from your lessons into your centers. When interacting with children at centers, use the strategy of "Layered Questioning." This involves scaling the discussion to each child's language ability, so they can respond anywhere from using gestures to one word responses to more open ended ones. This will build their confidence and stretch their language skills.



Art



If you have a sink in your classroom, you will want to situate the art center nearby. Just like the sensory center, mats, or tarps help with easy clean up. Consider where you will store art work and/or leave it to dry.

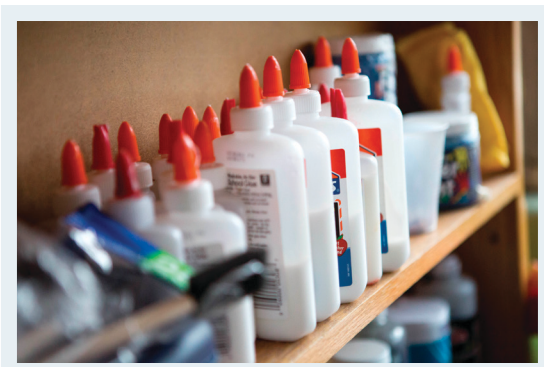
► **Week 1 | Open Exploration**
Children play and explore materials.

Creative Arts: Visual Arts

Materials	Directions
Include materials such as crayons, coloring pencils, different kinds of paper (e.g. construction, watercolor, newsprint), and books that feature artists or creative expression.	Gather materials and label baskets (and corresponding spots on the shelf as necessary).

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [art material]. Show me where the [art material] goes.
- Yes/No: Do you want to use [art material] today? Did you use [material, color, etc.] to make that?
- Either/Or: Do you want to use [art material] or [art material] today? Did you use [art material] or [art material] to make that?
- Open-ended: What do you think we can do with [craft sticks, feathers, pom-poms, glue, scissors, etc.]? Tell me about what you created. How did you create [project]? Can you tell me how you made all those colors? What could you use if you wanted to make [child's art idea]?



Blocks



Block play can be just as social as dramatic play, so make sure it is in an area that can be noisy! Create an area using a rug that is easy to build on.

► **Week 1 | Open Exploration**
Children play and explore materials.

Math: Geometry and Spatial Reasoning



► **Week 4 | Block Shapes**
Children practice identification of shapes.

Math: Geometry and Spatial Reasoning



Materials	Directions
Include materials such as blocks of various shapes and sizes, books about construction or building, writing tools for labeling and drawings, photographs of buildings, streets, etc., and construction hats.	Gather materials and label baskets (and corresponding spots on the shelf as necessary).

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the type of blocks you want to use today. Show me where the [type] blocks go. Point to a picture of what you want to build.
- Yes/No: Do you want to use [type] blocks today? Do you want to build [structure] today?
- Either/Or: Do you want to use [type] or [type] blocks today? Do you want to build [structure] or [structure] today?
- Open-ended: How did you create that structure? What do you suppose would happen if we added [more blocks, sticks, animals, etc.]? How do you think you could make that [taller, wider, longer, etc.]?

Materials	Directions
Masking Tape	Use tape to make simple versions of common shapes [rectangles, triangles, squares, circles] on the floor near the block area. Or, make more portable versions of these shapes by putting tape onto poster boards. Children can build structures in the shape of the tape lines.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [shape].
- Yes/No: Is this a [shape]?
- Either/Or: Is this a [shape] or [shape]?
- Open-ended: What shape did you make? How do you know it is a [triangle, rectangle, square, etc.]?

Dramatic Play



Dramatic play can simulate any place from a grocery store to a pond in the woods. Make sure to rotate items in and out of dramatic play to keep creativity fresh. Too many props might overwhelm children.

- **Week 1** | Home Environment
Children act out familiar situations, experiences they've shared with their own family or observed.

Creative Arts: Dramatic and Performance Art



Supporting Multilingual Learners

For new English learners, dramatic play provides natural opportunities for language interactions in a low anxiety setting. Role play, in fact, may be the first form of communication for children in the pre-production stage that most new multilingual learners go through. During the preproduction phase, learners' brains are focused solely upon understanding. These children communicate mostly through gestures and pointing and are not yet ready to speak. Pretend play scenarios help to bridge language proficiency by linking new interactions with familiar experiences.

Materials

Domestic objects that are familiar to your children, e.g., kitchen or living room furniture, a cell phone, clothes for dressing up, dolls, and kitchen accessories such as dishes, pots and pans, measuring cups, etc.

Directions

Gather materials, and label the items. Add domestic objects familiar to your children (e.g., kitchen or living room furniture, a cell phone, clothes for dressing up, dolls, and kitchen accessories such as dishes, pots, pans, and measuring cups.) Include items that reflect children's home cultures and languages. Incorporate reading and writing by providing materials such as magazines and newspapers, junk mail, menus, notebooks, scrap paper, and writing tools.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the [food/kitchen item].
- Yes/No: Are you playing the [family member] today? Is this the [food/kitchen item]? Did you make [food]?
- Either/Or: Are you the [family member] or [family member]? Are you using the [food/kitchen item] or the [food/kitchen item]? Did you make [food] or [food]?
- Open-ended: What are some things you do with your family at home? What kinds of chores do your family members do in your home? If you were the cook, what kind of things would you make more [breakfast, lunch, dinner]? What would happen if your [grandparent, cousin, friend, etc.] came to your house? Can you tell me how you made that [burger, pizza, ice cream, etc.]?



Library



Add a variety of reading materials such as big books, board books, interactive books, etc. to accommodate children's readiness, interests, learning styles, cultures, and home languages. Keep the library away from noisy center areas, such as the block area or art area. Small stickers of different colors can be used to help children know where to return books. Try numbering them, too! For example, all books with a red circle that have a numeral "1" belong in a certain basket.

► **Week 1** | Open Exploration
Children play and explore materials.

Literacy: Literate Attitudes and Behaviors



Materials	Directions
Include materials such as books, magazines, book baskets as well as racks, chairs and/or couches, lamp, pillows, rug, and stuffed animals.	Gather materials and label baskets (and corresponding spots on the shelf as necessary).

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the book you want to read today. Point to the front cover. Point to the back cover. Point to the [pictures, text, person, animal, etc].
- Yes/No: Do you want to read [title] today? Is this the [part of book]?
- Either/Or: Do you want to read [title] or [title] today? Is this [point to part of book] or this [different part of book] the [front cover, back cover, spine, pages, pictures, text, etc.]?
- Open-ended: What is happening in this book/picture? How do you think [character] feels? Why? What does this book remind you of in your life? What kind of stories do you like to read?

► **Week 3** | Friends Book Basket
Children read books that feature friendships.

Literacy: Literate Attitudes and Behaviors

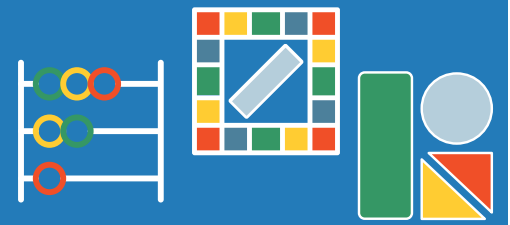


Materials	Directions
Books about friends.	Gather books related to this topic. Store them in a basket that is clearly labeled with words and pictures. Share the titles with children to build their excitement.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the book you want to read today. Point to the front cover. Point to the back cover. Point to the [pictures, text, person, animal, etc].
- Yes/No: Do you want to read [title] today? Is this the [part of book]? Was [character] a good friend in the book?
- Either/Or: Do you want to read [title] or [title] today? Is this [point to part of book] or this [different part of book] the [front cover, back cover, spine, pages, pictures, text, etc.]?
- Open-ended: What is happening in this book/picture? How do you think [character] feels? Why? What does this book remind you of in your life? How are the characters being good friends?

Math and Table Toys



Invite children to play with numbers and shapes, to measure, play games and to develop their fine motor skills. Consider items that invite exploration of concepts such as matching, classifying and patterning.

► **Week 2 | Open Exploration**
Children play and explore materials.

Math: Math Process



Materials

Include materials such as puzzles, counting and number books, and writing tools.

Directions

Gather materials and label baskets (and corresponding spots on the shelf as necessary).

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the [material/game] you want to use today.
- Yes/No: Do you want to use [material/game]?
- Either/Or: Do you want to use [material/game] or [material/game] today?
- Open-ended: Can you tell me what shapes you used to create...? Can you tell me how you sorted the [animals, shapes, people]? How did you figure out how many you have? Can you tell me how you made this picture using pattern blocks?



Science



Spark children's curiosity and help them learn about the world around them. Include items from nature that children help to collect. Add items that encourage tinkering so children can take apart items, put them together, or create their own.

► **Week 2 | Open Exploration**
Children play and explore materials.

Science: Scientific Inquiry and Practices



Materials

Include materials such as baskets of natural materials (gathered on your own or with children), books related to science, magnifying glasses, balance scales, clipboards, and writing tools.

Directions

Gather materials and label baskets (and corresponding spots on the shelf as necessary).

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [material]. Show me how you would use a [magnifying glass, balance scale].
- Yes/No: Are these [materials] from the same place? Are they made of the same thing?
- Either/Or: Is this [material] light or heavy? Is it small or big? Rough or smooth?
- Open-ended: What would happen if...? How are these [materials] alike? How are they different? What else can you do with [magnifying glasses, magnets, scale]? What can you write about [natural material, book, etc.]?

► **Week 2 | Nature Basket**
Children explore items found in nature.

Science: Scientific Inquiry and Practices



Materials

Invite children to gather materials from nature (e.g. leaves, rocks, pine cones).

Directions

Create a basket with these items and invite children to explore them.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [rock, leaf, shell, etc.]. Point to the [rock, leaf, shell, etc.] that is [bigger/smaller/the same size as] this one.
- Yes/No: Is this a [rock, leaf, shell, etc.]? Is this the same size as that one? Is it bigger? Is it smaller?
- Either/Or: Is this [rock, leaf, shell, etc.] bigger or smaller than this one? Is it big or small? Is it heavy or light? Is it smooth or bumpy?
- Open-ended: How are these [rocks, leaves, shells, etc.] alike? How are they different? What do they feel like? Smell like? Look like? Which is [heavier, lighter, bigger, smaller, etc.]? How do you know? How did you sort these [rocks, leaves, sticks, etc.]?

Sensory Table



The sensory center can get loud and messy, and it is always very popular! That is what makes it fun, so make sure to think about where it would best be set up in your room. Having a sink nearby is helpful. When using water, sand, and other smaller or messy items, it is helpful to lay a mat or old sheet under the table for easier clean up. Don't have a sensory table? No problem! Use plastic trays or buckets to contain items and place on tabletops.

► **Week 1** | Open Exploration
Children play and explore materials.

Approaches to Learning: Initiative and Curiosity



Materials

Include materials such as sand, scoops, buckets and shovels, funnels and sifters, smocks, plastic mats or tarps, dust pan and broom.

Directions

Gather materials and label baskets [and corresponding spots on the shelf as necessary].

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [sand, scoop, bucket, shovel, funnel, etc.].
- Yes/No: Is this the [scoop, bucket, shovel, funnel]? Is the sand [hot, cold, wet, dry]? Is the bucket full?
- Either/Or: Is this the [scoop, funnel, etc.] or the [bucket, shovel, etc.]? Is the sand hot or cold? Is the sand wet or dry? Is the bucket full or empty?
- Open-ended: What can you do with [scoops, shovels, funnels, etc.]? What does [sand, water, pebbles, etc.] feel like? Tell me about what you're using/doing with...



Technology



Children are born into a world filled with digital experiences. The technology center allows them to develop and explore important related skills while expanding on key developmental and thematic concepts. Tablets, computers, and mp3 players all can provide children with ways to practice using technology to better understand and respond to their world.

- **Week 2 | Open Exploration**
Children play and explore materials in this center.



Materials

Tablets, computers, listening devices, headphones

Directions

Gather one or more of these technologies, and give children an opportunity to explore its functions and uses. Guide children in how to open and navigate applications and programs available. Instruct on proper handling and care for each device to ensure safe behavior. Have available applications and programs, such as audio books, writing or drawing programs, letter/sound activities, number and counting games, eBooks, etc.

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [app]. Show me how to hold the [device].
- Yes/No: Is this the [app name]? Does the [device] get put in the [location] when you are done? Do you need to use headphones for the [device]?
- Either/Or: Does the [device] get stored in [location] or [location]?
- Open-ended: What devices do you use at home? What do you do with them? Have you ever used a [tablet, eReader, digital camera, , etc.]? What could you create or practice using this [program/application]? How could we use this technology in the [blocks, dramatic play, library, art, science, etc.] center?



Writing



Children can use materials in this center at a table or on the rug. Or, they can take portable materials (for example, magnets and a cookie sheet) to other centers. Don't be surprised if they take those letters to dramatic play to make alphabet soup!

► **Week 3 | Open Exploration**
Children play and explore materials.

Literacy: Writing



Materials

Include materials such as alphabet books, alphabet puzzles, alphabet chart/poster, magnetic letters, cookie trays, pencils, crayons, popsicle sticks, string, index cards, scissors, name cards, and paper of different shapes and sizes.

Directions

Gather materials and label baskets (and corresponding spots on the shelf as necessary).

Use what you know about each child's language skills to start conversations:

- Gesture: Point to the [pen, pencil, marker, crayon]. Show me the writing tool you would like to use.
- Yes/No: Did you draw a _____? Is this the letter _____? Is _____ the first letter in your name?
- Either/Or: Did you draw a _____ or _____? Is the first letter of your name _____ or _____?
- Open-ended: Can you tell me about your writing/story? How did you come up with that story? How would you describe what you drew? Tell me about the letters and words you used. Is there another way we could tell that story?

► **Week 3 | Good Friends**
Children write about their friends and what makes someone a good friend.

Literacy; Writing

Tip

The representation of human form is avoided in some cultures or religions. Be mindful if a child declines to draw themselves or their friends.

Materials

Create special stationery for children to write on, or download and print examples from the *Blueprint* website.

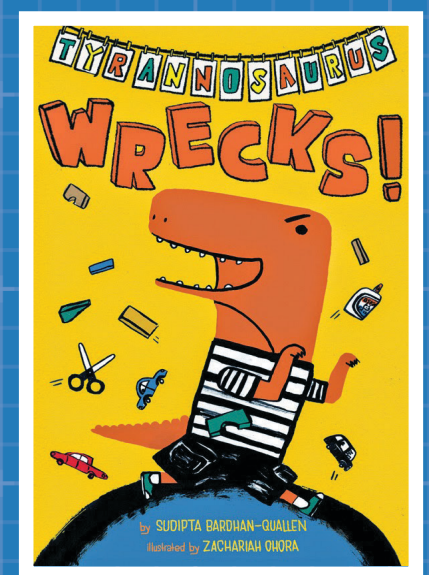
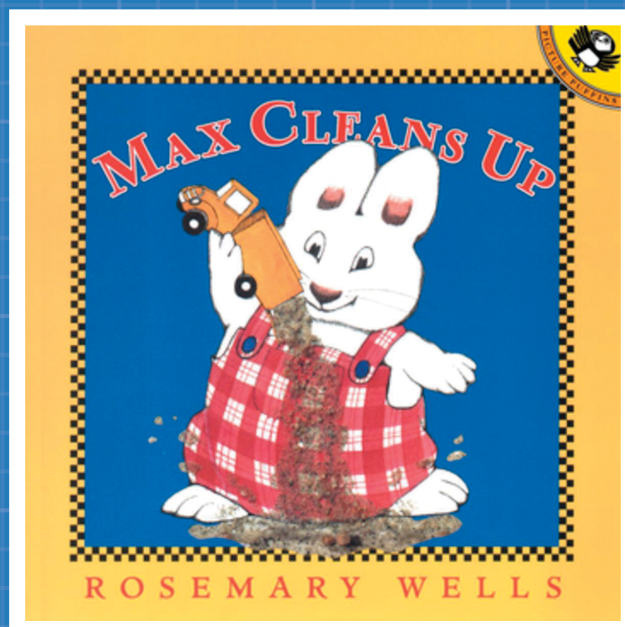
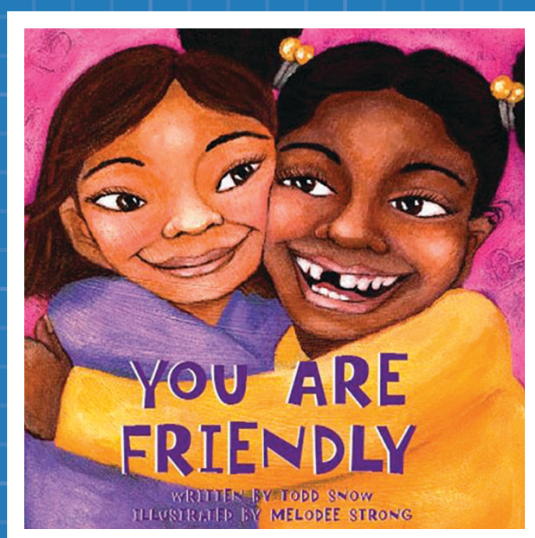
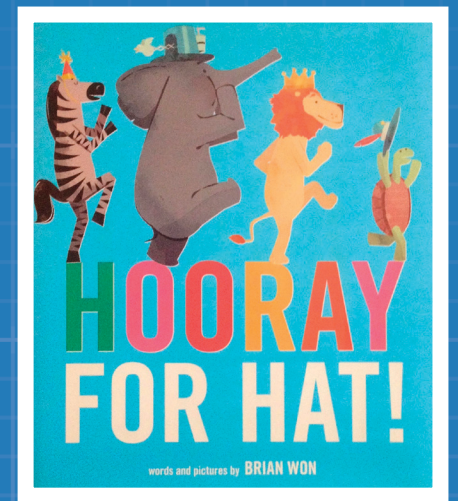
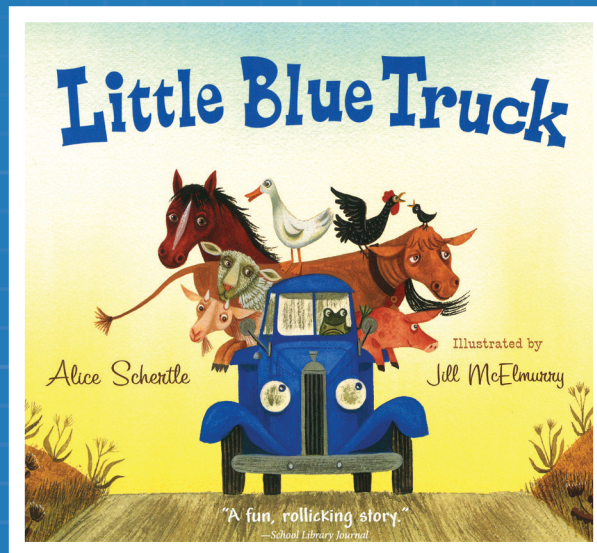
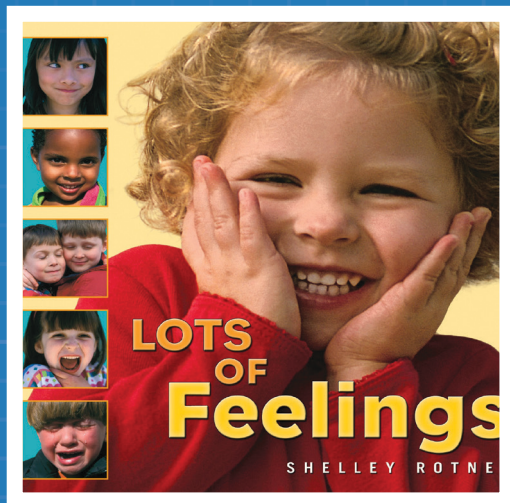
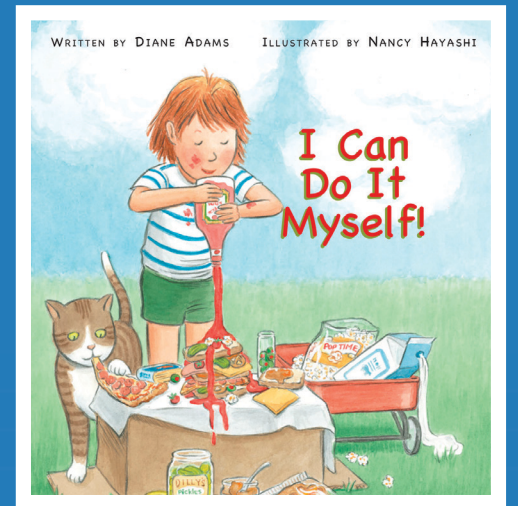
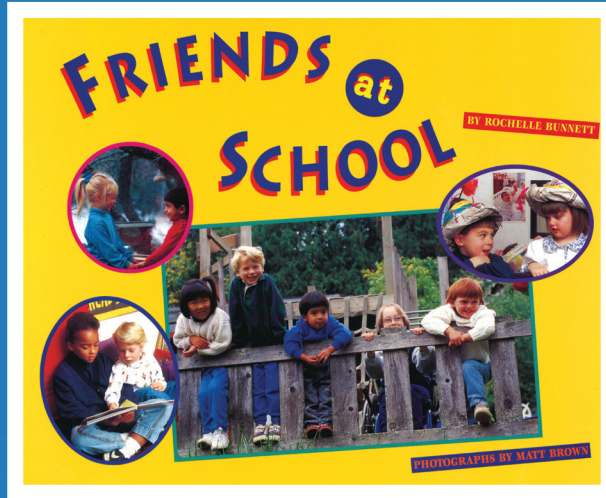
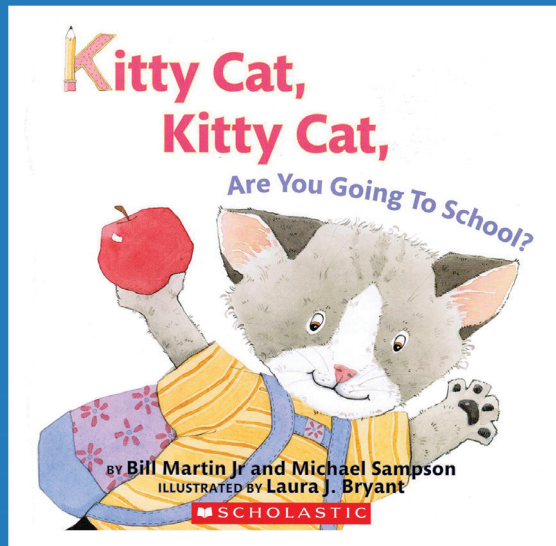
Directions

Store the paper in a separate basket at the center.

Use what you know about each child's language skills to start conversations:

- Gesture: Show me the [color]. Show me the person you drew.
- Yes/No: Did you draw your [mom, dad, sibling, grandparent, friend, etc.]? Do you like to [activity] with this person?
- Either/Or: Did you draw your [mom, sibling, grandparent, etc.] or your [dad, friend, etc.]?
- Open-ended: Do you like [activity] or [activity] with this person? Who did you write about today? Why is that person a good friend? What do you do when you are with that friend? Tell me about the shapes and colors that you used.

BOOKS



The children's books suggested here are readily available through Children's Literacy Initiative, most school or public libraries, or your local school equipment supplier.

Descriptions

Kitty Cat, Kitty Cat, Are You Going to School?

- Written by Bill Martin, Jr. and Michael Sampson
- Illustrated by Laura J. Bryant
- Two Lions, 2013

This book is used to introduce fundamental literacy skills that children will use throughout the curriculum and beyond, such as examining pictures in a book, listening closely during read alouds, and thinking about books. As children follow Kitty Cat on his fun day at school, they practice echo reading, an important skill for developing fluency.

Lots of Feelings

- Written and photographed by Shelley Rotner
- Millbrook Press, 2003

Through a variety of photographs of diverse children, readers learn about a range of feelings and expressions. This book is used to build children's emotional vocabulary. It is also used to discuss how to read other people's expressions and interpret how they feel.

You Are Friendly

- Written by Todd Snow
- Illustrated by Melodee Strong
- Maren Green Publishing, 2008

Beginning with a hug, this book shows examples of the many ways in which people are friendly to one another. Bright illustrations show children using kind gestures and behaviors. Children will recognize their own friendly selves in these pages, and they will build connections between these friendly behaviors and the Power of 3.

Friends at School

- Written by Rochelle Bunnett
- Photographs by Matt Brown
- Star Bright Books, 1995

The photo essay in this informational book invites readers to spend a school day with a friendly and diverse pre-kindergarten class. The pictures and descriptions of how this class learns and plays all day introduce children to many activities that will become a part of their daily classroom routine. It features ideas and concepts that will be discussed during this unit, such as classroom responsibilities and friendship.

Little Blue Truck

- Written by Alice Schertle
- Illustrated by Jill McElmurry
- Harcourt Inc., 2008

Blue is a friendly truck who greets all the farm animals as he travels along, unlike the grumpy dump truck. When both trucks get stuck in the muck, Blue's animal friends come to help. This book illustrates the importance of being friendly, and how we can work together to solve problems. During read alouds, this book is used to introduce important concepts of literacy, such as making predictions, rhyming words, and identifying the book elements of problem and solution.

Vocabulary

- muck: thick mud
- swerve: move to the side quickly

Max Cleans Up

- Written and illustrated by Rosemary Wells
- Puffin Books, 2002

Max's room is disastrously dirty, but he has a hard time cleaning up after he plays! This lighthearted book provides an opportunity to talk about how to take care of the shared classroom environment, and how important it is to act responsibly. Children will build connections between this book and discussions on what might happen if they did not clean up after themselves.

Vocabulary

- organized: when everything is in its right place

I Can Do It Myself!

- Written by Diane Adams
- Illustrated by Nancy Hayashi
- Peachtree Publishers, 2009

In this book, we meet Emily Pearl, a girl who likes to do things on her own. Her spirited, "I can do it" attitude is used to highlight the importance of independence in taking care of ourselves. Children can draw connections between their own experiences and Emily's.

Vocabulary

- creep: move along slowly, down low

Hooray for Hat!

- Written and illustrated by Brian Won
- Houghton Mifflin, 2014

This playful book tells the story of Elephant, who wakes up one day in a bad mood. After receiving the unexpected gift of a hat, Elephant finds his mood lifted. He sets off to find all of his grumpy friends and make them feel better. This book is used to encourage children to draw connections to their own experiences being grumpy and facilitates discussion on how we can help our friends when they are feeling bad. During read alouds, children participate in an echo reading of the book, to promote their fluency.

Vocabulary

- grumpy: a feeling when you are in a bad mood

Tyrannosaurus Wrecks

- Written by Sudipta Bardhan-Quallen
- Illustrated by Zachariah Ohora
- Abrams Books for Young Readers, 2014

This book tells the story of a class of dinosaur children who all play and learn together. But Tyrannosaurus always wrecks! This rhyming book, filled with all kinds of dinosaurs, is used to introduce concepts of vocabulary, such as two words that sound the same but mean different things. Children will build connections between this book and the importance of treating objects gently and acting kindly during group play.

Vocabulary

- tidies: to clean up or make neat

UNIT 1 WEEK

Be Sure To...

- Introduce basic routines and procedures.
- Play games using children's names.
- Introduce classroom jobs.
- Teach children about the properties of circles and ovals.

Books

- *Kitty Cat, Kitty Cat, Are You Going to School?*
- *Friends at School*
- *Blueprint Songbook*

Charts

- Unit Chart
 - “Words We Are Learning” (make)
- Anchor Charts
 - “Cheers” (make)
 - “Readers Can Say” (make)

What is school?

School is a place to play, learn, and grow together.

Children learn that school is a place to play, learn, and grow together. To become more comfortable in their classroom community, children practice routines, get to know their classmates, visit centers, and learn their daily schedule. Classroom jobs are also introduced. While participating in read alouds, children learn the importance of looking, listening, and thinking. In math, children discover the difference between straight and curvy lines, and they explore circles and ovals as an introduction to shapes.

Keep in Mind

- Take a photograph of each of your children. In this unit, you will need three sets of photographs: one set to make individual name cards; one set for use with the class book; and, one set to create center sticks.
- Prepare the daily schedule (see Day 2: Talk Time).
- Prepare center charts (Day 4: Centers).
- Prepare a job board (Day 3: Talk Time). Know that children delight in taking on responsibilities and learning new skills. Helping out around the classroom can be very fulfilling and empowering for a child. Start simple so there aren't too many jobs for children to learn and for you to keep track of. Change the person doing the job daily, so that all children get an opportunity to participate.
- In advance of launching the class book (Day 5: Talk Time), send home a list or graphic organizer with several of the questions you plan on asking children. Create your own, or download and print examples from the Blueprint website. Once the information is returned, you can use it to interview the child. This will be particularly helpful for children who are new English learners as they develop oral language skills. If answering the questions in English is a challenge for families, conduct a short interview yourself using an online translation website to help facilitate communication.
- Create an observation binder. This will be used to record developmental progress and anecdotes that you observe as you interact and work with children. Make sure you have a section for each child.



Words We Are Learning

community

a group of people who work and play together



Anchor Words for Multilingual Learners

- school
- job



From the Songbook

“Hello Everyone”

This chant is used during Greeting Time. Copy the lyrics, and send home to families.



Working With Families

Transitioning to school can be tricky for young ones, especially if it's a place where they will be spending a large part of their day. Let families know that it's natural for children to experience separation anxiety. One way to help them is to prepare a goodbye ritual, something they do each and every time they say goodbye. They can share a special drop off hug, wave, or other hand sign, or they can kiss a photo of their family and then tuck it into their child's backpack.



Trips & Visitors

Help children become acquainted with members of the staff who help take care of the school community. For example, invite school leaders to your classroom. Ask them to tell you about their job and what they do on a regular basis. Ask them to talk about their favorite parts of their job. Help children brainstorm a few questions to ask before the visit.



Remember | <https://clibblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Time	Children learn the greeting “Hello Everyone.” <i>Social Emotional: Social Awareness and Relationships</i>	Children greet each other and raise their arms when they hear their name. <i>Social Emotional: Social Awareness and Relationships</i>	Children greet each other and wave when they hear their name. <i>Social Emotional: Social Awareness and Relationships</i>	Children greet each other and clap when they hear their name. <i>Social Emotional: Social Awareness and Relationships</i>	Children greet each other and jump up when they hear their name. <i>Social Emotional: Social Awareness and Relationships</i>
Movement Time	Children stand and lift their arms to stretch. <i>Physical Development: Gross Motor Skills</i>	Children reach their arms up and touch their toes to stretch. <i>Physical Development: Gross Motor Skills</i>	Children reach up and wave high, and they touch their toes and wave low. <i>Physical Development: Gross Motor Skills</i>	Children reach up and clap high, and they touch their toes and clap low. <i>Physical Development: Gross Motor Skills</i>	Children touch their toes, reach their arms up, and jump once. <i>Physical Development: Gross Motor Skills</i>
Talk Time	Children learn an attention-getting signal. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children learn how to track the daily schedule using a clothespin. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children are introduced to classroom jobs. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children get to know each other by answering yes/no questions. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children take turns being interviewed for a class book. <i>Social Emotional: Self-Awareness and Self-Concept</i>
Message Time Plus	Children learn that they can use writing and drawing to share their thinking. <i>Literacy: Writing</i>	Children share what they like. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children learn about straight and curvy lines. <i>Math: Geometry and Spatial Relations</i>	Children learn about circles. <i>Math: Geometry and Spatial Relations</i>	Children learn about ovals. <i>Math: Geometry and Spatial Relations</i>
Intentional Read Aloud	Children learn to look closely at the pictures in books. <i>Literacy: Book Awareness</i>	Children learn to listen carefully to the words in books. <i>Literacy: Listening and Speaking</i>	Children learn how readers think about books. <i>Literacy: Comprehension</i>	Children learn how to identify what they like in a book. <i>Literacy: Literate Attitudes and Behaviors</i>	Children identify what they like in a book. <i>Literacy: Literate Attitudes and Behaviors</i>
Small Group	Children are introduced to Center Time. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children learn to clean up at the end of Center Time. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children learn how to join play during Center Time. <i>Social Emotional: Social Awareness and Relationships</i>	Children learn the process for choosing their own center. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children learn the procedure for moving from one center to another. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>
Reflection Time	What did you like about school today?	What surprised you in school today?	What was your favorite part of the day?	What center do you like to play in?	What is school?

Centers to Launch

See Pages 14-23

Open five centers for children’s exploration:

- Library
- Dramatic Play
- Sensory Table
- Blocks
- Art

Include materials that will be easy for children to manage and be familiar to them.



Greeting Time

Children learn the greeting “Hello Everyone.”

Social Emotional: Social Awareness and Relationships

GUIDE children to form a circle on the rug. **USE** circle spots, or another visual indicator, to assist children in knowing where to sit. **INTRODUCE** Greeting Time.

Welcome, friends! Every day we will gather [bring arms around and together in a gathering motion]. We will sing songs, play games, and get ourselves ready for a great day at school. One thing we will do is say hello to each other. We want to make sure that we are able to see each other’s faces, so we will sit in a circle [trace a circle shape in the air] like this.

INTRODUCE the greeting “Hello Everyone.”

When we come together like this at Greeting Time, we start by saying hello. Today I’m going to say a special hello to all of you!

Hello everyone.
Hello everyone.
Hello everyone.
It’s nice to say hello.

INVITE children to join you as you say it a second time.

Let’s say it again. Please join me in greeting each other.

Make & Prepare

- Familiarize yourself with one way to chant the greeting “Hello Everyone” on the *Blueprint* website.



Additional Materials

- Circle spots or another visual indicator
- Blueprint Songbook*

Friends

We refer to children as friends to help build a sense of community. This choice of language contributes to a positive classroom culture. Children get the message that everyone is welcome and that they are all valuable members of the community.

Movement Time

Children stand and lift their arms to stretch.

Physical Development: Gross Motor Skills

INTRODUCE Movement Time. **MODEL** and **INVITE** children to stand and lift up their arms to stretch.

We just greeted each other in our circle. Now it’s time to move our bodies together! During Movement Time, we will stretch, dance, and play games.

Watch me as I stand up. Notice how I keep my two feet on the spot where I was sitting. Please stand up and keep your two feet on your spot, too.

Let’s reach our two arms up high like this [demonstrate]. Try to stretch your fingers all the way up to the ceiling in our classroom. Up high! Okay, let’s bring our two arms back down to our sides.

Please sit back down on your spot.

Remember...

While the components of Gathering Time can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.



Supporting Multilingual Learners

Explicitly teach the word “school” to new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



Talk Time

Children learn an attention-getting signal.

Social Emotional: Self-Regulation and Responsible Behavior

INTRODUCE Talk Time.

During Talk Time, we will discuss and share our ideas. We want to make sure everyone who wants to talk, can join in. What can we do to make sure you get a chance to talk?

GIVE children a chance to share their ideas. **DECIDE** on a method for children to share (e.g. raise their hand, hold a talking stick). Then **INTRODUCE** an attention-getting signal (e.g. clapping a pattern).

I heard you say [summarize children’s ideas].

If I need a chance to talk, I will let you know by clapping my hands like this [demonstrate an easily repeatable pattern such as two short claps and three long ones]. When you hear me clap like this, please take a break from what you are doing or saying [make the hand motion for stop], and clap the same way back. Make sure you look at me [point to your eyes] when you clap. Let’s practice now.

CLAP the same pattern and have children repeat it.

Now you are learning what I’ll do when I need your attention. And you know what you should do, too!

Teaching Procedures

We use a five-step model for teaching children the procedure for getting their attention. Use this model for teaching other procedures to make sure your instruction is explicit and consistent.

- Name what you are teaching [a signal to get their attention].
- Explain why it is important [so everyone can join in and hear announcements].
- Model how to do it [you clap in a pattern].
- Give children practice [everyone claps together].
- End with a quick summary [now you are learning...].

Before

TEACH children a song to sing as they prepare for their first message. **REFER** to the *Blueprint Songbook*.

Message Time. Message Time.
Let's get together for Message Time.

Reading, writing, playing too,
Message Time is fun to do.

EXPLAIN that you will be writing in front of the children each day and inviting them to read along with you.

Let's talk about Message Time. This is a special time of the day when we gather together to share ideas. This is also the time when I will write a message for you to read. I will draw a picture. I might write some words, and you can join me in reading these words.

ROLE PLAY waking up and rising, pointing to your smile and feeling excited.

Today, my writing is going to be a picture of how I felt this morning when I woke up for the first day of school. I was so happy and excited to meet all of you. How did you feel when you woke up this morning?

GIVE children time to share.

During

DESCRIBE how you prepare to draw.

Here is where I will be writing the message [point]. I will need one marker to write with [show]. I am going to carefully take off the cap of the marker and attach it to the back of the marker – listen for the click. Now, I will hold the marker between my fingers and begin.

DRAW a simple picture of yourself smiling. **DESCRIBE** what you are doing and thinking as you draw. **USE** words that describe the shapes of the objects you are drawing. **INVITE** children to contribute. **ADD** details about yourself [such as glasses, long or short hair, etc., to make the picture resemble you].

Watch as I draw a circle for the shape of my head. I am adding a circle for my right eye and a circle for my left eye. How can I show that I am feeling happy and excited? What can I draw?

Yes, I can use a curvy line to show my smile. I was happy and excited when I woke up today.

After

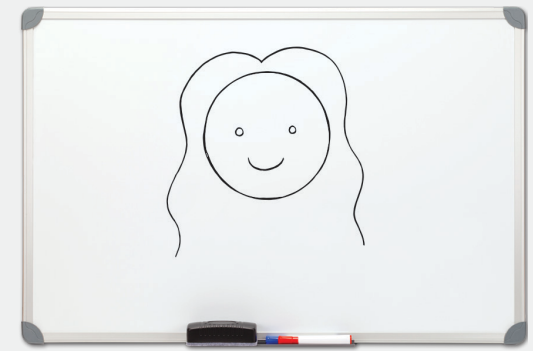
REMIND children that they can draw to share their thinking.

There are many ways to share your thinking and your ideas. Drawing and writing is one of them. I drew a picture [motion "drawing" in the air] to show you how I felt this morning. You can also draw pictures to share your ideas.

At every center in our classroom [point to them], you will find paper and crayons [show examples]. That way, no matter where you are, you can draw as one of the ways to show what you are seeing, thinking, feeling, or learning.

[Transition] **TAKE** children on a tour of the centers and point out where you have put the paper and writing tools.

Let's take a tour of our centers, so you can see where the paper and crayons are located.



Make & Prepare

- Familiarize yourself with the tune for the song "Message Time" on the *Blueprint* website.



Additional Materials

- *Blueprint Songbook*
- Paper and crayons

Introducing Message Time Plus®

MTP is designed to be done in small groups, while other children are at centers. However, while your children get accustomed to their new classroom environment and routines, you might consider doing MTP with the large group.

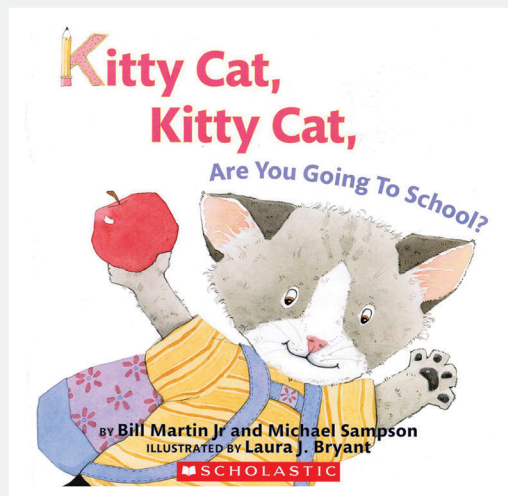
Authentic and Powerful

Message Time Plus [MTP] is a powerful instructional practice that combines modeled writing and shared reading to support the growth of young learners. The first lessons use drawings to model the concept that drawing is, in fact, a form of writing. Over the course of the year, labels, captions, and sentences are included in the message. In order to engage children more deeply, adapt the messages, so they reflect your children's interests and experiences. Make connections to different parts of the day and the life of the classroom.



Keep It Going

- Take a field trip around your classroom. Visit each distinct area. Pay special attention to the name you use to refer to each area and point to the labels you've created. Consistency will be key to ensure that children know where to go when you give oral directions. Talk about what they see and the kind of play or learning that might happen there. For example, as you visit the library, you might say, "I see books and pillows and stuffed animals. We will read books here!" Other important tours include the playground and the school environment. The more knowledgeable children are about their surroundings, the more comfortable they will be.



Intentional Read Aloud

High-quality books can be read aloud for many different reasons. The Intentional Read Aloud is a read aloud lesson with a particular teaching point. But remember to give children many more reading experiences in addition to this one; read to them individually or in groups, and encourage them to read for pleasure.

Address Children as Readers

It is important to help children form a positive relationship with reading books. By addressing children as “readers,” we help them to identify themselves as such.

The Language of Books

To learn about books, children need to learn the important words associated with books. When introducing a book, be sure to name the book’s title, author, and illustrator.

Be Prepared

Before the read aloud, plan where in the book you will pause reading. Mark those pages with a sticky note. You can jot down a question to ask children, a point to highlight, or a word to define.

Before

ACTIVATE children’s background experience with books.

Welcome, readers! It is time for us to read a book together. Do you read books at home? Who do you read with? What books do you like to read?

STATE that we will read books together every day at school. **INTRODUCE** the title, author, and illustrator.

We will read great books together each and every day at school. The book we are going to read today is about a kitty cat who goes to school, just like you! The title of this book is *Kitty Cat, Kitty Cat, Are You Going to School?* The authors who wrote this book are Bill Martin Jr and Michael Sampson. The illustrator who drew the pictures is Laura J. Bryant.

ASK children what they see in the picture on the front cover. **EXPLAIN** why readers look closely at the pictures in books as they read.

Let’s look at the picture on the front cover of this book. Use your two eyes [point to each one and count]. What do you see?

Yes, I see one apple too [point and count].

Readers look closely at the pictures in books. When we look closely at the pictures, it helps us know what the book is about. As we read *Kitty Cat, Kitty Cat, Are You Going to School?* let’s use our eyes [point] to look closely at the pictures in the book [point]. Look for things that you like about school, too!

During

PAUSE after reading: “What fun, Teacher. I see a monkey, look!”

Kitty Cat is reading a book at school, just like you! Kitty Cat is using his eyes to look closely at the picture of the monkey in his book. You are looking closely at the pictures in our book!

PAUSE after reading: “Yippee, Teacher, my favorite time of day.” **PROMPT** children to look closely at the picture. **DESCRIBE** how the friends are playing outside.

Readers, you are looking closely at the pictures in this book. In this picture, what do you see the friends doing?

Yes, they are playing outside at school. Look at Kitty Cat jumping rope [point]! These friends are holding hands [point]. And these friends here are tossing a ball of yarn [point]. This friend back here is climbing a tree [point]. There is so much to see when we look closely at the pictures in our books.

After

RESTATE how readers look closely at the pictures. **SHOW** the picture on the back cover of the book. **ASK** children what they see.

Kitty Cat had so much fun at school! When we looked closely at the pictures in the book, we could see all the fun he was having. There is even a picture on the back cover of the book. Let’s look closely at it. What do you see?

Do you think Kitty Cat likes school? How do you know?

Teach

INTRODUCE the centers. **ASK** one to two children to walk to each center as you describe it.

In our classroom, there is a special time when we will play, learn, and work together. This time is called Center Time.

Today, we are going to learn about five new centers. Can you show me your five fingers? Let's all count to five! Our five centers are [show the icon you are using for each center]:

- Library - where we can read our favorite books alone or with others
- Dramatic play - where we can pretend using all different kinds of materials like kitchen items and costumes
- Art - where we can create pictures, paint and more
- Blocks - where we can build
- Sensory table - where we can explore with sand. We can pour it, scoop it, and move it all around

LET children know that they will stay at one center today with their group.

You will get to play and learn at all the centers. Right now, you are going to visit one center [hold up one finger]. You will be with a special center group. Your job is to play, explore, and have fun. I will walk around to help you at centers.

REVIEW the clapping signal that you use to get their attention.

Listen for the clapping signal at the end of Center Time. Remember, I will clap like this [demonstrate], and then you look at me and match the clap. Let's practice.

DISMISS them one group at a time, waiting until that group gets to their center before calling the next group.

When you hear your name, stand up. [Call out the names of the children in group one.] These are the children in group one. Look at who is standing up to help you remember your group. Group one, today you are going to the _____ center. Have fun!

Center Time

SUPPORT children's exploration: circulate, observe, and engage with the children.

TAKE NOTE of what children enjoy and any issues that may come up.

RECORD your observations to help with planning and implementation.

USE the clapping signal to get children's attention when time is up.

GIVE children time to put their materials away and then call groups one at a time back to the rug.

Share Time

INVITE children to share what they enjoyed.

What did you enjoy at Center Time today?

DESCRIBE positive things you noticed. **DEMONSTRATE** what you are describing as much as possible, so children who are new English learners understand the behaviors to which you are referring.

- Someone sharing [add specific example such as "Jamala shared blocks with Kenya"]
- Someone working [add specific example such as "Melissa drew a rainbow at the art center"]
- Someone having fun [add specific example such as "Roberto pretended he was a construction worker"]



Make & Prepare

- Download and print the icons associated with the centers that are opening (library, dramatic play, art, blocks, and sensory table).
- Preassign groups of children to each center. You may choose to pair up new English learners with a partner instead of a group until procedures are established.

Choice

For the first few days, you will assign children to centers and center groups, as they grow accustomed to the routines. Once they become familiar with the centers, you will invite them to choose their own.

Teaching Routines

The first few days of school are all about learning: to be away from home or daycare to be with other children, and about a new, suddenly broader, world. During these days, children need clear and patient modeling of routines. Routines should be introduced, explained, modeled by you, attempted by children, and then modeled and practiced again.

Center Time

In Week 1, we focus on lessons that launch Center Time. These lessons introduce five centers, familiarize children with introductory clean up routines, and teach a procedure for the independent selection of centers. It is highly recommended that you continue to revisit these procedures and teach new ones to proactively address children's needs and to problem solve as the need arises. In Week 2 and beyond, this section will focus on small group activities.

Greeting Time

Children greet each other and raise their arms when they hear their name.

Social Emotional: Social Awareness and Relationships

GUIDE children to sit in a circle. **DEFINE** “community.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Welcome, friends! We are sitting in a circle [trace the shape of a circle in the air], so we can see each other. Look at all the people in our classroom community!

Say that word with me: “community.” This class is a community because we work and play together! Let’s start a list of new words we are learning. Here is the word “community.” Do you know any other words that mean the same thing?

SAY the greeting “Hello Everyone.” **GREET** each child by name. **INVITE** children to raise their arms when they hear their name.

Now it’s time to say hello to everyone in our community! Let’s go around our circle and say our greeting “Hello Everyone.” Today we will say hello to each of you using your name. When you hear your name, raise both arms [demonstrate]. Show me your two arms: one, two. Let’s practice lifting them up now.

Hello everyone.

Hello everyone.

Hello everyone.

It’s nice to say hello.

Hello [insert child’s name],

Hello [insert next child’s name]...

Make & Prepare

- Start a unit chart titled “Words We Are Learning.”

Additional Material

- *Blueprint Songbook*

Words We Are Learning

- community: a group of people who work and play together

Building Vocabulary

The Unit Chart: “Words We Are Learning” is used to record new vocabulary most related to the content of the unit. Add other words that come up in the life of your classroom. Use these words in your daily conversation, so children get repeated exposure. If and when children use the words themselves, be sure to celebrate it!

**Movement Time**

Children reach their arms up and touch their toes to stretch.

Physical Development: Gross Motor Skills

MODEL and **INVITE** children to stand, lift up their arms, and then touch their toes.

We just greeted everyone in our community! Can you show how you raised your two arms when you heard your name?

Let’s move our bodies more. Please stand and keep your two feet on the spot where you were sitting.

Now, reach both of your arms up high like we did at Greeting Time. Try to stretch your fingers all the way up to the ceiling in our classroom.

Now bend down and try to touch your toes. It feels good to move our bodies, doesn’t it?

Let’s do it one more time. Stretch...and bend...

Please sit back down on your spot.

Talk Time

Children learn how to track the daily schedule using a clothespin.

Social Emotional: Self-Regulation and Responsible Behavior

INTRODUCE the schedule. **STATE** that the schedule shows what we do at school.

We do lots of fun things together at school in our classroom community. Today I want to show you our schedule [point]. Say that word with me: schedule. The schedule shows what we do in our school day. We can look at the schedule to see what we did already, what we are doing now, and what we will do later.

EXPLAIN each part of the school day, pointing to the schedule as you do so.

The first thing on our schedule is...The next part of our day is... Here it is on our schedule...

INTRODUCE the clothespin as a tool for keeping track of where we are in the schedule.

We can use a clothespin [show] to follow the schedule. Watch how I put it on the schedule next to what we are doing now. For example, right now we are doing Talk Time, so I put the clothespin here. What’s the next thing we are going to do? Oh, so then I can move the clothespin down here.

How do you think the schedule will help you each day?

Multilingual Learner

We use this term as an umbrella for any child who speaks, reads, writes, and thinks (or is learning to speak, read, write, and think) in more than one language. We use this term rather than “bilingual” because we recognize that many children live their lives in more than two languages (e.g. a child of Guatemalan descent who reads bedtime stories in Spanish with their parents, speaks Ki’che’ with their grandparents, and is learning in English at school). We use the term “new English learners” to refer to multilingual children who are new to learning English. They might speak, read, write and/or think in more than one language at home. But in school, they are beginning to learn English.

**Make & Prepare**

- Have your class schedule ready. Include pictures or photos for each part of the day.

Additional Material

- A clothespin

Executive Function

This term is used to describe children’s ability to use their memory, mental flexibility, and self-control to regulate their behavior. Posting and referring to a schedule helps children know and track the plan for the day. Knowing what is going to happen and when it is going to happen helps children feel more secure. Learning the order of the day allows them to anticipate what will happen next and to prepare for the choice or activity. This supports the development of executive function.

Before

SING the song “Message Time.” REFER to the *Blueprint Songbook*.

Message Time. Message Time.
Let’s get together for Message Time.
Reading, writing, playing too,
Message Time is fun to do.

OFFER examples of what children in your class like to do. **ADAPT** the examples below to reflect your class.

School is a place where we play and learn together. We are learning about each other every day. I know that [name] likes to play with blocks. I know that [name] likes to play basketball.

SHARE some things that you like to do.

I want to tell you more about what I like to do. I like to play soccer [mimic kicking a ball]. Do you?

I also like to read [show a book]. Do you?

Today I am going to pick one thing I like to do – read – and I am going to draw a picture about it. I think I will draw a picture of a book because books are what I like to read.

Watch as I draw a book.

During

DESCRIBE how you prepare to draw.

Here is where I will be writing my message [point]. I will need one marker to write with [show]. I am going to carefully take off the cap of my marker and attach it to the back of the marker – listen for the click. Now, I will hold my marker between my fingers and begin.

DRAW a picture of a book. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I am going to draw a picture of a book. I’ll use straight lines. Should I draw the book open or closed?

After

ENCOURAGE children to think and talk about what they like to do. **INVITE** them to share in their home language.

I just wrote about something that I like to do. I drew a book because I like to read. What do you like to do? You can say, “I like…” and then tell us what you like.

SUMMARIZE some of what the children shared. Then **RESTATE** that we can learn more about each other by talking and writing.

I learned that [name] likes… and [name] likes…

We just learned more about each other by talking and writing about what we like.

[Transition] **INVITE** children to sing the Message Time song again.

I hope you like Message Time. Let’s sing the Message Time song one more time!



Materials

- *Blueprint Songbook*
- A book



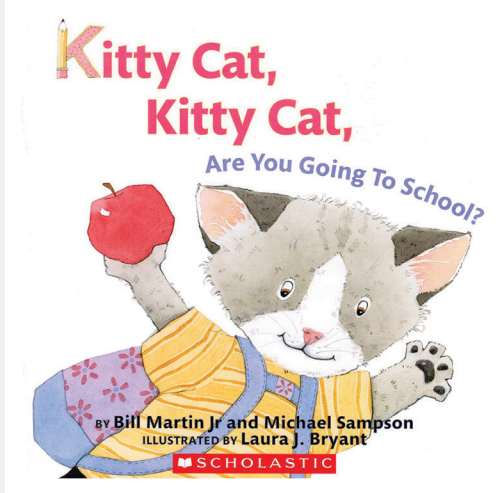
Supporting Multilingual Learners

Some of the children in your classroom may speak one or more languages other than English at home. Be sure to talk to your class about how children who are learning English have lots in common with the other children in the room: they also like books and games, and they can even do some amazing things others can’t, like speak and understand two languages. It’s like having a superpower!



Keep It Going

- What did you learn children like to do? Read, dance, sing, or play a sport? Continue to talk to children about their interests and have them act out what they like to do or draw a picture about it.



Make & Prepare

- A bell

Additional Material

- Class schedule

Sitting on the Rug

Often children are expected to sit still, in one position, during read aloud time. However, children need to move far more often and frequently than adults. Additionally, their muscles are still developing, and some children may not be physically able to remain in one position for lengths of time. Be sensitive to their needs and wiggly movements.

Our Senses

Learning about our senses, the associated sense organs, and what sort of information we get from each are important science concepts. Our senses are what we use to observe the world around us. Observation using our senses is a key practice for all scientists gathering information, including our youngest scientists.

Before

REVIEW that readers look closely at the pictures in books.

Welcome, readers! We read this book *Kitty Cat, Kitty Cat, Are You Going to School?* We used our two eyes [point] to look closely at the pictures to see all the fun that Kitty Cat was having at school.

EXPLAIN that readers also listen carefully to the words in books.

When we read together, we also listen carefully to the words in the book. Do you know what part of your body you use when you are listening?

Yes, your ears [point]. Let's count our ears. Let's say one number for each ear [demonstrate].

ASK children to use their ears to listen to and identify a familiar sound.

Our two ears let us hear the sounds around us. I'm going to make a sound for you. Use your ears to listen and think about what the sound is [ring the bell or make another sound]. What do you think it is?

Yes, it was a bell ringing. Our ears help us to understand and enjoy the world around us. When we use our ears to listen to the words in our books, it helps us to understand and enjoy what we are reading!

INVITE children to listen for the words "Kitty Cat" and repeat, "Kitty Cat."

As we read this book again today, use your ears to listen carefully to the words. When you hear the words "Kitty Cat," repeat them after me: "Kitty Cat." Let's practice with the title of the book now: Kitty Cat, [children echo: Kitty Cat], Are You Going to School?

During

INVITE children to join in saying the repeating words on each page: "Kitty Cat, Kitty Cat."

PAUSE after reading: "Look, look, Teacher, I brought a little bell." **ACKNOWLEDGE** children listening carefully to the words. **ASK** what they think the bell sounds like. **If you have one, ring it.**

Readers, you are listening carefully to the words in our book. What did the words say that Kitty Cat brought to school? Yes, he brought a little bell. What do you think the bell sounds like?

After

RESTATE how readers listen carefully to the words. **INVITE** children to say, "Kitty Cat!"

What a busy and fun day at school! When we listened carefully to the words in the book, we could hear about all the parts of the school day. Readers, who had a great day at school? Kitty Cat, [Kitty Cat]!

We are having a great day at school, too! Let's check our schedule to see what we will do now!

Teach

DISCUSS why it's important to clean up at the end of Center Time.

Do you think it's important to clean up our centers at the end of Center Time? Why?

Yes, cleaning up our centers is a big part of keeping our classroom organized and safe! When we clean up our centers, we put everything back where it belongs.

DISCUSS how to clean up. **FOCUS** on using labels.

Labels like this one [show a basket with a label for markers, for example] help you know where things belong. I can put the markers back in this basket when it's time to clean up [demonstrate].

MODEL and **INVITE** children to sing "Cleaning Up Our Centers." **REFER** to the *Blueprint Songbook*.

Let's learn a song that will help us remember to clean up. The song is called "Cleaning Up Our Centers."

Cleaning up our centers,
Cleaning up our centers,
Cleaning up our centers,
We take care of our room!

TEACH children that they can sing the clean up song at the end of Center Time as they clean.

When Center Time ends today, I will clap like this [demonstrate] to get your attention. You will look at me and match the clap. Then we will sing the clean up song to remind you to clean up your center. You can sing and clean at the same time.

SEND children to their centers, one group at a time.

Center Time

CIRCULATE, OBSERVE, and ENGAGE children as they work and play. **Build trust and affection** through your interactions with children.

LISTEN and **LOOK** for:

- How do they use the materials?
- Do they clean up when they are done playing with items?
- Do they use the labels to guide their cleaning up?

Some conversation starters include:

- Tell me about
- Are you going to
- How are you feeling?

USE the clapping signal to call children's attention. **GIVE** them two minutes to finish their activity, and then start singing "Cleaning Up Our Centers." **INVITE** children to join you at the rug, as they finish putting their materials away.

Share Time

ACKNOWLEDGE how children followed up the clean up procedure.

Thank you for singing our clean up song and putting your materials away! We are really learning how to be responsible and safe during centers.

INVITE children to share what they enjoyed. **DESCRIBE** positive things that you noticed. **DEMONSTRATE** what you are describing as much as possible, so children who are new English learners understand the behaviors to which you are referring.

What did you enjoy about centers today?

I'd like to share some of the positive things I saw...

Make & Prepare

- Preassign groups to different centers today.
- Familiarize yourself with the tune for "Cleaning Up Our Centers" on the *Blueprint* website.



Additional Material

- *Blueprint Songbook*
- A labeled basket (for example, markers)

Supportive Guidance

These first few days of centers will most likely be a little bumpy, as the children begin to learn the routines and procedures for not only centers but the entire school day! Using supportive, positive language will help guide children as they navigate these new expectations.

Supporting Individual Learners

Setting up your room with labels that are easy for children to read and understand is key to an organized room and to a successful clean up. Create labels that have both pictures and words (in English and other home languages your children speak). Attach labels to the tubs or baskets in which the materials are housed and also to the shelves where the tubs belong.

Make it Fun

Make cleaning up fun by playing music or making it a matching game. Remember to purposely make mistakes so children can be the "expert." Children enjoy this a lot!

Greeting Time

Children greet each other and wave when they hear their name.

Social Emotional: Social Awareness and Relationships

INVITE children to form a circle on the rug. **ACKNOWLEDGE** how they followed the circle procedure.

We formed a big circle, and now we can all see each other's faces. That's a good way to start Greeting Time in our classroom community.

MODEL and **INVITE** children to wave when their name is said during the greeting "Hello Everyone."

Today let's greet each other by waving hello. Who can show us how to wave?

Yes, when you wave, you shake your hand from side to side like this [demonstrate]. Now you try!

We are going to say our special hello greeting. We'll go around the circle and greet each one of you using your name. When you hear your name, wave your hand like this. Ready?

SAY the greeting, going around the circle to call each child by name.

Material

- *Blueprint Songbook*

**Keep in Mind**

Child development, the process of going through social, emotional, cognitive, and physical changes from birth to adolescence, has a predictable set of milestones. Yet, each child takes their own unique path on this journey of mastering the skills and understandings key to these milestones.

Movement Time

Children reach up and wave high, and they touch their toes and wave low.

Physical Development: Gross Motor Skills

MODEL and **INVITE** children to stand, lift up their arms and wave, and then touch their toes and wave.

We just waved hello with our hands when we heard our names. Let's wave some more, as we move our bodies together. Please stand up on your spot.

Reach both of your arms up high. Try to stretch your fingers all the way to the ceiling. Can you wave with both of your hands like this? Hello, ceiling!

Now bend down low and touch your toes. Wave hello with both hands. Hello toes!

Let's do it one more time. Stretch...and bend...

Please sit back down on your spot.

Importance of Movement

Movement Time helps children develop a range of gross motor and spatial awareness skills. In addition to Movement Time, incorporate various movement activities throughout the day.

Talk Time

Children are introduced to classroom jobs.

Social Emotional: Self-Regulation and Responsible Behavior

INTRODUCE the idea of jobs in the classroom.

It's fun to move and play with each other in our classroom community. It's also fun to have a job! My job is a teacher. I get to play and work with you at school every day. What other jobs do you know?

In our classroom, we will have jobs, too. These jobs help us take care of our classroom community.

INVITE a child to do the class job of **Schedule Keeper for the day. SHOW** job prop.

One job that is important is the Schedule Keeper. Here is our schedule. The clothespin helps us to follow the schedule. We can move it down the schedule, as we go through our school day.

Who would like to be the Schedule Keeper today? Your job is to move the clothespin down the schedule, as we do each part of our day at school! You can wear this special badge that says: Schedule Keeper.

ASSIGN a few other jobs as well that are meaningful and easy to implement.

Make & Prepare

- Create a job board (see *Blueprint* website for sample icons).
- Create a Schedule Keeper prop (e.g. a badge with a clock icon).

Supporting Multilingual Learners

Explicitly teach the word "job" to new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.



Before

SING the song “Message Time.” REFER to the *Blueprint Songbook*. Then **EXPLAIN** that when you write or draw you can use different kinds of lines.

During Message Time Plus I draw and write. When I draw and write, I use different kinds of lines. Some lines will be straight. Some lines will be curvy.

INVITE children to stretch their arms to the side, so they are pointed straight out. Then **INVITE** them to bend their arms so they curve.

Let’s stretch our arms to the side like this [demonstrate] to make a straight line. Now let’s bend our arms up so they curve [demonstrate].

I’m going to draw some straight and some curvy lines today. Watch me as I write.

During

DESCRIBE how you prepare to draw.

Here is where I will be writing my message [point]. I will need one marker to write with [show]. I am going to carefully take off the cap of my marker and attach it to the back of the marker – listen for the click. Now, I will hold my marker between my fingers and begin.

DRAW different straight lines [horizontally, vertically and diagonally]. **DESCRIBE** what you are doing as you draw. **INVITE** children to skywrite in the air with their finger.

I am going to draw a straight line, just like you stretched your arms in a straight line. There are no bends in the line. I can draw a straight line horizontally [going across]. Can you draw a straight line in the air with your finger like this [demonstrate]?

I can draw a straight line that goes vertically, up and down. Can you draw a straight line that like in the air with your finger?

I can even draw a straight line that goes diagonally. Can you draw a straight line that like in the air with your finger?

DRAW a curvy line. **ASK** the children to tell you whether or not the line is straight.

Now I am going to draw another line. Is this a straight line? What kind of line is it?

After

INVITE a child to come to the board and point to a straight line. **ASK** the rest of the children to use their pointer finger to write a straight line in the air.

Who would like to come to the board and find a straight line? Run your finger right along next to it. How did you know that was a straight line?

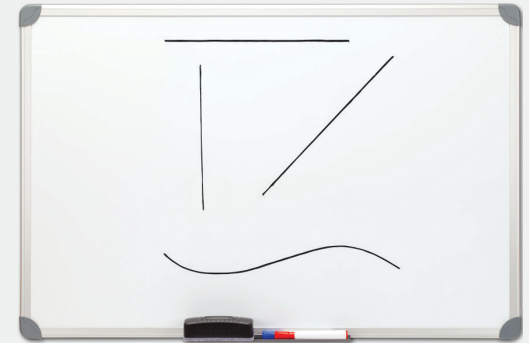
Everyone, let’s use our fingers to draw the same line in the air like this [demonstrate].

CONTINUE inviting children to identify lines. Then **RESTATE** that you can draw and write with straight and curvy lines.

Today we looked at straight and curvy lines. A straight line doesn’t bend. A curvy line does bend. When you draw and write, you use straight and curvy lines.

[Transition] **GIVE** children a chance to make a straight or curvy line on the board.

If you would like a chance to draw a line on the board, let me know. You can draw a straight line or a curvy line. What will you draw?



Material

- *Blueprint Songbook*



Describing Lines

In this lesson you will draw children’s attention to two kinds of lines: straight and curvy. Noticing and creating these types of lines set the stage for literacy and math lessons throughout the year. You will continue to use the language of “straight” and “curvy” as children learn the alphabet, identify and make shapes, and as you model drawing and writing during Message Time.



Supporting Multilingual Learners

Attaching gestures to new words (like drawing a straight or curvy line in the air) is a great way to support all of your children in acquiring new language, especially new English learners.

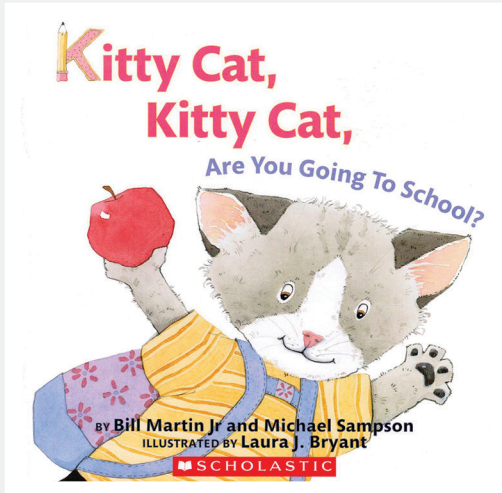
Engaging Children

In this lesson, children are asked to “skywrite”, which means to use their pointer finger to draw in the air. This is a good strategy for involving children in the lesson. It also appeals to kinesthetic learners.



Keep It Going

- As children line up to leave the classroom, invite them line up in a straight line. Remind them to think back to the lesson, what does a curvy line look like? Invite them to make a curvy line.
- When interacting with children at centers, go on a “treasure hunt,” looking for straight and curvy lines in the items they are playing with or in their immediate environment. Encourage children to share the types of lines they find and how they knew that was a curvy or straight line.



Make & Prepare

- Begin a new Anchor Chart: “Cheers.”
- Write “Kiss Your Brain” on a sentence strip.
- Download and print the corresponding image for the cheer, and attach it to the sentence strip.
- Familiarize yourself with the cheer on the *Blueprint* website.

Additional Materials

- Chart paper and markers

Thinking Aloud

Thinking aloud is a powerful technique for making your mature thinking processes more evident to children. The Intentional Read Aloud typically contains at least one opportunity to model how you make sense of a book. Continue to model out loud for children how you process your thinking throughout the day. You can say, “I’m thinking…” or “I think…”

Cheers

At the end of the lesson, introduce and begin a new Anchor Chart: “Cheers.” Cheers are quick celebrations that may include words, chants and movements. Use cheers throughout your day when you want to make a child or group of children feel special, motivate or encourage children, build or strengthen community, or capture children’s attention. Invite children to share the joy of these cheers with people in the school and family members!

Before

REVIEW why readers look closely at the pictures and listen carefully to the words in books.

Welcome, readers! What parts of our body do we use during read aloud time? Why do we use them?

Yes, we use our eyes [point] to look closely at the pictures, so that we can see what the book is about. And we use our ears [point] to listen carefully to the words, so we can hear what the book is about.

Are there any other parts of our body that we use?

EXPLAIN why readers use their brains to think about the books they read.

Yes, you use your brain! Our brains are inside our heads [point to your head], so we can’t see them, but our brains are what we use to think.

When we read, we use our brains to think about what we see in the pictures and what we hear in the words. Our thinking brains help us to understand and enjoy the books that we read.

ENCOURAGE children to think about the pictures they see and the words they hear.

Today we are going to reread our book, *Kitty Cat, Kitty Cat, Are You Going to School?* As we read, look closely at the pictures and listen carefully to the words. Use your brain to think about what you see and what you hear in the book. Notice what you are thinking about [point to your head to show thinking].

During

PAUSE after: “Okay, Teacher, I like to sing along.” **ASK** children what they see in the picture and hear in the words. **THINK ALOUD** about this part of the book.

Readers, what do you see in the picture? What do you hear in the words?

Let’s use our brains to think about what we see and hear in this part of the book. [Point to your head to show thinking.] I am thinking about what song they are singing together. What are you thinking about?

PAUSE after: “That’s great, Teacher, I think I’ll paint a heart!” **ACKNOWLEDGE** children looking at the pictures and listening to the words. **INVITE** one to three children to share what they are thinking.

You are looking closely at the pictures and listening carefully to the words. Use your brains to think about what you see and hear. What are you thinking about as we read this part of the book?

After

RESTATE how readers think about the books they read.

Kitty Cat’s fun day at school is done! Even when we finish reading a book, we can think more about it. We can think about what we saw in the pictures and what we heard in the words. What are you thinking about now?

Our thinking brains really help us to understand and enjoy the books we read.

INTRODUCE a cheer: “Kiss Your Brain!” **BEGIN** the Anchor Chart: “Cheers.”

Let’s thank our brains by giving them a special cheer. Give your brain a kiss like this! [Kiss your hand and place your hand on the side of your head.] You try it: Kiss your brain! We can put this cheer on a new chart. We will add more cheers to this chart, too. One more time, readers: Kiss your brain!

Teach

INVITE children to talk about their experiences joining others when they play.

Center Time is a fun time of our day where we learn and play with each other, toys, and other materials. Sometimes during centers you might see someone playing, and you want to play with them. Has that ever happened to you? What do you say when you want to join someone's game?

SUMMARIZE children's responses.

I heard you say...

MODEL two ways to ask another person to play: using words and using gestures.

Today we are going to talk about two ways you can ask someone to play. First, you can say in a friendly voice, "Let's play together." You try that. Say, "Let's play together."

Another way you can ask someone to play is by using your hands like this [motion with hands, pointing to yourself and another person]. Everyone, let's try that together. Let's use our hands.

INVITE two children to role play.

May I have two people help me practice? Imagine you are at the block center and you see someone building a tower with blocks and you want to join. What can you say in a friendly voice? What else can you do?

SEND children to their centers, one group at a time.

Today you will visit a new center with your group. When you get to your center, think about what you want to do. Will you ask someone to play? Will you choose something to do or make on your own?

Remember, when Center Time is over, I will clap like this [demonstrate]. Then you will look at me and match the clap. Then we will sing our clean up song as we tidy up.

Center Time

CIRCULATE, OBSERVE, and ENGAGE children as they work and play. Build trust and affection through your interactions with children.

LISTEN and **LOOK** for:

- How do children join in play?
- Do children work alone?
- Do they work near other children and talk and share materials?
- Do they engage in cooperative play, making decisions towards a common goal (such as building a tower together)?

USE the clapping signal to call children's attention. Give them two minutes to finish their activity and then start singing "Cleaning Up Our Centers." **INVITE** children to join you at the rug as they finish putting their materials away.

Share Time

ACKNOWLEDGE how children joined each other's play.

During Center Time, I heard some of you ask each other to play together. You said, "Let's play together!" I saw others using gestures. We are building a very positive classroom community.

INVITE children to share what they enjoyed. **DESCRIBE** positive things you noticed. **DEMONSTRATE** what you are describing as much as possible, so children who are new English learners understand the behaviors to which you are referring.

Supporting and Guiding Play

During Center Time, children may be working near one another, trading materials, and actively talking but not necessarily working towards a goal. This type of play is called associative play. As children get to know each other and grow to the next stage of play, they begin to cooperate. You can support and model positive social skills during play by asking questions and joining in! For example, if children are playing restaurant in the dramatic play center, ask if you can be a new customer. Engage in conversation and offer new ideas between playmates without overtaking their play.

Be Proactive

Problems will occur during playtime because children are first learning how to cooperate and share. The first and best approach to solving problems at playtime is to be proactive. Anticipate what problems might arise and get out ahead of them. For example, by simply having an orderly, clutter-free, well-organized environment, you reduce the possibility of conflict. People feel better in a clean, organized environment.

Interacting with Children

In this lesson, we suggest you summarize what you hear the children say. Summarizing is one way to use "mirror talk," a strategy for reflecting back for children what they say. Use this strategy ["I heard you say..."] when you play with children to show them you hear them and value what they say.



Supporting Multilingual Learners

Demonstrating and acting out behaviors and ideas is essential to helping children who are new English learners understand the idea you are teaching.

Greeting Time

Children greet each other and clap when they hear their name.

Social Emotional: Social Awareness and Relationships

INVITE children to form a circle. **ASK** them to clap when they hear their name. **ENCOURAGE** the other children to join along and look at the child who is clapping.

Friends, I am so happy to see you all! Let's get ready to greet everyone in our classroom community. Today, when you hear your name, clap once like this [demonstrate]. Practice the clap now.

As we go around the circle today, let's make sure to look with our eyes [point to your eyes] at the person who is clapping. This will help us learn each other's names. We want to look with our eyes and listen with our ears to each and every person in our circle. Here we go!

SAY the greeting "Hello Everyone," calling each child by name.

Material

- *Blueprint Songbook*

**Keep in Mind**

Relationships do not just provide a context for learning; they actually affect the physical structure of the brain. The quality of these relationships predict children's social emotional competence, persistence, enthusiasm for learning, and academic success. Children who have secure attachment relationships with primary caregivers and teachers have an easier time interacting with peers, forming positive relationships, and being a part of a group.

Movement Time

Children reach up and clap high, and they touch their toes and clap low.

Physical Development: Gross Motor Skills

MODEL and **INVITE** children to stand, lift up their arms and clap, and then touch their toes and clap.

We just clapped our hands when we heard our names. Let's clap some more, as we move our bodies together. Please stand on your spot.

Reach both of your arms up toward the ceiling. Clap your hands one time up high.

Now bend and touch your toes. Clap your hands one time down low.

Let's do it one more time. Stretch...and bend...

Please sit back down on your spot.

Keep in Mind

In order to send the message that you want children to be engaged and enjoy learning, be animated and enthusiastic in your tone and interactions throughout the day.

Talk Time

Children get to know each other by answering yes/no questions.

Social Emotional: Self-Awareness and Self-Concept

INTRODUCE the ASL signs for "yes" and "no." **MODEL** and **GUIDE** children to practice doing the signs.

It's fun to greet each other and move together in our classroom community. Now let's play a game, so we can learn more about each other.

I am going to ask you a question. You can show your answer by making a sign with your hands. If your answer is "yes," then sign "yes" [demonstrate]. Try that now: Yes. As you sign "yes" you can look around the circle to see who else likes the same things you do.

If your answer is "no," then sign "no" [demonstrate]. Try that now: No.

SUPPORT new English learners by starting with questions with clear answers. **USE** visuals or gestures related to the questions for language support. **PROMPT** children to sign "yes" or "no."

Is your name Lisa? If your name is Lisa, then make the sign for "yes." If your name is not Lisa, then make the sign for "no." Only one person is signing "yes" because we only have one person named Lisa in our class!

- Do you like to build with blocks? [Hold up a block.] Sign "yes" or "no."
- Do you like to color with crayons?

We are getting to know each other at school!

Make & Prepare

- Gather visuals based on the questions you will ask. For example, if you will ask the children if they like to play with blocks, show blocks.
- Familiarize yourself with how to make the ASL signs for "yes" and "no" on the *Blueprint* website.

American Sign Language [ASL]

Children learn in different ways. Signing is a multi-sensory process. It is visual and kinesthetic. Using sign language can help to address the variety of learning styles that exist in your class. It also strengthens communication in your classroom among teachers and children who do not share the same home language.

Before

SING the song “Message Time.” REFER to the *Blueprint Songbook*. Then **SHOW** and **DISTRIBUTE** circles. **DISCUSS** the attributes of a circle.

In school we often sit in a circle. This is a circle [show one]. I’m going to pass it around so you can feel it. What do you notice about this shape?

Yes, circles are round. Circles do not have straight lines.

COLLECT the shapes. Then **TELL** children to watch as you draw a circle.

I am going to draw a circle on the board. Watch as I draw it.

During

DRAW a circle (as round as you can). **INVITE** children to contribute. **DESCRIBE** your thinking as you draw.

I am going to make a shape that is perfectly round. I am starting at the top of the board, right in the middle. I am drawing a long, curved line that starts and ends in the same place. This is my circle. How many circles did I draw?

Yes, one circle. Should I draw another one? Should it be bigger or smaller?

INVITE children to skywrite the shape in the air with their finger.

Now you draw a circle in the air with your finger.

After

PLAY “Sign for the Shape” using your shape collection box. Show shapes that are circles and shapes that are not. Children sign “yes” when they see the targeted shape and “no” when they don’t.

Let’s play “Sign for the Shape.” I’ll show you a shape. Look [point at your eyes] carefully at it. If the shape I show you is a circle, sign “yes” [demonstrate]. If it not a circle, sign “no” [demonstrate]. Ready? Let’s try one together.

PRACTICE the first example with children. Then **CONTINUE** to play.

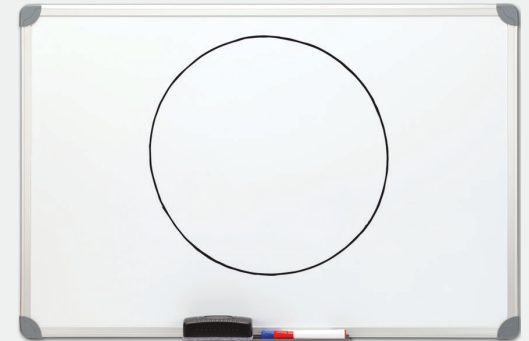
Is this shape a circle? What will you sign? How did you know?

RESTATE the features of a circle.

Today we learned about circles. They are perfectly round and do not have straight lines. Shapes, like circles, are everywhere!

[Transition] TEACH children the cheer “Round of Applause.” **ADD** it to the Anchor Chart: “Cheers.”

You are learning so much about circles. Let’s clap our hands in a round circle like this [demonstrate]. We can call this a “Round of Applause.” We can cheer for ourselves when we work hard!



Make & Prepare

- Cut out circles (one per child or pair of children).
- Create a shape collection box with four examples of each of the following shapes: circle, oval, triangle, rectangle and square.
- Write “Round of Applause” on a sentence strip.
- Download and print the corresponding image for the cheer, and attach it to the sentence strip.
- Familiarize yourself with the cheer on the *Blueprint* website.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.



Additional Materials

- Anchor Chart: “Cheers”
- *Blueprint Songbook*



Remember to Save

- Save circles for MTP Day 18.
- Shape collection box for MTP Days 5, 7, 8, 17 and SG Day 20. At the end of the unit, add them to your math center.



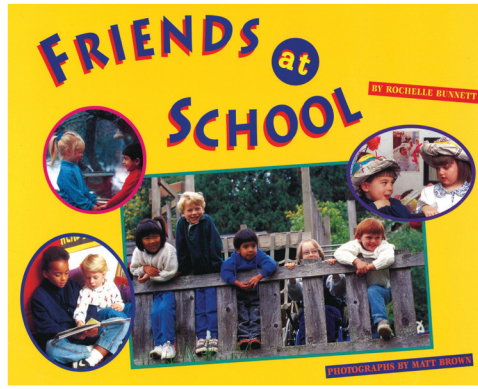
Responding to Children

This is the first of several lessons focusing on the properties of shapes. If children are not familiar with the names and properties of shapes, give them as much exposure and time with the shape as you can. Let them feel the roundness of the circle or count the sides of a square as they touch each one. As children look for the shape around the classroom, let them hold the shape up next to the object. Match and count sides to see if the shape truly is a circle (or square, etc. depending on the lesson you are teaching).



Keep It Going

- Go on a circle hunt. Locate circles, for example, on the playground. Work with children to take photos of them, label them, and make a class book about shapes.
- While children are eating snack, encourage them to think about the way a circle looks. Can they use their snack to make a circle? Can they describe what makes it a circle?



Make & Prepare

- Begin an Anchor Chart: “Readers Can Say.”
- Create a sentence strip that says “I like”
- Download and print the corresponding visual for “I like.”
- Familiarize yourself with how to make the ASL sign for “I like” on the *Blueprint* website.

Readers Can Say

This chart provides children with different ways to interact with books. The suggested strategies are useful in that they apply to a wide range of texts. Use these lenses to model your thinking before, during, and after reading. Teach children to use ASL signs to show their own thinking. Encourage them to use the corresponding sentence stems to articulate their thoughts and jump start meaningful conversations about books. Children will begin to internalize these strategies as they grow as readers.

Diversity and Inclusion

The photos in this book feature some children who are differently abled. If there are differently abled children in your class, empower them to see themselves reflected in the books you read. You may also use this as an opportunity to affirm all types of diversity and inclusion in your classroom community and beyond.



Before

INTRODUCE the ASL sign for “I like.”

Welcome, readers! I like reading books at school with all of you! Do you also like reading books together? This is how we sign “I like” [demonstrate]. Can you try signing “I like” with me?

REMIND children to look closely at the pictures, listen carefully to the words, and think about the book. **PROMPT** children to sign “I like” when they see or hear something they like.

I like the new book we are going to read today! The title is *Friends at School*. The author who wrote this book is Rochelle Bunnett. The photographer who took the pictures is Matt Brown. This book is about lots of fun things that these friends like to do at school. What are some things you like to do at school?

As we read, we are going to notice things that we like to do at school, too! Remember to look closely at the pictures and to listen carefully to the words. Think about what you see and hear these friends doing at school. When you see or hear something that you like to do, you can sign “I like” [demonstrate].

During

PAUSE after reading page 11. **ASK** children what they see and hear friends doing in the book. **MODEL** signing “I like,” and share something you like in the book. **REMIND** children to sign, “I like” when they see or hear something they like in the book.

Readers, you are looking closely at the pictures and listening carefully to the words. You are thinking about this book. What do you see and hear these friends doing at school?

I like playing games with my friends at school too! So I am going to sign, “I like.” If you also like to play games with your friends at school, sign “I like” for this part of the book. You can sign “I like” when you see or hear something else you like in this book.

PAUSE after reading page 15. **INVITE** children to sign, “I like.” **ENCOURAGE** children to share what they like using the sentence stem, “I like...”

Think about what these friends are doing at school. Did you see or hear something that you like to do? You can sign, “I like.” I am signing “I like” because I like to sing songs like these friends at school [point to picture]. What do you like to do? You can say, “I like...”

INCLUDE some yes/no questions, so beginning language learners may participate.

- Do you like reading [point to picture]? Sign, “I like.”
- Do you like puzzles [point to picture]? Sign, “I like.”

STOP reading here for today.

After

INTRODUCE an Anchor Chart: “Readers Can Say.” **ADD** “I like” to the chart.

We just read about what these friends like to do at school. They like to do lots of things that we like to do too.

Readers think about what they like in the books they read. We can also talk about what we like in our books. Let’s start a chart called “Readers Can Say.” We can add “I like” to the chart. When we read books, we can think and talk about what we like.

If you like thinking and talking about books, sign “I like” with me!

Teach

LET children know they will be choosing their own centers.

Today you will choose which center you would like to visit during Center Time! Let me share with you the very special way we show which center we have chosen.

INTRODUCE the clothesline clip procedure for choosing centers.

Each of you has a clothespin with your name on it [show]. You will use your clothespin to show which center you are going to. At each center, there is a sign with small stickers on it [show]. Do you know the shape of this sticker?

Yes, it is a circle! The number of circles tells you how many children can be at a center. Sometimes there are two circles [hold up two fingers and use an example from one of your center signs that has two circle stickers and practice counting them]. Can you hold up two fingers?

Sometimes there are three circles [hold up three fingers and practice counting the circles]. Can you hold up three fingers?

Once those stickers are full of clothespins, the center is full. A center is full when all the circle stickers have clothespins on them already.

MODEL the procedure. DEMONSTRATE what you are describing as much as possible, so children who are new English learners understand the behaviors to which you are referring.

Watch me select my center! First, I find my clothespin. Next, I walk to the center I want to go to. Today I want to go to the art center. I look to see how many circle stickers are open. There are four circle stickers open. I find an open sticker and add my clothespin. Watch, I'm going to make sure my clothespin is clipped right on the circle. This is very important because it helps other children know if the center is full or not. Finally, after I have worked at my center and then cleaned up, I bring my clothespin back.

SET UP a situation where a center is full. INVITE children to share problem solving strategies.

Let's say I want to go to the blocks center. I take my clothespin. But oh no! The center is full! What should I do? Yes, I can just choose another center for now!

CALL children up one at a time to get their clip.

Center Time

CIRCULATE, OBSERVE and ENGAGE children as they work and play. Build trust and affection through your interactions with children.

- Are they counting the circle stickers?
- Are they placing the clothespin on the sticker?
- Can they tell when a center is full?
- What do they do if the center that they want is full?
- Do they remember the clothespin at the end of centers?

Share Time

ENSURE children return their clothespin to their chart. ACKNOWLEDGE how children picked their own center.

You picked your own centers today. What did you enjoy doing in the center you picked?

DESCRIBE positive things you noticed [children sharing, working, playing together].

Make & Prepare

- Prepare the center labels. Each label should have the name of the center and the exact number of circles (or circle stickers) that represent how many children can be at that center at one time. Write the numeral as well. Display these in an area that is visible to children and easy to reach at the center. Bring examples of these to the lesson so the children can practice counting the circles.
- Prepare clothespins with each child's name. Adding a small photo of each child to their clothespin can support their recognition of their name.
- Hang the clothespins on a long strip of ribbon or attached to a basket to store them.

At the End of Centers

Be consistent at the end of Center Time. Use the clapping signal to get children's attention. Give them two minutes to finish their activity and then start singing "Cleaning Up Our Centers." The children should return their clothespins and join you on the rug for reflection time.



Growing Mathematicians

Looking for and making use of structure is one of the key practices in learning and doing math. As children become familiar with the arrangement of objects, such as the four dots on the center signs, they'll begin to look for and apply this structure again. Children may be able to use their knowledge of the four dots on the center signs to subitize how many dots are on the dice when they see the same configuration.

Greeting Time

Children greet each other and jump up when they hear their name.

Social Emotional: Social Awareness and Relationships

MODEL and **INVITE** children to say the greeting and jump up when they hear their name. **ENCOURAGE** other children to look at the child who is standing.

Hello, friends! Let's all get ready to greet each other. Today when you hear your name, stand up and jump one time like this [demonstrate]. Remember to look with your eyes [point to your eyes] at the person who is standing and jumping. This will help us learn each other's names. Ready? Here we go!

SAY the "Hello Everyone" greeting, going around the circle. **CALL** each child by their name.

Material

- *Blueprint Songbook*



Keep It Going

- We have been introducing children to different ways to move their hands (wave, high-five, wiggling fingers). Continue this conversation when children are outside. What are the different ways they can move—run, walk, skip, etc. Can they walk like a crab or hop like a bunny?



Movement Time

Children touch their toes, reach their arms up, and jump once.

Physical Development: Gross Motor Skills

MODEL and **INVITE** children to stand, touch their toes, and then lift up their arms and jump once.

We just jumped up when we heard our names. Let's move our bodies and add another jump at the end. Please stand up on your spot.

First, bend down and touch your toes. Now stand up and reach both of your arms up toward the ceiling. Stretch as high as you can, and jump! Let's jump one more time.

Let's do it one more time. Bend...stretch...and jump.

Please sit back down on your spot.

Responding to Children

Remember that children need time to adjust to the new routines, schedule, and people in their school day. This may be the first time they are spending time away from their families! In the first few days (and possibly weeks!) of school you will probably need to shorten the amount of time children spend in each routine of the daily schedule. Be sensitive to children's attention spans. When activities linger too long during the first few weeks of school, before children are comfortable with routines, you risk losing their attention and focus and behavior challenges may occur.

Talk Time

Children take turns being interviewed for a class book.

Social Emotional: Self-Awareness and Self-Concept

EXPLAIN that we will make a class book with a page featuring every child.

It is fun to be with each other in our classroom community! We are going to start our first class book *Our Classroom Community*. Each of you will have a page. When it is your turn, we will invite you to tell us more about yourself. We will make a special page with your photo and your name. After each person has had a turn, we will put all of our pages together to make a class book. We will keep our class book in the library, so that we can read about everyone in our classroom community!

CALL the first child to sit next to you. **USE** a toy microphone. **INTERVIEW** the child by asking simple getting-to-know-you questions. Below are some suggestions. **ENGAGE** the group by asking them to sign "yes" if they have the same likes.

- What is your favorite color?
- What is your favorite food?
- What is your favorite animal?
- What do you like to play?

CREATE a page for each child.

Thank you for sharing some of your favorite things with your classroom community. Let's make a page about [name] for our class book. [Name], we are so happy that you are one of the people in our classroom community!

Make & Prepare

- Photo of the child you are interviewing
- Review the ASL sign for "yes" on the *Blueprint* website.

Additional Materials

- An 8.5x11 sheet of paper
- Toy microphone

Class Book Pacing

Interview children whenever you have a few minutes. Let them know that the book will take several days; they may not get picked right away but everyone will have a turn (you may want to use a visual such as name sticks in a can). Complete the book by Day 19 when you will read it to the class.

Before

SING the song “Message Time.” REFER to the *Blueprint Songbook*. Then **SHOW** a circle and review.

We looked at this shape [hold up a circle]. Do you remember what it is called?

Yes, it is a circle.

SHOW and **DISTRIBUTE** ovals. **DISCUSS** the attributes of an oval.

Today I want to show you another shape [hold up the oval]. Is this a circle? Why not? Do you know what it is called?

Yes, this is an oval. I’m going to pass it around, so you can feel it. What do you notice about this shape?

Yes, ovals are curved like circles. But ovals are more squished. They are longer in one direction. Ovals do not have straight lines.

COLLECT the shapes. Then **TELL** children to watch as you draw an oval.

I am going to draw an oval on the board today. Watch as I draw it.

During

DRAW an oval. **INVITE** children to contribute. **DESCRIBE** your thinking as you draw.

I am going to draw an oval. Should I make it perfectly round?

No, an oval is longer in one direction. It looks like a squished circle. I will use a curved line that connects where it starts. Here is my oval.

INVITE children to skywrite the shape in the air with their finger.

Now you draw an oval in the air with your finger.

After

PLAY “Sign for the Shape” using your shape collection box. **SHOW** shapes that are ovals and shapes that are not. Children sign “yes” when they see the targeted shape and “no” when they don’t.

Let’s play “Sign for the Shape.” I’ll show you a shape. Look [point at your eyes] carefully at it. If the shape I show you is an oval, sign “yes.” If it not an oval, sign “no.” Ready? Let’s try one together.

PRACTICE the first example with children. Then **CONTINUE** to play.

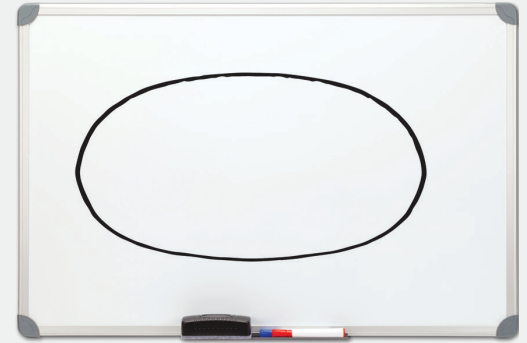
Is this shape an oval? What will you sign? How did you know?

RESTATE the features of an oval.

Today we learned about ovals. They are like squished circles. They are round but not perfectly round. They are longer in one direction. It is fun to learn about shapes.

[Transition] **ASK** children to skywrite the shape of an oval in the air again.

Now you try drawing an oval in the air again. Use your pointer finger to draw an oval.



Make & Prepare

- Cut out ovals (one per child or pair of children).
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.



Additional Materials

- Shape collection box
- *Blueprint Songbook*



Remember to Save

- Save ovals for MTP Day 18.



Accuracy in Labeling

Take care not to use two-dimensional names for three-dimensional objects (e.g. calling a ball a circle or an egg an oval). Using similarities of both to learn them is fine (e.g. they both have round sides), but we want children to learn the proper names and features of all these shapes.

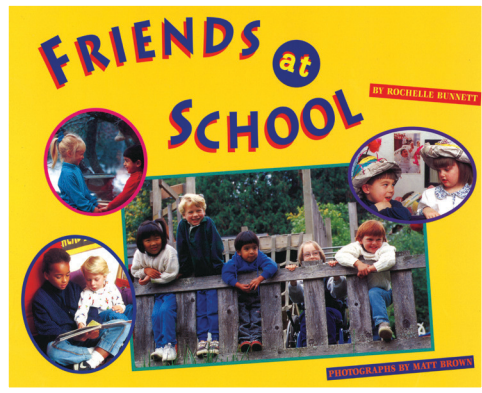
MTP Transitions

At the end of each MTP, you will notice a “Transition.” These are quick and engaging ways for children to interact with the content of the lesson, a new skill, or the overall theme. Transitions like these can be used during other times of the day. As you move from one activity to another, line children up for a new activity, etc.



Keep It Going

- While children are playing on the playground, invite them to draw ovals on the blacktop with chalk. Invite them to share their ovals with you.
- While children are playing on the playground, draw large circles and ovals with sidewalk chalk. Call out a shape name. Invite children to move to the shape that matches what you said.



Make & Prepare

- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Material

- Anchor Chart: “Readers Can Say”



Anchor Charts

Anchor charts are one of the most effective, engaging, and child-friendly ways to support instruction and reinforce key concepts, skills, and vocabulary. A great anchor chart can be like adding another educator to a classroom. When they are created with children, anchor charts can capture children’s thinking and learning. Anchor charts also serve as a resource for children as they become increasingly independent learners. Try to make anchor charts portable so both you and children can access and reference them often.

Class Librarian

Children will want to reread the books you read to them. Make a basket for these books so children can access them. Create another classroom job - the Class Librarian - to help with keeping these books, and others in the library, organized.

Before

REVIEW the ASL sign for “I like.” Briefly **REVIEW** the pictures from the pages you read already.

Readers, we started reading this book *Friends at School*. The friends in the book like to do many fun things at school. We read about things that we like to do at school, too!

Do you remember how to sign “I like?” Can you practice signing “I like” with me now? Let’s look back at the pages we read. When you see a picture of something that you like, sign, “I like.”

REMIND children to look closely at the pictures, listen carefully to the words, and think about the book. **PROMPT** children to sign “I like” when they see or hear something they like.

Now we are going to finish reading *Friends at School*. As we read, remember to look closely at the pictures and to listen carefully to the words. Think about what you see and hear these friends doing at school. When you see or hear something that you like to do, you can sign, “I like.”

During

START reading on page 16.

PAUSE after reading page 21. **INVITE** children to sign “I like.” **ENCOURAGE** them to share what they like using the sentence stem, “I like...”

Readers, you are looking closely at the pictures and listening carefully to the words. You are thinking about this book. What do you see and hear these friends doing at school?

Did you see or hear something that you like to do? You can sign “I like.” I am signing “I like” because I like to play outside like these friends [point to picture]. What do you like? You can say, “I like...”

INCLUDE some yes/no questions, so beginning language learners may participate.

- Do you like to play on swings [point to picture]? Sign, “I like.”
- Do you like to play in the sandbox [point to picture]? Sign, “I like.”

After

REVISIT “I like” on the Anchor Chart: “Readers Can Say.”

Friends can like different things, and friends can do things differently than one another. The friends in this book like to do many fun things at school. What’s your favorite thing to do in school so far?

As readers, we think about what we like in the books we read. And we also talk with each other about what we like in our books. We added “I like” to our chart, “Readers Can Say.” When we read books, one thing we think and talk about is what we like.

If you like reading books together at school, sign “I like!”

Teach

INTRODUCE the idea of switching between centers during Center Time.

We have learned the procedure for choosing our own center. There will be days where you might want to stay at your center the whole time! Other days, you might want to go to two different centers. Today we are going to learn how to switch centers.

TEACH the procedure.

If you want to go to a new center, first clean up. Put away the things you were playing with.

Then take your clip to the new center. If you see an empty circle sticker on the sign, you can put your clip on the sticker and join the new center. If it is full, find an open center.

MODEL the procedure, demonstrating as much as possible, so children who are new English learners understand the behaviors to which you are referring.

Watch me as I show you. I am at the dramatic play center. See my clip here. But I am finished playing with the kitchen. I will put my cups and plates away.

I would like to go to the art center. I am going to remove my clip from the dramatic play sign, and take it with me. Now I am at the art center. I will check the sign and I see that there is an open circle sticker for me. I put my clip on it, and I can begin drawing.

DISCUSS and practice what happens when the center that a child wants is full.

But what if you cleaned up, and you want to go to a center, and there are no empty circle spots? What could you do? Who can show us?

REVIEW and send children off to centers.

Center Time

CIRCULATE, OBSERVE, and ENGAGE children, as they work and play. Build trust and affection through your interactions with children.

LISTEN and **LOOK** for:

- Do the children understand the new procedure?
- Which centers do you notice children go to?
- Are they going to more than one center?

Share Time

ACKNOWLEDGE how children moved from center to center.

You are really learning how to use your clips to keep Center Time running smoothly! When we use our clips and clean up our materials, we are able to try more than one center during Center Time. What did you enjoy doing at centers today?

DESCRIBE positive things you noticed such as children sharing, working, playing together.

Engaging Children at Dramatic Play

Engage children in a discussion about their daily lives. For example, you might say, "What are some things you do with your family at home?" or "What kinds of chores do people do in your home?" As children share examples and stories, help them see how that might be played out in the dramatic play center. For instance, you might say, "Oh, so your father makes the family a meal every Saturday morning. If you were to pretend in the dramatic play center, who would you pretend to be? What would we see you doing if you were pretending to be that person? Who could your friends pretend to be?"

Observation Binder

As you join children in centers and throughout the day, make sure to bring your observation binder along or have it nearby! During Unit 1, as you develop relationships with children, take note of what you see and hear. Think about the various domains of development (e.g. social emotional, literacy, math, etc.) and what you notice about children at different times of the day (e.g. large group, small group, choice time, outdoor time). The observation binder notes will guide you, as you make decisions about your planning, materials, and groupings. Be specific and objective in your note-taking.

UNIT 1 WEEK

2

Be Sure to...

- Introduce the Power of 3.
- Introduce the idea of taking care of ourselves.
- Introduce the idea of an “I can do it!” mindset.
- Create a “Feelings” chart where a variety of feelings are featured.
- Teach children about the properties of triangles and rectangles.

Books

- *I Can Do It Myself!*
- *Kitty Cat, Kitty Cat, Are You Going to School?*
- *Lots of Feelings*

Charts

- Unit Chart
 - “Words We Are Learning”
- Anchor Charts
 - “Readers Can Say”
 - “Power of 3” (make)
 - “Feelings” (make)

How do we take care of ourselves?

We take care of ourselves by having an “I can do it!” attitude. We can also identify our feelings.

The Power of 3 is introduced with a focus on the first idea: we take care of ourselves. Children learn how an “I can do it!” mindset allows them to take care of themselves. “Feelings,” an anchor chart where different feelings are featured, is also introduced. Children practice identifying and labeling their feelings as another important way that we take care of ourselves. In math, children explore numbers one through three and are introduced to different ways that these numbers can be represented. They learn about triangles and rectangles, and they engage with shape and pattern blocks in the math center.

Keep in Mind

- Remember to interview one to two children each day whenever you have a few minutes to create their page for the class book. Be sure to have the book completed by Day 19 when you will read it to the class and add it to the classroom library.
- Happy, sad, proud, and silly are four feeling words that you will explicitly teach and add to a new anchor chart, “Feelings.” If you have multilingual children, ask their families to help you create these labels in their home languages. A translation app or website can also help you make the “Feelings” chart multilingual.
- Take photographs of children modeling the facial expressions happy, sad, proud, and silly for the “Feelings” chart.
- Remember, for lots of children, your class will be their first school experience. They may need a lot more modeling, direct instruction, or review in how to participate in school (e.g. walk in line, listen to stories). Take the time to teach and review routines with children directly in small groups and/or large groups.



Words We Are Learning

responsible
trying hard to do our best

expression
the look on a person’s face

frown
an expression your mouth makes when you feel sad

creep
move along slowly, down low



Anchor Words for Multilingual Learners

- take care
- feelings



Trips & Visitors

Continue to invite school staff members to your classroom so your children can grow more familiar with school personnel and their roles in the building. Take advantage of these visits to reinforce the idea of responsibilities. We all have responsibilities, and our roles in the school community exemplify some of our responsibilities.



From the Songbook

“If You’re Happy and You Know It”
Copy the lyrics and send home to families.

Briefly introduce the song. Sing it in its entirety. Then sing one line at a time, encouraging children to repeat the line after you sing it.

Invite children to change the actions. Instead of “clap your hands,” try “give a friend a high five,” or “wiggle your shoulders.”

Invite children to change the words to express different actions. For example, change “happy” to “grumpy” and have children stomp their feet.



Working With Families

Create a bulletin board for the families of the children in your room where you can post tips, news, and information. Make sure to write your tips in languages that reflect your families’ home cultures. Use an online translation website to help with spelling. Here’s a start-of-the-school-year tip you can share: create a cozy place in your home to read every day. Include familiar items such as a favorite stuffed animal, pillow, and/or small blanket. These comfy additions will help children unwind from distractions around them and set the stage for enjoyable reading time.



Remember | <https://cliblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 6	Day 7	Day 8	Day 9	Day 10
Greeting Time	Children learn the chant “Higgity Piggity.” <i>Creative Arts: Music</i>	Children whisper their names in the chant. <i>Creative Arts: Music</i>	Children sing their names in the chant. <i>Creative Arts: Music</i>	Children hum their names in the chant. <i>Creative Arts: Music</i>	Children roar their names in the chant. <i>Creative Arts: Music</i>
Movement Time	Children match movements and say, “I can do that!” <i>Creative Arts: Creative Movement and Dance</i>	Children play a matching game and count movements. <i>Creative Arts: Creative Movement and Dance</i>	Children play a matching game and move in different ways. <i>Creative Arts: Creative Movement and Dance</i>	Children play a matching game and act out feelings. <i>Social Emotional: Social Awareness and Relationships</i>	Children lead a matching game and act out feelings. <i>Social Emotional: Social Awareness and Relationships</i>
Talk Time	Children are introduced to the Power of 3. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss moving safely in the classroom. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss having an “I can do it” attitude. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss the expressions on emoji faces. <i>Social Emotional: Social Awareness and Relationships</i>	Children discuss feelings and are introduced to the “Feelings” chart. <i>Social Emotional: Social Awareness and Relationships</i>
Message Time Plus	Children explore numbers one through three. <i>Math: Numbers and Number Sense</i>	Children learn about triangles. <i>Math: Geometry and Spatial Relations</i>	Children learn about rectangles. <i>Math: Geometry and Spatial Relations</i>	Children share what makes them happy. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children share what makes them sad. <i>Social Emotional: Self-Awareness and Self-Concept</i>
Intentional Read Aloud	Children make personal connections. <i>Literacy: Comprehension</i>	Children identify ways the character takes care of herself. <i>Literacy: Comprehension</i>	Children identify different kinds of feelings. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children make facial expressions to match different feelings. <i>Social Emotional: Social Awareness and Relationships</i>	Children discuss how the character is feeling. <i>Literacy: Comprehension</i>
Small Group	Children learn about book handling at the library center. <i>Literacy: Book Awareness</i>	Children explore markers at the art center. <i>Creative Arts: Visual Arts</i>	Children explore pattern blocks at the math center. <i>Math: Patterns and Attributes</i>	Children explore linking cubes at the math center. <i>Math: Geometry and Spatial Relations</i>	Children explore magnifying glasses at the science center. <i>Science: Scientific Inquiry and Practices</i>
Reflection Time	How did you take care of yourself today?	What do you hope you learn to do by yourself in school?	There are lots of feelings. How do you feel?	What did you do today that made you feel proud?	What does it mean to take care of ourselves?

Centers to Launch

See Pages 14-23

Open the math, science, and technology centers.

Science Center | Nature Basket



Greeting Time

Children learn the chant “Higgity Piggity.”

Creative Arts: Music

GUIDE children to find their name cards and sit on that spot.

There is a card with each of your names on it on the rug. Try to find your name. Once you do, please pick up your name card and sit right where the name card was. I am here to help you.

INTRODUCE the chant “Higgity Piggity.” **INVITE** each child to say their name.

You found your names! Now let’s learn a chant about our names. It goes like this: “Higgity piggity bumble bee, will you say your name for me?” Can you all try saying that chant with me?

Now let’s all say our name on the count of three: one, two, three. Say your name!

COLLECT the name cards.

Make & Prepare

- Prepare name cards with each child’s name and photograph on it. Place these around the rug.

Name Cards

These name cards will be used frequently throughout this unit and subsequent units.

Supporting Multilingual Learners

The “Higgity Piggity” chant might pose a challenge for some multilingual learners, especially if they are new to learning English. Let them participate silently if that is what is most comfortable, and allow them to sing along whenever they are ready.



Movement Time

Children match movements and say, “I can do that!”

Creative Arts: Creative Movement and Dance

EXPLAIN how to play a matching game. **INTRODUCE** and have children practice saying: “I can do that!”

We can do lots of fun things in our classroom community! Today we are going to play a matching game. First, I am going to do a movement and say what I can do. Your job is to match me. As you do the movement yourself, say, “I can do that!” Practice saying that now: I can do that!

MODEL some movements. **INVITE** children to match you. **PROMPT** them to say, “I can do that!” For example:

- I can stand up. Match me. Say, “I can do that!”
- I can touch my head [put your hands on your head]. Match me. Say, “I can do that!”
- I can shake out my hands [shake out wrists and hands]. I can do that!
- I can reach up high [stretch arms up]. I can do that!
- I can give myself a hug [cross arms over chest]. I can do that!
- I can sit down. I can do that.

Keep in Mind

When you develop a positive atmosphere and community culture in your classroom, children feel supported and that they belong. In addition, the classroom has a seamless feel to it. Of course, there are bumps in the road from time to time, but a willingness to address issues as they arise, and to see them as learning opportunities is a part of positive classroom culture.

Talk Time

Children are introduced to the Power of 3.

Social Emotional: Self-Regulation and Responsible Behavior

DISCUSS what it means to be responsible. **INTRODUCE** the Power of 3.

In our classroom community, we can be responsible. Do you know what that means?

Being responsible means we try to do our best. When we are responsible, we take care of ourselves [point to yourself], each other [gesture to everyone], and our environment - our classroom space [gesture to your classroom as a whole]. Those are three ways we can be responsible. We call that the Power of 3. Let’s all count to three: one, two, three.

REVIEW the parts of the “Power of 3” chart. **TEACH** the ASL sign for “Power of 3.”

Here is our Power of 3 chart [read the headings]. The Power of 3 helps us be responsible. It helps us create a classroom community where everyone is cared for and everyone helps.

This is how we sign the Power of 3 [demonstrate]. Try that with me.

ADD the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Let’s add “responsible” to the list of words we are learning.

Make & Prepare

- On sentence strips, write “Take Care of Ourselves,” “Take Care of Each Other,” and “Take Care of Our Environment.”
- Familiarize yourself with the ASL sign for “Power of 3” on the *Blueprint* website.

Additional Material

- Unit Chart: “Words We Are Learning”

Words We Are Learning

- responsible: trying hard to do your best

Supporting Multilingual Learners

Teach the phrase “take care” to new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



Before

CONNECT to the Power of 3. INVITE children to orally count to three.

We launched the Power of 3 [sign] in our classroom community. This is the way that we will learn to take care of ourselves, take care of each other, and take care of our environment, our classroom space. These are three [hold up three fingers] different ways we can show we care about school. Let's count to three right now: one, two, three.

SHOW a pile of three books. REMIND children that when you count, you say one number for each object.

Here are some books. Let's count them. Remember, when we count, we say one number for each object. Putting them in a line helps us keep track: one, two, three.

REFER to the page in the book *Kitty Cat, Kitty Cat, Are You Going to School?* FOCUS on the dots in the illustration.

Look at this page in the book *Kitty Cat, Kitty Cat, Are You Going to School?* What do you see?

Yes, Kitty counts by looking at the chicks on the wall. Look at the dots below the chicks. These dots are helping Kitty count. Here is one dot, then two dots, then three dots...

TELL the children you will focus on numbers in the message today.

Watch me as I draw some of the ways you can show numbers.

During

DRAW a box with one dot in the middle. DESCRIBE your thinking as you draw. INVITE children to contribute.

Here is a box. I am using straight lines to draw the box. I can show numbers by using dots. I want to show the number one using dots. How many dots should I draw? Yes, one. Can you hold up one finger?

DRAW a box with two dots side by side. INVITE children to hold up two fingers.

DRAW a box with three dots in a row. INVITE children to hold up three fingers.

After

EXPLAIN the clapping game. INVITE children to clap the corresponding number of times when you point to one of the boxes on the board.

Let's practice counting the dots in the box and clapping to match that number. First, I'll point to the box with one dot in it. Let's clap one time.

POINT to a different box.

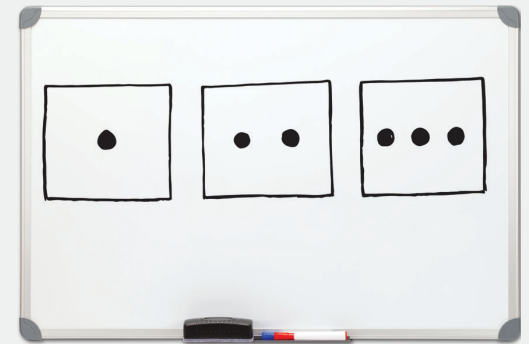
Now how many times should we clap? How did you know? Ok, let's clap slowly and count.

CONTINUE playing. Then RESTATE that numbers can be represented in different ways.

Now we know there are different ways to count and show numbers. You can say the numbers, draw dots and hold up fingers.

[Transition] INVITE children to jump three times.

You all did such a good job clapping the numbers! Now, let's stand up and jump three times to celebrate our learning.



Make & Prepare

- Have the book *Kitty Cat, Kitty Cat, Are You Going to School?* ready. Mark the page that begins "Kitty Cat, Kitty Cat, can you count" with a sticky note.
- Review the ASL sign for "Power of 3" on the *Blueprint* website.



Creating Classroom Routines

Continue to signal the start of MTP by singing the song "Message Time." This quick routine cues children to get settled and ready for the lesson.



Built-in Counting Tools

There are many ways to represent quantities and numbers. We can help children learn this by using multiple representations in our teaching and encouraging children to do the same. Children should be encouraged to use their very own built-in counting tools – their fingers!



Did You Know?

The terms numerals, number words, and numbers are often used interchangeably, but they actually mean different things. Numerals are the written symbols used to represent quantities (such as the figure 3). Number word refers to the spoken or written word that goes along with a number, such as three. Numbers is a more general word that refers to the abstract quantity, and it may include different representations of quantity. We might say, "Today we are going to explore numbers! We are going to count to five (using the number words), and we are going to practice writing the numeral 2 in the sand!"

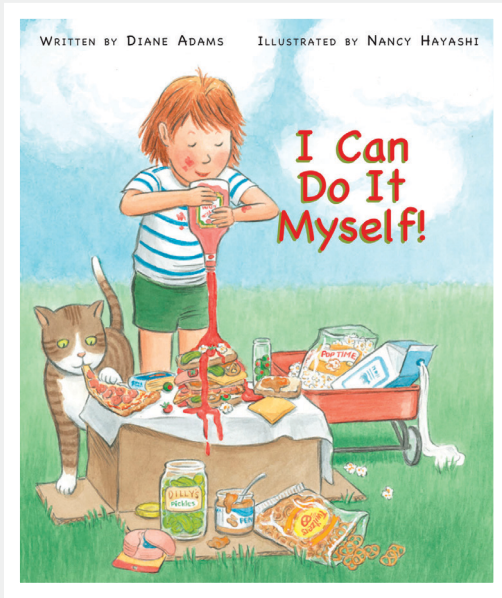
Vary the Lesson

Do you have dice that show these same number formations? Give one to each child and have them match their dice to what you point to.



Keep It Going

- At snack time, ask children to show you one, two, or three pieces of snack. Are they able to count out the number you say?



Make & Prepare

- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

Reading Aloud

When you’re reading aloud, it is important to make sure that all children can see the illustrations. Slowly move the book from left to right and then read the text.

An Appealing Book Collection

Appeal to all the children in your class. Build a book collection that is both a “mirror,” reflecting children’s interests and experiences, and a “window” into other lives, cultures, and information.

Creating a Supportive Environment

Looking to help individual children stay in a defined space while you read aloud? Use carpet squares, hula hoops, stools, or child-sized comfortable chairs to support them.

Before

INTRODUCE the book. **SHOW** the page where Emily is washing her face.

In Movement Time today, you matched my movements and said “I can do it!”

The book we are going to read today is actually called *I Can Do It Myself!* The author who wrote the words is Diane Adams, and the illustrator who drew the pictures is Nancy Hayashi.

In this book, this character Emily [point] is very proud of all the things she can do by herself. For example, here she is washing her face all by herself [show page].

REVIEW the signs for “yes” and “no.” **PROMPT** children to sign whether or not they can wash their face too.

Can you wash your face all by yourself? Sign “yes” like this [demonstrate] or “no” for not yet [demonstrate].

INVITE one to three children to share some things that they can do by themselves.

Many of you can wash your face. What other things can you do all by yourself?

You can do so many things! Let’s read *I Can Do It Myself!* to find out what else Emily can do!

During

PAUSE after reading: “She can tie her own shoes.” **PROMPT** children to sign “yes” if they also are learning to tie their own shoes. **MODEL** and **INVITE** them to act it out.

Look, Emily can tie her own shoes. She has two shoes. Let’s count them: one, two. Can you find your two shoes? Point to and count them: one, two. If you also are learning to tie your two shoes, sign, “yes.” Let’s pretend to tie both of our shoes now.

PAUSE after reading: “Peanut butter her bread.” **PROMPT** children to sign “yes” or “no” to show if they also can spread peanut butter on bread. **MODEL** and **INVITE** them to act it out.

Emily can put peanut butter on both her slices of bread. Let’s count how many slices of bread she has: one, two. If you also can put peanut butter on two slices of bread, sign, “yes.” If you haven’t tried that yet, sign, “no.” Now let’s all pretend to put peanut butter on two slices of bread [demonstrate].

PAUSE after reading: “She can brush her own teeth.” **ENCOURAGE** children to sign “yes” to show that they also can brush their teeth. **MODEL** and **INVITE** them to act it out.

Emily seems very proud of the fact that she can brush her teeth all by herself. Do you also know how to brush your teeth? Many of you are signing “yes” to show that you can do it too! Can you pretend to brush your teeth?

After

SUMMARIZE that, just like the character, children can do many things.

Wow, Emily can do lots of things, and we can too!

If you like to learn and play at school, sign “yes” with me!

Build Interest

JOIN children in the library center.

Hello, readers! I'd like to join you in the library center today. I am a reader and so are you [point to the children]. I like to read with my friends [point to all the children].

DISCUSS their lives as readers. **USE** what you know about each child's language skills to include and extend their participation.

- Gestures: Where are the books in our classroom library?
- Yes/No: Do you like to read? Do you read with your friends? Do you read with your family?
- Either/Or: Do you like to read about cats or dogs? Do you like to read at home or at school?
- Open-ended: When do you like to read? What are some of your favorite books?

Build Understanding

Briefly TOUR the library center, reviewing materials and organization of books.

Our class library is filled with baskets of books about different people, places, and things. At the front of the basket is a label or a sign that tells you what kind of books you will find in it. Look at the picture on the label of this basket. What do you think the books in this basket are about? What do some of the other labels mean to you?

INVITE children to share why it's important to take care of books and how books should be treated.

Readers, one thing we should talk about is how important it is to take care of our books. Why do you think it's important to treat our books carefully?

Yes, our books are special. If we want to be able to reread them all year, to make them last, we need to treat them carefully. What do you think are the best ways to take care of our books?

Yes, I heard you say...[summarize children's ideas].

WORK with the children to model and practice book-handling skills. Have a book basket in front of you.

We should be careful with our books. Watch as I carefully borrow one book at a time [model gently removing a book from the basket]. What did you notice? Now you choose a book from the basket.

Now it's time to read the book. But how should I hold it? Like this [hold it upside down or behind your head to give a silly example]? Who can show me how to hold a book on their lap?

Watch how I turn the pages. What do you see me doing? Yes, I am careful when I turn the pages. Now you try turning the pages of your book carefully.

Once I am finished with my book, what should I do with it? Where should I put it?

Yes, I will return it to the very same basket from which I borrowed it. And I will make sure that the front cover is facing the correct way, so other children can see it like this [demonstrate]. Let's all return our books. Let's make sure the book cover faces out just like it was when we found it.

Build Experience

RESTATE that readers take care of books. **GIVE** children time to browse and read books in the library.

Readers, today we learned how to handle our books carefully. I know you will help to take care of our books so that we can enjoy reading them all year! I wonder what book you will choose today.

This small group is taking place at the library center. Remind other children that this center will be temporarily occupied.

Materials

- Baskets of books

Build Background Knowledge

Spend a few minutes watching children in the library center. What do they do? How are they using the books and materials? How do they handle books?

Stretch their Thinking

Encourage children to think about the type of book they'd like to read. Ask them which basket they might look through for a book.

Listen/Look For

- What do children say when they talk about their lives as readers?
- How do children take and hold the books?
- How do children turn the pages?
- Do they return the books to the basket from which they were borrowed?

Material Exploration

Join children at centers to focus on introducing and exploring new materials and modeling their usage. As you push in, use this time to also informally assess skills such as how children handle books, count, identify colors, etc. We have selected materials that will be used frequently in lessons throughout the school year. Adapt the lessons for your classroom and children. Continue to use the same ideas to introduce other materials, as you see fit.

Book Handling Skills

Reinforce the book handling skills that you introduced today. Children try to be gentle with materials, but expect and prepare the environment for accidents. In Unit 2: "Healthy Kids," we will introduce a "book hospital" to be used when books need repair.

Supporting Multilingual Learners

Making sure that all children have the chance to join in conversations builds confidence and stretches language skills. When you engage children in discussions, use the strategy of "Layered Questioning." This involves scaling the discussion to each child's language ability, so they can respond anywhere from using gestures to one word responses to more open-ended ones.



Greeting Time

Children whisper their names in the chant.

Creative Arts: Music

INVITE children to find their name cards.

You are learning how to find your name by looking at the photo and the letters.

EXPLAIN that we will change the words in the chant to: **“Higgity piggity bumble bee, will you whisper your name for me?”** **MODEL** how to whisper your name and have children echo it in a whisper.

We learned a special name chant called “Higgity Piggity.” Do you remember how it goes?

Today we are going to change the chant a little. We are going to say: “Higgity piggity bumble bee, will you whisper your name for me?” What does it mean to whisper?

When you whisper, you speak quietly and softly like this [demonstrate]. Can you whisper my name? Get ready to whisper your name. Let’s chant: “Higgity piggity...”

GUIDE children to whisper their names one at a time around the circle. **COLLECT** the cards.

Movement Time

Children play a matching game and count movements.

Creative Arts: Creative Movement and Dance

REVIEW how to play a matching game called “I Can Do That!”

We can whisper our names. Just like Emily in our book *I Can Do It Myself!* [show book], you can do lots of things! Why don’t we play our matching game?

Remember, I will do a movement and say what I can do. Your job is to match me and say, “I can do that!”

MODEL some movements. **INVITE** children to match you. **PROMPT** them to say, “I can do that!” **For example:**

- I can stand up. Match me. Say, “I can do that!”
- I can spin around one time. I can do that!
- I can jump two times. I can do that!
- I can stomp my foot three times. Match me. Say, “I can do that!”
- I can sit down. I can do that.

Talk Time

Children discuss moving safely in the classroom.

Social Emotional: Self-Regulation and Responsible Behavior

EXPLAIN the importance of walking in the classroom.

We just stomped and jumped with our legs and our feet. What else can we do with our legs and feet? Yes, many of us can sit, walk, run, hop, or skip. How about when we move in the classroom? How do you think we should move? Why?

Yes, when we move around our classroom, walking is a safe way to move. This way, we can be careful not to bump into anyone or anything. Walking in our classroom is one way that we can take care of ourselves.

MODEL and invite two children to demonstrate how to walk to a center from the rug.

Watch as I walk to the art center. What do you notice? Yes, I am being careful and safe. Who else wants to show us how they move safely in the classroom?

ADD the responsibility “Move safely.”

Moving safely in the classroom is one way we can take care of ourselves. Let’s add this responsibility to our Power of 3. We take care of ourselves [point] when we “Move safely.” That’s the Power of 3 [sign]!

Make & Prepare

- Place children’s name cards in a circle, so they can find their spots.

Material

- The book *I Can Do It Myself!*

Supporting Multilingual Learners

The more anxious children feel, the less they understand. Keep new language learners’ stress to a minimum by taking a playful, gentle tone with them, never forcing them to speak.



Make & Prepare

- On a sentence strip, write “Move safely.”
- Download, print, and attach the corresponding image to the sentence strip.
- Review the ASL sign for “Power of 3” on the *Blueprint* website.



Additional Material

- Anchor Chart: “Power of 3”

Vary Transitions

Children are enthusiastic! Why walk when you can run somewhere? To slow down eager learners, vary your transitions by asking children to walk on their tiptoes or heels, walk sideways, or walk on a pretend tightrope.

Before

COUNT together as a warm up. **ADD** some physical movements too (e.g. clap three times, jump three times).

We are going to do some counting today, as we talk about shapes. Let's warm up our brain by counting to three. Ready? Now let's warm up our body. Please stand and jump three times. Ok, let's sit back down.

INTRODUCE a new shape – the triangle. **SHOW** and **DISTRIBUTE** triangles. **DISCUSS** the attributes of a triangle. **ASK** a few questions from the suggested list below.

We know what circles and ovals looks like! They only have curved lines. Today I want to talk to you about another shape. Look at this [show example].

- Do you know the name of this shape?
- What do you notice about this shape?
- How many lines do you see? Are the lines straight or curved? Are the lines connected?

REVIEW the number of sides, slowly swiping your finger along the side.

Join me as I count the sides of the triangle. [Count the sides.] The last number we said was three! That number is so special. It tells us how many sides the triangle has. How many sides does it have?

Yes, a triangle has three sides! Triangles have three straight sides that are all connected.

COUNT and **POINT** to all three corners.

Let's count the corners. The last number we said was three! Again! That number tells us how many corners the triangle has.

COLLECT the shapes. Then **TELL** children to watch, as you draw a triangle.

I am going to draw a triangle on the board today. Watch as I draw it.

During

DRAW a picture of a triangle. **INVITE** children to contribute. **DESCRIBE** what you are doing and thinking as you draw.

Should I make a big triangle or a little one? Ok, a big one! A triangle has three straight lines. I am going to draw one straight diagonal line that seems to slide down. I am going to draw another straight diagonal line that slides down. That's two! Then I am going to draw another straight line that connects them. How many lines are there? Let's count again. One, two, three.

INVITE children to skywrite the shape in the air with their finger.

Now you draw a triangle in the air with your finger.

After

PLAY "Sign for the Shape" using your shape collection box. Show shapes that are triangles and shapes that are not. Children sign "yes" when they see the targeted shape and "no" when they don't.

Let's play "Sign for the Shape." I'll show you a shape. Look [point at your eyes] carefully at it. If the shape I show you is a triangle, sign "yes" [demonstrate]. If it not a triangle, sign "no" [demonstrate]. Ready? Let's try one together.

PRACTICE the first example with children. Then **CONTINUE** to play.

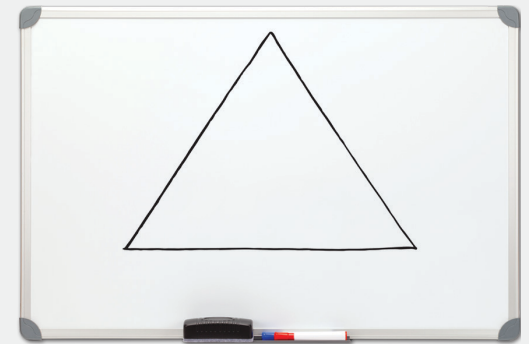
Is this shape a triangle? What will you sign? How did you know?

RESTATE the features of a triangle.

Today we learned about triangles. They have three sides made by straight lines that connect at the corners. Shapes are everywhere!

[Transition] **ASK** children to skywrite the shape of a triangle in the air again.

Now you try drawing a triangle in the air again. Use your pointer finger to draw a triangle.



Make & Prepare

- Cut out triangles (one per child or pair of children).
- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

Additional Material

- Shape collection box



Remember to Save

- Save triangles for MTP Day 18.

Vary the Lesson

Stretch children's thinking by adding both circles and ovals to the "Sign for the Shape" activity. You might also include a few triangles that are of different sizes [taller] or shapes (skinnier).



Did You Know?

When children can apply their knowledge of a shape's definition to new and atypical examples of shapes (such as super long and skinny triangles), they have really learned it!



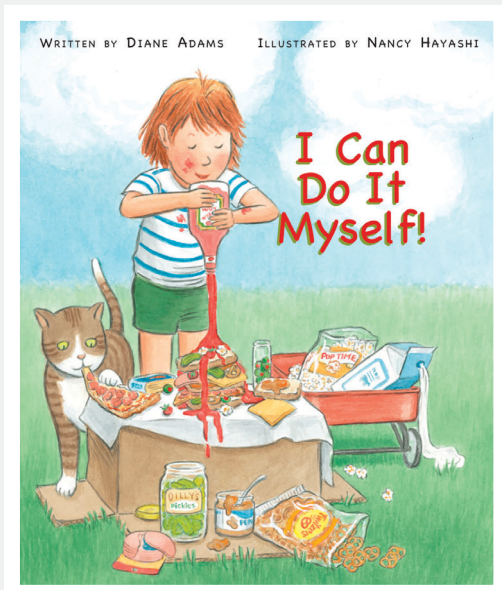
Responding to Children

If children point out something in the environment that they think is a triangle but isn't, use this opportunity for discussion and language development. Ask, how is it like a triangle? How do you know this table is not a triangle?



Keep It Going

- While children are waiting in line, tell them that you are going to play a shape game. Name (and show) a shape, and then encourage them to use their finger to draw the shape in the air.
- When talking with children at centers, encourage them to look around their immediate environment. Is there anything there that looks like a triangle?



Make & Prepare

- Review the ASL sign for “Power of 3” on the *Blueprint* website.

Additional Material

- Anchor Chart: “Power of 3”

The Power of 3

A strong, positive classroom culture supports children’s social emotional needs and development. Children thrive in a community where everyone contributes and everyone is valued. The Power of 3 is a framework for understanding how everyone contributes to the success of the classroom.

Your Book Collection

Be sure to have several books related to current content available, so that children can continue to pursue their interests. However, also have plenty of other books on a variety of subjects to appeal to and support children’s other interests.

Before

CONNECT to the Power of 3. FOCUS on “Take Care of Ourselves.”

Taking care of ourselves is one part of the Power of 3 [sign]. We feel proud of the ways that we can be responsible for ourselves.

For example, one way we can take care of ourselves at school is by moving safely in the classroom [point to chart]. How else do you take care of yourself?

SET THE FOCUS: Notice the ways that Emily takes care of herself.

In this book *I Can Do It Myself!*, Emily also feels proud of the ways that she can be responsible. She does many things at home to take care of herself.

As we read this book again today, notice what things Emily can do on her own to be responsible. Let’s reread *I Can Do It Myself!* to find out how Emily tries to take care of herself.

During

PAUSE after: “She can curl her own hair.” ASK children what Emily is doing to take care of herself. REFER to pictures if children need more support. CALL ON one to three children to share.

Readers, Emily is able to do a lot of things on her own at home. Think about how she is being responsible for herself. What does Emily do to take care of herself?

Yes, she prepares her lunch by pouring her own juice and making her own sandwich. And she gets herself ready by tying her shoes, brushing her teeth, and curling her hair. Emily keeps telling her mom, “I can do it myself!”

PAUSE after: “She can scrub herself clean from her head to her toes.” ASK children what Emily is doing to take care of herself. REFER to pictures for extra support. CALL ON one to three children to share.

Emily is trying really hard to be responsible at home. What else does she do to take care of herself?

Yes, she washes her face, blows her nose, and gets clean in the bath. What does Emily keep telling her mom?

Yes, she says, “I can do it myself!”

After

ASK children to share ways they take care of themselves at home.

There are so many things Emily can do on her own. She is taking care of herself. Do you take care of yourself at home like Emily? For example, can you brush your own teeth? Can you make your own lunch?

How else do you take care of yourself at home?

Even though we may do things in different ways, there are many things that all of us can do!

Build Interest

JOIN children in the art center and discuss children's experiences using markers. **USE** what you know about each child's language skills to include and extend their participation.

Hello artists! I'd like to join you in the art center today. You have been using crayons and paper to draw in this center. Today, let's add a new drawing tool: markers.

- Gestures: Where are the markers?
- Yes/No: Do you like to draw? Do you like to draw with markers?
- Either/Or: Do you like to draw with markers or with crayons? Do you like to draw at home or at school?
- Open-ended: When have you used markers before? What did you draw? What colors do you like? What is it like to draw with markers?

Build Understanding

INVITE children to discuss how and why we should take care of markers. **REVIEW** specific routines around taking care of markers. **GIVE** children practice uncapping and capping a marker.

Markers are fun to draw with! But we have to take care of them. What's the best way to take care of markers?

I heard you say...[summarize children's ideas].

Yes, we should always put the cap on the back of our marker [show] before we draw. What would happen if we didn't? Yes, we might lose the cap or forget, then our marker might dry out.

Let's make sure we carefully pull the cap off like this [demonstrate] and click it into place on the back of the marker. Listen for the click! Now you try it. Take a marker and place the cap on the back. Listen for the click!

What should we do when we are finished with the marker? Yes, when we are finished, we will click the cap back on, like this [demonstrate]. Let's all click the cap back on!

Build Experience

GIVE children time to explore with the markers and paper. **CHECK** that they remember to put the caps on when they're drawing.

Let's use our markers! We can use markers to write or draw. You can use your marker to draw a picture of yourself, your friends, school, or anything at all! What do you want to draw?

CONNECT to each child, as they work with the markers. **DESCRIBE** what you see and repeat key vocabulary. Examples include:

I see that you drew with a green marker.

I see that you drew a circle with your green marker.

Tell me about your drawing.

RESTATE that artists take care of their materials.

Today we talked about how to care of and use a new material at the art center: markers! Artists, you can help to care for our materials so that everyone gets to enjoy drawing and creating at this center, too. Let's share our pictures!

This small group is taking place at the art center. Remind other children that this center will be temporarily occupied.

Materials

- Tub of markers

Build Background Knowledge

Spend a few minutes watching children in the art center. What do they do? How do they handle materials? Knowing about a child's prior experiences helps you scaffold them to the next level. Sometimes you ask questions, and sometimes you observe.

Stretch their Thinking

Encourage children to think about the other materials (crayons, stickers, etc.) that are already at the art center. Invite them to tell how to use and take care of those materials.

Listen/Look For

- Have children used markers before?
- Do children care for the markers as demonstrated?
- How do children hold the markers? Do they show hand dominance?

Creativity

In this lesson, we are helping children learn how to use markers. While the material they draw with is being chosen for them in this situation, the topic of their art work is not. It is best practice to generally let children choose their own materials and/or their own topics.

Displaying Children's Art

Children love to see their art displayed! A nearby bulletin board is perfect, or hang a cord across your room and use clothespins.

Greeting Time

Children sing their names in the chant.

Creative Arts: Music

INVITE children to find their name cards. **STATE** that we will change the words in the chant to: “Higgity piggity bumble bee, will you sing your name for me?” **MODEL** how to sing your name and have children sing it back.

You are getting to be experts at finding your name cards!

Let’s have more fun with our names! Today we are going to change our name chant to say: “Higgity piggity bumble bee, will you sing your name for me?” What does it mean to sing?

When you sing, you might make your voice sound higher than usual. Today when it is your turn, sing your name like this [demonstrate]. Can you sing my name too?

Get ready to sing your name! Let’s chant....

GUIDE children to sing their names around the circle. **COLLECT** the name cards.

Movement Time

Children play a matching game and move in different ways.

Creative Arts: Creative Movement and Dance

REVIEW how to play a matching game called “I Can Do That!”

Just like Emily in our book *I Can Do It Myself!* [show book], you can do lots of things! We are going to play our matching game about some more things we can do. Who can remind us how to play “I Can Do That”?

Yes, you match the movement that I do and say, “I can do that!”

MODEL some movements. **INVITE** children to match you. **PROMPT** them to say, “I can do that!” **For example:**

- I can stand up. Match me. Say, “I can do that!”
- I can raise my shoulders up and down. Match me. Say, “I can do that!”
- I can turn my head from side to side. I can do that!
- I can swing my arms forward and backward. I can do that.
- I can sit down. I can do that.

Talk Time

Children discuss having an “I can do it” attitude.

Social Emotional: Self-Regulation and Responsible Behavior

EXPLAIN the importance of adopting an “I can do it” attitude. **REFER** to Emily in the book *I Can Do It Myself*. **SHARE** a story of a child in your classroom. An example is given below.

We can do lots of things! But sometimes, at first, you may not be able to do something. When I was learning how to use a scooter, it was hard at first. Have you ever tried to do something that was hard at first?

Even though something may be hard, you can try your best. You can say, “I can do it!” just like Emily in *I Can Do It Myself!* [show book]. Sometimes you may need help from someone else. Or you might do something in a different way than someone else. The important thing is to try your best. When we say, “I can do it!” we are taking care of ourselves. For example, I saw [name] building a tower. It kept falling over, but she kept at it until she built it.

ADD the responsibility “Say, I can do it!”

Now we know another way to take care of ourselves. Let’s add this responsibility to our Power of 3. We take care of ourselves [point] when we say, “I can do it!” You sure can, friends! That’s the Power of 3 [sign]!

Make & Prepare

- Before Greeting Time, place children’s name cards in a circle, so they can find their spots.

Scaffolding Children

In these series of lessons, we model what we want children to do before we ask them to do it. This scaffolds children’s learning by giving them an example of the completed actions. In Greeting Time, model singing your name. In Movement Time, model doing the actions. In Talk Time, model sharing a personal anecdote.

Material

- The book *I Can Do It Myself!*

Supporting Individual Children

Some children need extra support transitioning between activities. Give them a gentle reminder before one activity ends and another begins. Others might find having a special task such as assisting you with preparing for the next activity supportive. Or, use pictures to guide children to know what is happening next.

Make & Prepare

- On a sentence strip, write “Say, I can do it!”
- Download, print, and attach the corresponding image to the sentence strip.
- Review the ASL sign for “Power of 3” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Power of 3”
- The book *I Can Do It Myself!*

Executive Function: Self-Talk

Modeling and teaching children to use self-talk, such as saying “I can do it,” supports their growing self-regulation.

Before

COUNT together as a warm up. **ADD** some physical movements too (e.g. clap four times, jump four times).

We are going to do some counting today, as we talk about shapes. Let's warm up our brains by counting to four. Ready? Ok, now, let's clap four times.

INTRODUCE a new shape – the rectangle. **SHOW** and **DISTRIBUTE** rectangles. **DISCUSS** the attributes of a rectangle. **ASK** a few questions from the suggested list below.

Today let's talk about another shape. Look at this [show example].

- Do you know the name of this shape?
- What do you notice about this shape?
- How many lines do you see? Are the lines straight or curved? Are the lines connected?
- Are there corners? How many corners do you see?

REVIEW the number of sides, slowly swiping your finger along the side.

Join me as I count the sides of the rectangle. [Count the sides.] The last number we said was four! That number is so special. It tells us how many sides the rectangle has. How many sides does it have?

Yes, a rectangle has four sides! Rectangles have four straight sides that are all connected. They have four corners or points.

COUNT and **POINT** to all four corners.

Let's count the corners. The last number we said was four! Again! That number tells us how many corners the rectangle has.

COLLECT the shapes. Then **TELL** children to watch as you draw a rectangle.

I am going to draw a rectangle on the board today. Watch as I draw it.

During

DRAW two different rectangles. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

A rectangle has four straight lines all connected. You can draw a rectangle in many different ways. One way is to make a tall, skinny rectangle like this. Let's count the lines. Now let's count the corners.

Another way is to make a short, wide rectangle like this [demonstrate]. How many lines should I draw?

Let's count the lines and the corners again.

INVITE children to skywrite the shape in the air with their finger.

Now you draw a rectangle in the air with your finger.

After

PLAY "Sign for the Shape" using your shape collection box. Show shapes that are rectangles and shapes that are not. Children sign "yes" when they see the targeted shape and "no" when they don't.

Let's play "Sign for the Shape." I'll show you a shape. Look [point at your eyes] carefully at it. If the shape I show you is a rectangle, sign "yes" [demonstrate]. If it is not a rectangle, sign "no" [demonstrate]. Ready? Let's try one together.

PRACTICE the first example with children. Then **CONTINUE** to play.

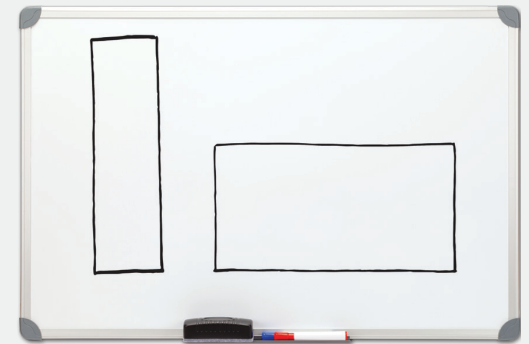
Is this shape a rectangle? What will you sign? How did you know?

RESTATE the features of a rectangle.

Today we learned about rectangles. They have four straight sides, all connected. They also have four corners. Shapes are everywhere!

[Transition] **ASK** children to skywrite the shape of a rectangle in the air again.

Now you try drawing a rectangle in the air again. Use your pointer finger to draw a rectangle.



Make & Prepare

- Cut out rectangles (one per child or pair of children).
- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

Additional Material

- Shape collection box



Remember to Save

- Save rectangles for MTP Day 18.



Growing Mathematicians

Attending to precision is one of the key practices in learning and doing math. Children are comfortable with the idea of precision; after all, when asked, they will tell you exactly how old they are! We can support children in attending to precision, first by helping them learn the rules of math (e.g., what makes a rectangle a rectangle?) and then later, by applying their learning.



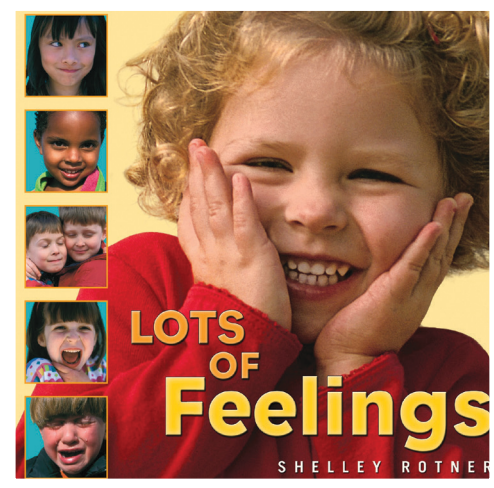
Two Long Sides, Two Short Sides?

You may have heard this definition of a rectangle or read it in a children's book. However, this is actually not the correct definition of a rectangle. A two-dimensional shape is defined by its attributes (or properties). A rectangle has four straight sides, all connected at four corners (or points), and it has four right angles (or two opposite sides parallel). This is a mouthful! But we know that children can learn these attributes eventually with lots of great experience and discussions about shapes they see in books and in their environment. Soon you will be amazed at how well they can tell you why a shape is or why it is NOT a rectangle!



Keep It Going

- While children are playing on the playground, encourage them to look for rectangles. Invite them to share what they find with you.
- Invite children to show four, like the four sides of a rectangle, with their fingers. Show children how to make four with their fingers using both hands. For example, they can hold up two fingers on each hand. Or three fingers on one hand and one on the other.



Setting the Purpose

Remember to focus children's attention on the purpose of lessons and activities to help them understand why their participation is important.

Supporting Multilingual Learners

Explicitly teach the word "feelings" to new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.



Before

RELATE names to titles of book. **STATE** how it tells what the book is about. **EXPLAIN** that naming our feelings is a way we take care of ourselves.

Readers, everything has a name! You have a name; I have a name: and, everything in the classroom has a name. Do you know what the name of a book is called? Yes, it's called the title.

The title of this book is *Lots of Feelings*. The title tells us what this book is about: There are lots of ways we can feel. Feelings have names too. Feelings have names so that we have the words to tell how we feel. Naming how we feel is another way we can take care of ourselves.

EXPLAIN that the words in the book name the feelings, and the pictures show how the feelings may look. **ASK** children how they think the child on the cover is feeling and why.

As we read *Lots of Feelings*, the author Shelley Rotner will name different feelings. Listen to the words to hear the name of each feeling. Also look at the pictures, which are photos of real children. Their faces show what how different feelings can look. Look at the child in this photo on the cover. How do you think she is feeling? Why?

SET THE PURPOSE: Listen to the words and look at the pictures to learn more about feelings.

When we read books, both the words and the pictures tell the book together. So, as we read *Lots of Feelings*, listen to the words that name the feelings. And look at the pictures that help to show the feelings. Doing both will help us learn more about lots of feelings.

During

PAUSE after page 13. **PROMPT** children to look at the picture to infer how the girl feels. **DEFINE** the word "frightened."

As you listened to the words on this page, did you hear the name of the feeling that this girl has?

Yes, she feels frightened. Hmm, look closely at her face in the photo. What do you think she is feeling?

She does look scared or afraid. That word "frightened" means the same thing as "scared." Do you know any other words that mean the same thing? What frightens you?

PAUSE after page 18. **PROMPT** children to look at the picture to infer how the boy feels. **FOCUS** on the word "curious."

How does this boy feel? Did you hear the name of the feeling?

Yes, he feels curious. Can you say the word "curious" with me? What does it mean to feel curious?

Look at the boy's face in the picture. He is wondering or thinking about something. He wants to know more about it. What are you curious about?

After

RESTATE the purpose of the words and pictures in a book. **CONNECT** to naming and showing different feelings.

We have learned that both the words and the pictures tell us what the book is about. In *Lots of Feelings*, the words tell us the names of the feelings, and the pictures show us how those feelings look. We are going to learn more about different feelings.

How are you feeling right now? Can you show me?

Build Interest

JOIN children in the math center.

Hello, learners! I'd like to join you in the math center today. I see so many math materials here. I see puzzles. I see chips. Today let's add a new material to play and learn with.

PLACE the tub of pattern blocks on the table and discuss what children know about them. **USE** what you know about each child's language skills to include and extend their participation.

- Gestures: Where are the pattern blocks?
- Yes/No: Do you like to play in the math center? Do you like to play with blocks?
- Either/Or: Do you like to play with blocks or with chips? Do you like to play with blocks or with puzzles?
- Open-ended: When have you used pattern blocks before? What did you do with them? What do you notice about the shapes of the pattern blocks?

Build Understanding

INVITE children to share what they notice about pattern blocks and how they can be used. **REVIEW** some of the shapes of the pattern blocks and how you can build with them.

I heard you say...[summarize].

How many sides does this shape have? [Point and count to the sides on a triangle, for example.] This shape has three sides. It is like a triangle. Do you see any other shapes that are like triangles? Are these two shapes the same?

What can you build with the pattern blocks?

I heard you say...[summarize].

I can build a flower with the pattern blocks. Watch me!

What can you build? Say, "I can build..."

Build Experience

GIVE children time to explore the pattern blocks.

Let's spend some time using these pattern blocks. When we are done, we will put all the pattern blocks back into the tub. What will you do with the pattern blocks today?

CONNECT to each child, as they work with the pattern blocks. **DESCRIBE** what you see and repeat key vocabulary. Examples include:

- Look, you used three triangle blocks! One, two, three triangles!
- Are you making a flower with your triangle blocks?
- Can you find a rectangle block?
- What are you building with the pattern blocks?
- What will you do next with the pattern blocks?
- What other color do you wish you had?

RESTATE that pattern blocks are one math material that we will use this year.

Today we explored with pattern blocks. We noticed that they are blocks that come in different shapes and colors. These are just one of the materials that we will use as we grow and learn this year.

This small group is taking place at the math center. Remind other children that this center will be temporarily occupied.

Materials

- Tub of pattern blocks

Build Background Knowledge

Spend a few minutes watching children in the math center. What do they do? How do they handle materials?

Stretch their Thinking

Encourage children to think about the other materials that are already at the math center. Invite them to tell how to use and take care of those materials.

Listen/Look For

- What shapes do children identify when using the pattern blocks?
- What colors do children identify when using the pattern blocks?



Supporting Multilingual Learners

When holding open-ended discussions with your children, add some questions that can be easily answered with a "yes" or a "no" for your beginning language learners. Give them opportunities to point to objects as well if they do not yet have the words to label them.

Interacting with Children

Parallel talk is a strategy for developing children's oral language skills. When you use parallel talk, you are narrating what children are seeing, hearing, and doing. For example, in this lesson, you can say, "I see five petals on your flower and a very long stem." Use parallel talk when interacting with children, so they hear you modeling language.

Greeting Time

Children hum their names in the chant.

Creative Arts: Music

INVITE children to find their name cards. **STATE** that we will change the words in the chant to: “Higgity piggity bumble bee, will you hum your name for me?” **MODEL** how to hum your name and have children hum it back.

Finding your name cards went well! It’s time to do our name chant. Today we are going to change it to say: “Higgity piggity bumble bee, will you hum your name for me?” Do you know how to hum?

When you hum, you talk or sing with your lips closed like this [demonstrate]. You try!

Today, when it is your turn, hum your name. Here’s how I hum my name. Can you hum my name too?

Get ready to hum your name! Let’s chant....

GUIDE children to hum their names around the circle. **COLLECT** the name cards.

Make & Prepare

- Place children’s name cards in a circle, so children can find their spots.

Movement Time

Children play a matching game and act out feelings.

Social Emotional: Social Awareness and Relationships

REVIEW how to play a matching game. **CONNECT** to the book *Lots of Feelings*. **STATE** that we will move our faces and bodies to act out different feelings.

Let’s play our matching game, but let’s match feelings! I am going to move my face and my body to act out a feeling that we talked about when we read *Lots of Feelings* [show]. Your job is to match me.

ACT OUT feeling excited. **INVITE** children to match you. **PROMPT** them to name the feeling.

Lift up your eyebrows and smile. Clasp your hands in front of your chest. Start to bounce up and down building up to a big jump. Throw your hands in the air and say, “Yay!” What feeling are we acting out?

Yes, we are pretending to feel excited! What’s your way of looking excited?

INVITE children to name another feeling. For example, **ACT OUT** feeling angry. **INVITE** children to match you. **PROMPT** them to name the feeling.

Stand up. Furrow your brow and tighten your lips. Cross your arms over your chest. Huff your breath. Stomp your feet a few times. Say, “Grr...” What feeling are we acting out?

Yes, we are pretending to feel angry. What’s your way of looking angry?

Material

- The book *Lots of Feelings*

Supporting Multilingual Learners

Visuals support new English learners’ comprehension. Some examples include drawings, pictures, photographs, and real-life objects.

Talk Time

Children discuss the expressions on emoji faces.

Social Emotional: Social Awareness and Relationships

SHOW emoji blocks. **EXPLAIN** that each face stands for a feeling. **DEFINE** “expression.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Ready for another feelings game? Here are some emoji blocks. Each face shows a different feeling. We are going to look carefully at each emoji face. The look on someone’s face is also called an expression. Can you say that word “expression”? Let’s add “expression” to the list of words we are learning. Do you know any other words that mean the same thing?

SHOW each emoji block. **ASK** children what they notice. **GUIDE** them to describe the expression. **ASK** guiding questions such as the suggestions below.

Let’s look closely at the expression on this emoji. What do you notice?

- What do the eyes look like?
- What shape is the mouth?
- What feeling do you think this is? How do you know?
- When have you felt that way?

Yes, this emoji face has eyes open wide and a big smile. This expression looks happy! Let’s play again...

Make & Prepare

- Download and print the following emoji faces: happy, sad, angry, scared, and silly. Attach each one to a block. This lesson covers three feelings (happy, sad, and silly). Feel free to add more or use others.

Additional Material

- Unit Chart: “Words We Are Learning”

Words We Are Learning

- expression: the look on a person’s face

Keep It Going

- Add the emoji blocks to the block center.

Before

FOCUS on the feeling “happy.” **REFER** to the book *Lots of Feelings*.

We have so many feelings that we are learning to name.

Let’s look at this page in the book *Lots of Feelings* where children are showing what it looks like when they feel happy [show]. Can you describe what you see?

GIVE children time to share. Then **GIVE** children mirrors to look at their faces when they smile.

Yes, these children are smiling. What do you look like when you smile? Here is a mirror that you can use to see your smile. Be sure to handle it carefully like this [demonstrate]. Take a look in the mirror. Smile big! What do you see? [Give children time to share.]

COLLECT the mirrors. Then **TELL** children what you will draw.

Watch as I draw how our faces looked when we were smiling just now.

During

DRAW one child smiling. **DESCRIBE** your thinking as you draw. **INVITE** children to contribute.

I want to draw [name] smiling so big! I want to draw his head first. What shape should I draw? Should I draw a straight line or a curved line to show a smile?

I drew [name]. Did I use straight or curved lines for his arms? How many arms did I draw? Who wants to come up to point at and count them for us? Can you show me your two arms?

After

ENCOURAGE children to talk about what makes them happy.

Today we talked about how our faces look when we feel happy. We may smile when we feel happy. Make the sign for “yes” [demonstrate], if you want to share something that made you smile and feel happy recently. Let’s hear about it!

RESTATE that smiling shows that we are happy.

You just shared some things that make you happy. When people feel happy, they may show it by smiling. Feeling happy is one of the many natural feelings we have.

[Transition] SING “If You’re Happy and You Know It.” **REFER** to the *Blueprint Songbook*. **ADD** verses such as “If you’re happy and you know it, smile big [or jump up and down]...”

Let’s sing “If You’re Happy and You Know It.”



Make & Prepare

- Have the book *Lots of Feelings* ready. Mark the page that begins “Sometimes we feel happy” with a sticky note.
- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- A small mirror for each child or pair of children
- *Blueprint Songbook*

Naming Feelings

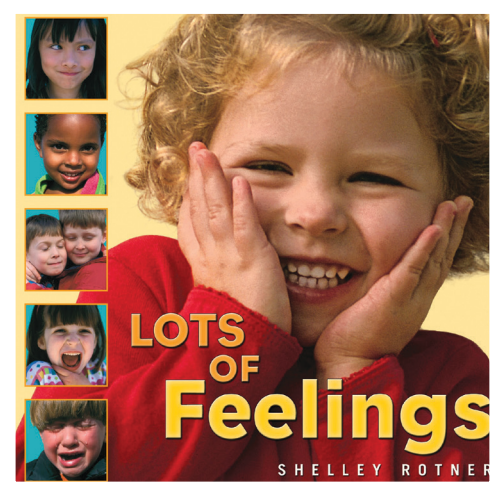
Children don’t need to restrict the identification of their feelings to those posted on the “Feelings” chart. If a child is having a particularly good time, ask them how they feel. If they say they feel “sunflowery,” then use that language to describe happiness in your class.

Scaffolding Children

Scaffolding offers a bridge from what children already know to new learning. If a child struggles to answer a question or become involved in an activity, think about what the child knows already and what information they are just learning. You may need to demonstrate or model an activity for them again and then invite them to join you. Try connecting to something you know about their life and background knowledge to bridge gaps.

Keep It Going

- While children are eating snacks, encourage them to continue to think about things that make them happy. Invite the children to share something that makes them happy.
- Invite children to act out what makes them happy while they are on the playground. Can they act out what makes them feel sad? Or grumpy?



Make & Prepare

- Download and print the “Feelings in Your Body” card.
- Create a mindfulness basket to store this card (and others that will be introduced throughout the curriculum).

Materials

- Unit Chart: “Words We Are Learning”

Mindfulness

This lesson closes with a mindfulness exercise. We will offer Mindful Moments throughout the curriculum. Mindfulness tries to help people focus on the here and now. Connecting children with the physical aspect of their emotions will help them get in touch with different feelings and to become more aware of how they feel in the present moment. In Unit 2, we will introduce a “Calm Corner” where you can store these Mindful Moment cards and other tools for helping children self-regulate their emotions.

Supporting Individual Learners

In this mindfulness exercise, and in other lessons throughout the curriculum, we invite children to close their eyes. While closing their eyes helps many people relax and draw their awareness inward, not all children feel comfortable closing their eyes. Consider this a suggestion rather than a requirement for all children.

Non-Verbal Communication

Giving children practice with expressing their own and interpreting other people’s facial expressions and body language helps them to develop their non-verbal communication skills.

Before

REVIEW how the title lets us know what the book is about.

We read this book by Shelley Rotner. The title is *Lots of Feelings*. What does this book teach us?

Yes, just like the title tells us, this book teaches us that there are lots of feelings. That means there are many different ways we can feel. When we know how to name our feelings, we are taking care of ourselves.

REVISIT the word “expression” on the Unit Chart: “Words We Are Learning.”

Sometimes our faces show how we feel. The look on someone’s face is called an expression [point to “expression” on the chart]. The children in the photos in this book show different expressions.

MODEL and **INVITE** children to observe and match the expression in one of the photos on the front cover.

Look at this child’s expression [point]. Can you try matching it?

As we reread *Lots of Feelings* today, look carefully at the children’s faces on each page. Their expressions show how they are feeling. We can show how we look when we feel that way too.

During

PAUSE after reading: “Sometimes we feel happy.” **NAME** the feeling and **TALK** about how the children’s faces look. **INVITE** children to show their happy face.

How are these children feeling? How do you know?

Yes, we can tell that they are happy because their mouths are smiling. What does your face look like when you feel happy? Show me with your expression!

PAUSE after reading: “sometimes sad.” **NAME** the feeling and **TALK** about how the children’s faces look. **INVITE** children to show their sad face.

How are these children feeling? How do you know?

Yes, we can tell they feel sad because of the looks on their faces. This child is even crying. Can you make your sad expression too?

CONTINUE inviting children to show their facial expressions for the other feelings in the book.

After

GUIDE children to do “Feelings in Your Body” a mindfulness exercise to observe the physical experience of their current feelings. **INVITE** them to be still, close their eyes, and take deep breaths. **ASK** them how their body feels and where they notice certain sensations.

We just looked closely at the faces and expressions of the children in the book. We made ourselves look like different feelings. But feelings are not just about how we look on the outside. They also are about how we feel inside our bodies! Let’s discover more about how we feel inside our bodies right now. Let’s practice a Mindful Moment called “Feelings in Your Body.”

Please make your body comfortable, and try to be as still as possible. Let your eyes softly close so you can pay attention to the inside of your body. Take a few slow, deep breaths: in and out, in and out.

How does your body feel? How do your shoulders feel? How does your stomach feel? Place your hands where you feel something. Notice if it is warm or cool, hard or soft, strong or gentle.

Open up your eyes. What did you feel inside your body?

Here is the “Feelings in Your Body” card. If you want to practice this Mindful Moment again, you can use this card to help you.

LET children know where the mindfulness cards can be found.

Build Interest

JOIN children in the math center. **PLACE** the linking cubes on the table and discuss what children know about them. **USE** what you know about each child's language skills to include and extend their participation.

Hello, learners! I'd like to join you in the math center again. I'd like to show you another new material. These are linking cubes.

- Gestures: Where are the linking cubes?
- Yes/No: Do you like to play with linking cubes?
- Either/Or: Do you like the red cubes or the blue cubes?
- Open-ended: When have you used linking cubes before? What did you do with them? What do you notice about them?

Build Understanding

INVITE children to share what they notice about linking cubes. **COUNT** a small handful together.

Linking cubes can be connected together. Have you ever connected linking cubes? Who would like to show us how? [Invite a child to connect two cubes.] Yes, you connect them by pushing them together. Did you hear a click?

Watch as I connect a handful of cubes together. I'll reach in the tub and get some. How many do I have? Let's count. When we count, we say one number for each object. Let's count these cubes. Putting them in a line helps us keep track. Count with me! One, two, three, four. Four! That last number is special because it tells us how many. Listen for the click as I connect these four cubes.

We noticed that the linking cubes come in different colors. What colors do you see? [Give children time to answer.] Hmm... how should we arrange these cubes?

CONNECT the cubes in different ways based on what the children say. **ADAPT** the lesson to reflect your children's suggestions.

I heard you say we should connect the blue ones together. Let's try it! There are so many different ways to put linking cubes together! What's another way we can connect them?

Build Experience

GIVE children time to explore the linking cubes.

Let's spend some time using these linking cubes. When we are all done, we will make sure we put all the linking cubes back into their tub so that others know where they are and can use them. What will you do with the linking cubes today?

CONNECT to each child, as they work with the linking cubes. **DESCRIBE** what you see and **REPEAT** key vocabulary. Examples include:

Oh look, you used red and blue cubes.

Let's count how many red cubes you used. I see one, two, three, four red cubes.

What are you doing with the linking cubes?

RESTATE that linking cubes are one of the math materials we will use this year.

Today we added another new material to our math center. Linking cubes are fun, colorful blocks that connect to each other. Who would like to share what they made with their linking cubes?

This small group is taking place at the math center. Remind other children that this center will be temporarily occupied.

Materials

- Tub of linking cubes

Build Background Knowledge

Spend a few minutes watching children in the math center. What do they do? How do they handle materials? Younger children may need more support with the fine motor skill of putting together the cubes.

Stretch Their Thinking

Ask children who are ready if they can count all the cubes they have and tell you how many, or ask if they can count out (produce) a subset of cubes.

Listen/Look For

- How do children use the linking cubes?
- What counting skills do the children exhibit? For example, do children know the verbal number sequence up to three? Five? 10?
- Can they tell you how many they have in all after counting their set (cardinality)?



Growing Mathematicians

Modeling with mathematics is one of the key practices in learning and doing math. We want children to touch and manipulate physical objects to help make math more concrete.

Following Up

This lesson focused on familiarizing children with classroom materials. Observe children when they are playing in order to follow up with them. Who needs more support?

Greeting Time

Children roar their names in the chant.

Creative Arts: Music

INVITE children to find their name cards. **STATE** that we will change the words in the chant to: “Higgity piggity bumble bee, will you roar your name for me?” **MODEL** how to roar your name and have children roar it back.

What has been easy for you in finding your name cards? What has been tricky?

Today we are going to change our name chant to say: “Higgity piggity bumble bee, will you roar your name for me?” What does it mean to roar?

When you roar, you make your voice loud and deep like a dinosaur. Here’s how I roar my name [demonstrate]. Can you roar my name, too?

Get ready to roar your name when it is your turn. Let’s chant....

GUIDE children to roar their names around the circle. **COLLECT** the name cards.

Movement Time

Children lead a matching game and act out feelings.

Social Emotional: Social Awareness and Relationships

CONNECT to the book *Lots of Feelings*. **STATE** that we will move our faces and bodies to act out different feelings. **INVITE** children to act out feeling silly and have others match them.

Now let’s play another feelings matching game. We can use feelings we are learning to name from our book, *Lots of Feelings* [show book].

Let’s look at this feeling: Silly [show page in the book]. Who wants to volunteer to show us your way of expressing this feeling with your face and your body?

We’ll try to match you!

INVITE children to act out a different feeling from the book [for example, proud or curious] and have others match them.

Talk Time

Children discuss feelings and are introduced to the “Feelings” chart.

Social Emotional: Social Awareness and Relationships

INTRODUCE the “Feelings” chart.

There are lots of ways we can feel. When we know how to name our feelings, it helps us take care of ourselves. We are going to start a “Feelings” chart. On the “Feelings” chart we will show the name of a feeling and how our face may look when we feel that way.

SHOW photos and labels for: happy, sad, proud, and silly. **ASK** children to name each feeling. **INVITE** children to add them to the “Feelings” chart.

Today we are going to put four feelings on the “Feelings” chart.

Look at this photo. How does their face look? What feeling is this? How did you know?

Yes, this feeling is happy. [Name], will you help me post “happy” on our “Feelings” chart?

CONTINUE naming, describing, and posting the other feelings. **STATE** that we will add more feelings.

Now we have four feelings on our “Feelings” chart. Let’s read them together: happy, sad, proud, and silly [point to each one]. We will add more to our chart because there are lots of feelings!

Make & Prepare

- Place children’s name cards in a circle, so children can find their spots.

Remember to Save

- Save these name cards. They will be used in small groups in Week 3.



Material

- The book *Lots of Feelings*

Supporting Multilingual Learners

For multilingual learners, learning to name feelings and emotions helps to lower their anxiety around potential limited communication skills. When multilingual learners’ emotions are acknowledged, they are more open to language input, and thus language acquisition is facilitated. This in turn allows them to engage more during classroom interactions and take risks in producing language.

Make & Prepare

- Write the title “Feelings” on a sentence strip.
- Print a photo of one of the children showing a happy face, labeled “happy.” Do the same for the following feelings: sad, proud, and silly.

Setting Up the “Feelings” Chart

Make sure the “Feelings” chart is easily visible and accessible. Make the words and pictures portable by attaching them with sticky tack. This way, when children are focusing on a certain feeling, it can easily be pulled down. The “Feelings” chart is an anchor chart that will be added to and referenced throughout the year. Be sure to make it multilingual to show all children that their languages and cultures are valued.

Before

FOCUS on the feeling “sad.” REFER to book *Lots of Feelings*.

We have so many feelings that we are learning to name.

Let’s look at this page in the book *Lots of Feelings* where children are showing what it looks like when they feel sad [show]. Can you describe what you see?

GIVE children time to share. Then **GIVE** children mirrors to look at their faces when they frown.

Yes, these children are frowning. What do you look like when you frown? Here is a mirror that you can use to see your frown.

Hold the mirror with both hands like this [demonstrate]. Take a look in the mirror. Can you frown? What happens to your face when you frown? [Give children time to share.]

DEFINE the word “frown.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

When we are sad, a frown is an expression that our mouth makes. Let’s add the word “frown” to the list of words we are learning! Do you know any other words that mean the same thing as “frown”?

COLLECT the mirrors. Then **TELL** children what you will draw.

Watch as I draw how our faces looked when we were frowning just now.

During

DRAW one child frowning. **DESCRIBE** your thinking as you draw. **INVITE** children to contribute.

Here is [name]’s face. She was making a big frown, not a smile. I am going to draw an upside down curved line to show a frown.

What kind of lines did I use to draw her legs? Yes, straight lines. How many legs did I draw? Who wants to come up and point to and count their legs? Can you show me your two legs?

After

INVITE children to name some things that make them sad.

Today, we talked about how our faces look when we feel sad. We often frown when we feel sad. Everyone feels sad sometimes. Feeling sad is natural. Make the sign for “yes” [demonstrate], if you want to share something that made you frown and feel sad.

RESTATE that frowning is one way our face shows that we feel sad.

You just shared some things that make you sad. When people feel sad, they may show it by frowning.

INVITE children to shake off the sadness.

Feeling sad is natural. But we can try to lighten our feelings by moving our bodies. Let’s stand up and wiggle around like this [demonstrate]. How are you feeling now?

[Transition] **SING** “If You’re Happy and You Know It.” REFER to the *Blueprint Songbook*. **ADD** on a verse such as “If you’re sad and you know it, say boo hoo.”

We know that people can feel all different emotions. We can sing “If You’re Happy and You Know It” and change the feeling from happy to...What do you think?



Make & Prepare

- Have the book *Lots of Feelings* ready. Mark the page that begins “Sometimes sad” with a sticky note.
- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- A small mirror for each child or pair of children
- Unit Chart: “Words We Are Learning”
- *Blueprint Songbook*



Words We Are Learning

- frown: an expression your mouth makes when you feel sad



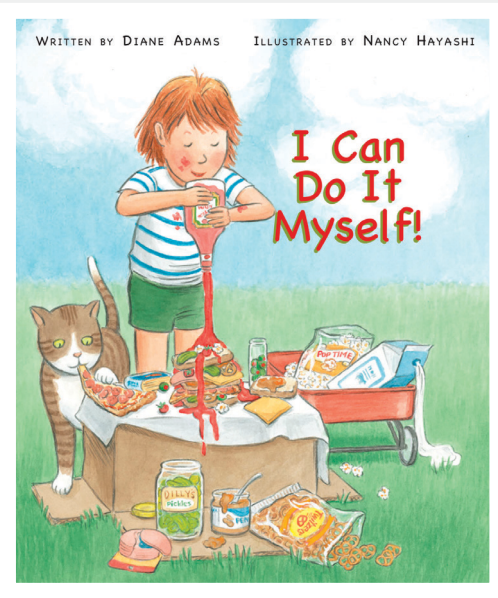
Supporting Multilingual Learners

Did you notice the use of opposites in the “During” part of the lesson: “frowning, not smiling?” Using opposites helps new English learners make associations that support comprehension.



Keep It Going

- During a transition, tell the children you are going to play a game. Name an emotion (happy, sad, surprised, etc.). Invite children to show you the emotion using their face and body.
- In a small group, use puppets to hold a discussion about feeling sad and ways to shake off sadness.



Materials

- Anchor Chart: “Feelings”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

- creep: move along slowly, down low

Extending Vocabulary

Children need multiple exposures to a word to really understand it. One great way to use verbs, or action words, is during transitions. Since the word “creep” from *I Can Do It Myself!* is an action word, you could model how to creep across the rug. Then invite children to walk slowly and down low from the rug to their cubbies. Use the word to describe the movement: “Look at how you are moving slowly and down low. You are creeping over to your cubbies.”



Before

INVITE children to share how they can tell someone else’s feelings. **USE** gestures to support comprehension when describing facial and bodily expression. **REFER** to the “Words We Are Learning” chart.

We have been talking a lot about our feelings. How can you tell how someone is feeling?

Yes, you can look at the expression on their face [refer to chart]. Are they smiling? Are they frowning? You can look at their body too. Are their arms crossed? Are they standing up straight and tall?

SET THE FOCUS: Look at Emily’s expression to infer how she is feeling. **REFER** to the “Feelings” chart.

Today as we reread *I Can Do It Myself!*, let’s look carefully at the pictures. Pay special attention to Emily’s expression. Think about how she is feeling. We have been talking about the names for lots of feelings. Let’s use our new “Feelings” chart to help us name Emily’s feelings.

During

PAUSE after: “Peanut butter her bread.” **MODEL** observing Emily’s expression. **REFER** to “proud” on the “Feelings” chart. **PROMPT** children to make a proud face.

Let’s think about how Emily is feeling. Look carefully at the illustration. Pay attention to how her face looks. She is very focused on making her own lunch all by herself. Her eyes are looking down at what she is doing with her hands, and her mouth is making a small smile.

Her expression reminds me of this photograph on our “Feelings” chart. Just like these friends on the “Feelings” chart, I think Emily is feeling proud. When you feel proud you feel so good inside. Emily feels so good inside. She feels proud of what she can do all by herself. Can you make a proud face, too?

PAUSE after: “Emily Pearl feels a teeny bit small.” **INVITE** children to describe Emily’s expression. **ASK** them to name how she is feeling. **PROMPT** them to make a frightened face.

Look carefully at this picture. Where is Emily? What does she see? How would you describe her face?

Yes, she is alone in the dark at night. Her mouth is turned down, and she is holding her bunny tightly. Her eyes are looking to the side at the shadows on the wall [point to the shadow in the illustration]. How do you think Emily is feeling?

Yes, it looks like Emily is feeling frightened or scared. Can you show your frightened face?

DEFINE and **ACT OUT** the word “creep.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

In the book it said, “The shadows are creeping” [move your fingers slowly]. Watch as I creep across the rug [move slowly]. What do you think “creep” means?

Yes, “creep” means to move slowly. Let’s add “creep” to the list of words we are learning. Do you know any words that mean the same thing? If you saw creeping shadows, how would you feel?

After

RESTATE that children are learning to name and identify feelings. **REMIND** them to use the “Feelings” chart.

We are learning the names of feelings and how our faces might look when we have those feelings. We can use the “Feelings” chart to help us talk about our feelings. Can you read my face now [smile wide]? How do you think I feel? Yes, I feel happy because you are all in my class.

Build Interest

JOIN children at the science center. **ASK** children to share their ideas about science with you.

Hello, scientists! Today I'd like to join you at the science center. The science center is a place to observe and discover.

DISCUSS children's experiences with magnifying glasses as you hold it up.

Let's get to know a very important tool that scientists use. It will be here in the science center for you to use. It's a tool scientists use to observe closely.

Have you ever seen one of these before? Have you ever used one?

What do you notice? What do you do with it?

INVITE children to use the magnifying glass to observe their hands.

Yes, it is called a magnifying glass. Repeat after me: magnifying glass.

Everyone take a magnifying glass. Try looking through it. Observe your hands. What do you see with your magnifying glass?

Build Understanding

EXPLAIN the meaning of the word "magnifying" so they can connect the meaning with their observations.

Scientists use magnifying glasses to look closely at the world. Magnifying glasses help to make things look bigger.

Do you know other tools that make things look bigger [reading glasses, binoculars]?

Why would we want to make something look bigger?

What would you look at with a magnifying glass?

TEACH children how to use the tool by looking at objects in a nature basket from your science center.

I have a basket of items that we have collected from nature. What do you see in the basket?

I can use a magnifying glass to take a closer look at these natural items. I'm going to choose a leaf to look at. Watch as I use the magnifying glass to look at the leaf. [Hold the leaf in one hand and magnifying glass in the other. Slowly bring the hand with the magnifying glass closer to your eyes.] What did I do?

Yes, I held the leaf in one hand and the magnifying glass in the other. I moved my hand slowly to bring the magnifying glass closer to my eyes. Doing this helped me to see the lines on the leaf up close.

Build Experience

GIVE children time to explore with the magnifying glasses and the basket of nature items.

Let's spend some time using a magnifying glass. Choose one item from the nature basket at a time to look at. Remember to hold the magnifying glass away from your eyes and then slowly bring it closer. When we are all done, we will carefully put all the materials back into their tub or basket so that others know where they are and can use them.

CONNECT to each child as they work with the magnifying glass. **DESCRIBE** what you see and repeat key vocabulary. Examples include:

- Which item did you choose to look closely at?
- How does the magnifying glass help you?
- What do you see when you look through it?

RESTATE that magnifying glasses are tools scientists use.

Today we learned how to use magnifying glasses. Scientists use magnifying glasses to look closely at things. Would you like to share what you looked at with your magnifying glass today?

This small group is taking place at the science center. Remind other children that this center will be temporarily occupied.

Materials

- Magnifying glasses
- A nature basket

Build Background Knowledge

Spend a few minutes watching children in the science center. What do they do? How do they handle materials? Children may need extra guidance on how to hold the magnifying glass. Help them practice holding it near and far to get the best view.

Stretch their Thinking

Encourage children to think about the other materials that are already at the science center. Invite them to tell how to use and take care of those materials.

Listen/Look For

- Have children used magnifying glasses before?
- Do they understand how to hold and use a magnifying glass?
- Can they explain how the magnifying glass makes tiny objects seem larger?
- What words did they use to explain how objects changed when looking at them through a magnifying glass?

Natural Materials

Natural materials such as leaves, rocks, feathers, and wood are important classroom materials. It is best practice for children to add to the collections themselves with materials they have found. That way, they'll be much more invested in exploration and play with them, as they broaden their understanding of the natural world. Objects from nature can be placed in various centers (not just limited to your science center).

Growing Scientists

Science activities offer children opportunities to use their scientific process skills, which are commonly identified as the ability to observe, classify, communicate, measure, predict, and infer. As children explore the classroom and world around them, they will use these skills in different combinations.

UNIT 1 WEEK

3

Be Sure To...

- Introduce the idea of taking care of each other.
- Encourage children to make predictions when listening to books.
- Begin familiarizing children with the letters in their name.
- Encourage children to count to five orally and when playing moving games.

Books

- *Hooray for Hat!*
- *Little Blue Truck*
- *Lots of Feelings*
- *You Are Friendly*
- *Blueprint Songbook*

Charts

- Anchor Charts
 - “Power of 3”
 - “Readers Can Say”
 - “Feelings”
- Unit Chart
 - “Words We Are Learning”

Materials

- Two puppets which will be your class social emotional puppets for the year

How do we take care of each other?

We can play together and help each other. Sometimes we may have problems, but we try to solve them.

Friendships and problem solving strategies are the focus, as children learn what it means to take care of each other, the second idea of the Power of 3. Recognizing and identifying feelings in others is emphasized in read alouds. Children also begin to make predictions and are encouraged to identify the problem and solution in books. They play rhyming games and explore the letters in their names. In math, children learn about subitizing numbers one through five and ways these numbers can be expressed.

Keep in Mind

- You will be adding the word “grumpy” to the “Feelings” chart on Day 13. Take a photograph of a child modeling this facial expression to add to the chart. If you have multilingual children, ask their families to help you create this label in their home language. A translation app or website can also help you make the “Feelings” chart multilingual.
- Remember to interview one to two children each day whenever you have a few minutes to create their page for the class book. Remember to have the book completed, laminated, and bound by Day 19: Talk Time when you will read it to the class and add it to the classroom library.
- In Week 4, you have two opportunities to invite families into the classroom to celebrate children’s learning. They can come to hear the class book and/or join in on the Power of 3 celebration. Send out invitations so families can prepare accordingly. Create your own or download and print samples from the *Blueprint* website.
- We introduce our social emotional puppets on Day 12. Puppets are terrific to use because children relate to them and find them engaging. Create two special puppets to use consistently when talking with children about social emotional skills. You can purchase or make them. We named the puppets Sayeh and Elijah, but feel free to change their names to better reflect the children in your class.



Words We Are Learning

muck
thick mud

problem
something to find the answer to

solve
find the answer to a problem

swerve
move to the side quickly



Anchor Words for Multilingual Learners

- friend
- help



Trips & Visitors

Invite family members to read to the children (in English or in their home language) to welcome many voices into your room.



From the Songbook

“We Take Care of Each Other”
[Sing to the tune of “Did You Ever See a Lassie?”]

This song is used during Greeting Time. Copy the lyrics and send home to families.



Working With Families

Sending families tips through texts or emails is another useful way to share ideas on how they can support their children at home. Here is one idea to share: we are focusing on taking care of each other and being friendly; ask your child to tell you stories about their friends. This will give them the opportunity to retell and develop their ideas at home first (in their home language, in a low anxiety setting) before sharing them with their classroom community.



Remember | <https://clibblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 11	Day 12	Day 13	Day 14	Day 15
Greeting Time	Children learn a new song: “We Take Care of Each Other.” <i>Creative Arts: Music</i>	Children sway as they sing “We Take Care of Each Other.” <i>Creative Arts: Music</i>	Children sing and change the words to “We Take Care of Each Other.” <i>Creative Arts: Music</i>	Children sing and change the action word in “We Take Care of Each Other.” <i>Creative Arts: Music</i>	Children sing about what they like to do with friends. <i>Creative Arts: Music</i>
Movement Time	Children play a simple version of “Simon Says.” <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children play “Simon Says,” listening for those words. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children play “Simon Says” and count three movements. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children play “Simon Says” and move like animals. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children play “Simon Says” and shake various parts of their bodies. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>
Talk Time	Children learn that we take care of each other by playing together. <i>Social Emotional: Social Awareness and Relationships</i>	Children participate in a discussion about problem solving. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss how friends help each other. <i>Social Emotional: Social Awareness and Relationships</i>	Children do a mindfulness exercise about feelings. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children play a game of “How Many Dots?” <i>Math: Numbers and Number Sense</i>
Message Time Plus	Children share stories about playing with friends. <i>Social Emotional: Social Awareness and Relationships</i>	Children learn about rhyming words. <i>Literacy: Phonological Awareness</i>	Children identify rhyming picture cards. <i>Literacy: Phonological Awareness</i>	Children listen to and share stories about being grumpy. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children practice counting five objects. <i>Math: Operations and Algebraic Thinking</i>
Intentional Read Aloud	Children learn to make predictions. <i>Literacy: Comprehension</i>	Children discuss the problem and solution. <i>Literacy: Comprehension</i>	Children discuss how the characters feel. <i>Literacy: Comprehension</i>	Children participate in echo reading. <i>Literacy: Fluency</i>	Children tell how they like to be friendly. <i>Literacy: Comprehension</i>
Small Group	Children identify their own name. <i>Literacy: Phonological Awareness</i>	Children explore magnetic letters. <i>Literacy: Phonological Awareness</i>	Children match magnetic letters to the letters in their name. <i>Literacy: Phonological Awareness</i>	Children find letters in their name at the sensory table. <i>Literacy: Phonological Awareness</i>	Children play a memory game to find their name. <i>Literacy: Phonological Awareness</i>
Reflection Time	How did you take care of someone today?	What kind of things should friends do for one another?	How did you help someone today?	How did someone help you today?	What does it mean to take care of each other?

Centers to Launch

See Pages 12-23

You will be opening the writing center.

Library Center | Friends Book Basket

Writing Center | Good Friends



Greeting Time

Children learn a new song: "We Take Care of Each Other."

Creative Arts: Music

CONNECT to Power of 3. **INTRODUCE** the song "We Take Care of Each Other."

We are all part of our classroom community. One part of our Power of 3 is that we take care of each other.

Today we are going to sing a song about how we take care of each other in our classroom community. Please listen as I sing the song.

We take care of each other, each other,
each other,

We take care of each other,
That's the Power of 3 [sign]!

For we are all part of our classroom
community,

We take care of each other,
That's the Power of 3 [sign]!

INVITE children to echo back each line.

I'll sing it again, one line at a time, and you can echo it back.

Movement Time

Children play a simple version of "Simon Says."

Social Emotional: Self-Regulation and Responsible Behavior

EXPLAIN how to play a "Simon Says."

In our classroom community, we sing songs together. We also play games! Now we are going to play a game called "Simon Says." Have you ever played this game before? Who can tell us how to play?

Yes, I'll be Simon for now and say some movements to do with our bodies. Your job is to look at and listen to me, and then match the movement.

PLAY a few rounds, always beginning with "Simon Says" so that no one "gets out." **MODEL** the movements and have children match you. Here are a few suggestions:

Simon Says please stand up.

Simon Says put your hands on your head.

Simon Says open your hands.

Simon Says shut your hands.

Simon Says give yourself a hug like this.

Simon Says sit back down.

INVITE a child to lead the game: Use their name [e.g. Jamal says] and let the child offer some suggestions.

Talk Time

Children learn that we take care of each other by playing together.

Social Emotional: Social Awareness and Relationships

READ the responsibilities under "Take Care of Ourselves" on the Power of 3.

Friends, we are learning how to take care of ourselves at school. Let's read these responsibilities on our Power of 3...

ASK children how they think we can take care of each other. **SUMMARIZE** what the children said.

Another part of the Power of 3 is taking care of each other in our classroom community. What are some ways we can take care of each other?

ADD the responsibility "Play together."

One of the things I heard you say is that we can play together. There are different ways to play, but we can always find ways to play with one another. When we play together, we take care of each other.

Let's add this responsibility to our Power of 3. That's the Power of 3 [sign]!

Make & Prepare

- Familiarize yourself with the tune to the song "We Take Care of Each Other" on the *Blueprint* website.

Additional Material

- Blueprint Songbook*

Remember...

While the components of Gathering Time can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.

"Simon Says"

This is an excellent game to play with children. Depending on the set of directions you give, it can help them improve their body awareness, develop their motor skills (e.g. hopping, balancing), practice following directions, and practice counting. Modeling and visual aids will support children's understanding of what they should do.

Make & Prepare

- On a sentence strip, write "Play together."
- Download, print, and attach the corresponding image to the sentence strip.
- Review the ASL sign for "Power of 3" on the *Blueprint* website.

Additional Material

- Anchor Chart: "Power of 3"

Keep It Going

- Create "superhero" capes out of fabric that children can wear when learning about the Power of 3. Taking care of themselves, each other, and the classroom environment are their "superpowers."

Before

TALK about a friend (e.g. your teaching assistant) and why she is a friend. **TELL** a story about how she has helped you. **ADAPT** the lesson to make it personal.

We have been talking about taking care of each other. My friends are important to me, and I like taking care of them.

One of my friends is [name]. We like to play and work together. When we were organizing the math center, we took out the pattern blocks and started to build with them. That was really fun [high five each other]! Today I am going to draw her. Watch as I draw my friend.

During

DRAW a picture of your friend. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute. **ADD** details about your friend such as glasses, long or short hair, etc. that makes it feel personal.

Here is my friend [name]. She is waving to me because she wants me to play with her. I am drawing two arms. See how her elbow is bent because she is waving. Can you touch your elbow? Should I draw the rest of her body?

After

INVITE children to think about and talk about times when they played with a friend.

We are thinking and talking about taking care of each other. We are also talking about friends. I just told you a story about my friend playing with me. If you have a story about a time you played with a friend, make the sign for “yes” [demonstrate]. Let’s hear some of your stories!

RESTATE that some friends play together.

We are learning that taking care of each other and being a friend means that we sometimes play together.

[Transition] **INVITE** children to tell their friend how they feel about them.

If your friend was here in the class today, what would you like to say to them? Whisper it in your hand like this [demonstrate].



Make & Prepare

- Review the ASL sign for “yes” on the *Blueprint* website.



Remember...

MTP is designed to be done in small groups, while other children work and play at centers. Are your children ready?

Engaging Children

In this lesson, children are asked to “whisper in your hand.” This means they should hold the palm of their hand a few inches in front of their mouth, and say what they think in a quiet voice. This is a good strategy for giving all children a chance to voice their ideas and involving them in the lesson.



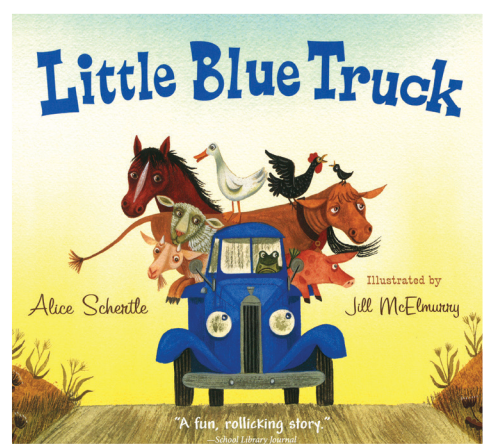
Supporting Multilingual Learners

Explicitly teach the word “friend” to new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



Keep It Going

- Join children in the writing center. Remind them they can draw and write about playing with a friend. Did they play together in the dramatic play center? On the playground? Invite them to draw about how they played with a friend and have them share their drawing with you.



Make & Prepare

- Locate the big book version of *Little Blue Truck* included with the curriculum.
- You will be dramatizing a potential accident; have a chair ready in a path that you could bump into.
- Create a sentence strip that says “I predict”
- Download and print the corresponding ASL visual for “I predict.”
- Familiarize yourself with how to make the ASL sign for “I predict” on the *Blueprint* website.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

Additional Materials

- Unit Chart: “Words We Are Learning”
- Anchor Chart: “Readers Can Say”

Words We Are Learning

- muck: thick mud

Making Predictions

Making predictions is a big concept. Children will practice making predictions when they read books as well as in other situations, such as when doing a science experiment. As children predict, they think about what they know to make an educated guess about what could happen next. Assure children that there is no such thing as “right or wrong” predictions. When reading a book, for example, the author writes one outcome, but something else could have happened instead. Empower children to write their own endings to their favorite books.

Color Chart

Create a color chart to hang in your room. For example, ask children to work together to paint a large piece of paper blue. Then label the picture “blue” with the large group. Invite children to share the names for colors in their home languages as well. Creating this type of color chart with children will give them more ownership over it, and they will be more likely to use it as a reference.

Before

INTRODUCE the concept of prediction. **ROLE PLAY** a potential accident: Place a chair in your pathway. Walk towards it while looking away from it over your shoulder.

Before we read today, let’s play a little game. Watch me as I walk over to the bookshelf.

PAUSE before you bump into the chair. **ASK** children to make a prediction.

What could happen next? If you think I might bump into the chair, sign “yes” [demonstrate]. If you think I won’t bump into the chair, sign “no” [demonstrate]. Let’s test it.

BUMP into the chair. **DISCUSS** what happened.

We predicted I would bump into the chair because I was not looking where I was walking. A prediction is when we think about what is going to happen next.

INTRODUCE the book. **ASK** children what they notice in the picture on the front cover. **INVITE** one to three to share.

We can make predictions when we read books. We can think about what might happen in a book. The title of this book is *Little Blue Truck*. The author who wrote the book is Alice Schertle. The illustrator who drew the pictures is Jill McElmurry. Look closely at the illustration on the front cover of *Little Blue Truck*. What do you see?

TEACH the sign for “I predict.” **MODEL** making a prediction based on the cover.

I wonder what will happen in *Little Blue Truck*? I’m going to make a prediction. This is the sign for “I predict.” You try it. I predict this book will be about a bunch of animals riding in a little blue truck.

INVITE children to add on. **CALL ON** one to three children to share. **ENCOURAGE** them to use the sign and sentence stem “I predict...”

Can you help me add on to this prediction? Where do you predict the animals are going? If you would like to share, make the sign for “I predict.” You can say, “I predict...”

Readers, you are making predictions. You are thinking about what could happen in this book. Now let’s read *Little Blue Truck* to find out.

During

PAUSE after: “Honk! Cried the Dump, and he sounded scared, but nobody heard (or nobody cared.)” **DEFINE** the word “muck.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Yikes, the Dump Truck is stuck in the muck. “Muck” is another word for mud. Let’s add “muck” to the list of words we are learning. Does anyone know any other words that mean the same thing as “muck”?

INVITE children to make a prediction. **CALL ON** one to three children to share. **ENCOURAGE** them to sign and use the sentence stem, “I predict.”

He feels scared and is crying for help. Let’s make a prediction: What could happen next? If you would like to share, make the sign for “I predict.” Say, “I predict...”

Let’s keep reading to find out.

After

ADD “I predict” to the Anchor Chart: “Readers Can Say.”

Just like the friends helped each other, you helped make predictions. You were thinking about what could happen next in the book. Let’s add the words “I predict” to this chart called “Readers Can Say.” This will remind us that one way we can think and talk about books is making predictions.

Build Interest

PLACE name cards on the table right side up. **INVITE** children to find their name.

Learners, take a look at all the names on the table. Your name is here! Let's all look for and find your name.

GIVE children time to look for their name. **ASSIST** as needed.

How did you know that card had your name on it?

Build Understanding

SUMMARIZE what children said. Then **INVITE** children to use their finger to trace the letters in their name.

I heard you say...[it began with a certain letter, it had a certain amount of letters, you recognized your photo, etc.].

Let's all take a look at our names. Use your finger to trace the letters in your name like this [demonstrate].

GIVE children time to find their name around the classroom.

Our names are all around the classroom. Take your name card with you, and let's walk around the classroom to look for your name.

GUIDE and **ASSIST** children, as they look for their names around the classroom.

Build Experience

DISTRIBUTE paper and writing tools. **INVITE** children to write their name.

Many of us are learning what our name looks like. Have you ever written your name?

Here is some paper. Choose a writing tool like a marker or pencil. Look at your name. Does it have straight lines? Curvy lines? I can't wait to see what you write!

RESTATE that we can now recognize and find our name in print.

Today we looked carefully at our names. We noticed the letters in our names and the shape of them. We found our names around the classroom, and we wrote them. You are learning to recognize and read your name!

Materials

- Children's name cards from Week 2.



Remember to Save

- Save children's writing sample so they can look back on it later, and describe how their writing has changed. Specifically, we will return to this name sample in Unit 10.

Build Background Knowledge

Sing the ABC song.

Stretch their Thinking

Mix up the names again, and have children find their name.

Listen/Look For

- Do children recognize their name in print?
- Do children know any of the letters in their name?
- How do children count the letters in their name?
- Can children find their name around the classroom?

The Importance of Children's Names

Children have lots of experience hearing their name and one of the first things they learn is to recognize their name in print. Building off of this familiarity is a good strategy for several areas of early literacy learning, including the teaching of letters and sounds as well as other phonological awareness skills.



Family Engagement

Have families join in on these name games. Suggest different ways they can highlight children's names at home; for example, they can talk about why their child was given that name, add magnetic letters to the refrigerator that spell their child's name, and go on a "name search" to find their child's name around the house. Download and print "Your Child's Name" from the *Blueprint* website. It lists out these ideas and others to share with families.

Responding to Children

At this stage, children may still be writing scribbles or drawing lines. Praise any and all efforts by saying what you notice they have done in a positive way. "I see that you wrote some lines on your paper!"

Greeting Time

Children sway as they sing “We Take Care of Each Other.”

Creative Arts: Music

REVIEW the song “We Take Care of Each Other.”

We are talking about taking care of each other. We are even singing a song about how we take care of each other in our classroom community. Do you remember how it goes?

MODEL and INVITE children to sway side to side as they sing [they can stand and hold hands also].

As we sing it today, let’s sway side to side like this. Can you sway with me? Let’s sing!

We take care of each other, each other,
each other,

We take care of each other,
That’s the Power of 3!

For we are all part of our classroom
community,

We take care of each other,
That’s the Power of 3!

Material

- *Blueprint Songbook*



Classroom Culture

As you invest the time with your children to develop the classroom culture, think about how you will create a place for every child’s voice to be heard and honored, a community where everyone is respected and valued, and an atmosphere of kindness.

Movement Time

Children play “Simon Says,” listening for those words.

Social Emotional: Self-Regulation and Responsible Behavior

REVIEW how to play “Simon Says.” **INTRODUCE** the idea that children should only do the movement if you say “Simon Says.” **Continue to include all children for the entire game; there is no need to ask them to sit out.**

One way we can take care of each other is by playing together. Let’s play “Simon Says!” Be sure to listen for Simon’s name. If I say, “Simon says,” then do the movement! But if I don’t say, “Simon says,” then don’t do the movement. What words are you listening closely for? Simon says!

Let’s pretend to be some animals in *Little Blue Truck* [show book].

PLAY a few rounds, sometimes beginning with “Simon Says” and sometimes not. Keep the game positive and inclusive. If children make a mistake, keep the game going. Here are some suggestions:

Simon says please stand up.

Simon says hop like a frog.

Simon says flap your wings like a goose.

Swing your tail like a horse...Oops, I didn’t say “Simon Says!” That’s okay, try again!

Simon says swing your tail like a horse.

Simon says sit back down.

Material

- The book *Little Blue Truck*

Interacting with Children

Take time to talk to each child every day, asking them about their experiences inside and outside of school (and take the time to listen!). Individual greetings are important in starting the day.

Talk Time

Children participate in a discussion about problem solving.

Social Emotional: Self-Regulation and Responsible Behavior

DEFINE the words “problem” and “solve.” **ADD** them to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

We just played a game together. It’s fun to play together. But sometimes, when people play or work together, problems come up. Do you know what a problem is?

Yes, a problem is something that we need an answer to. When we solve a problem, we find the answer! Let’s add “problem” and “solve” to the list of words we are learning. Do you know any other words that mean the same thing as “problem” or “solve”?

USE puppets to role play a common classroom problem. INVITE children to offer possible solutions.

Sayeh and Elijah are playing together at the art center. Elijah is coloring with a red crayon. Sayeh says, “I need the red!” It looks like two friends [hold up 2 fingers] want to use one crayon [hold up 1 finger]. Let’s think about what they can do to solve this problem.

INVITE children to use the puppets to act out their ideas. Solutions may include: taking turns, finding another red crayon, or using a different color.

Make & Prepare

- Designate and introduce Sayeh and Elijah, the social emotional puppets
- One object such as a red crayon

Additional Material

- Unit Chart: “Words We Are Learning”

Words We Are Learning

- problem: something to find the answer to
- solve: find the answer to a problem



Before

CONNECT to the book *Little Blue Truck*. **SHOW** and **READ** the page you marked in the book.

We read this book called *Little Blue Truck*. This book is fun to read because it is filled with rhyming words. Look at this page from the book [show].

Little Blue Truck is such a friendly truck. He's coming down the road. He is about to meet one of his friends. Look and listen, as I read this page. You will hear the word "road" and another word that sounds just like it at the end.

EXPLAIN that words that sound the same at the end are rhyming words. **INVITE** children to repeat the rhyming words with "road" and "toad."

Did you hear another word that sounded like "road"? Yes, the word "toad" sounds like "road." These are rhyming words because the sound is the same at the end. Say those words with me and listen how they sound the same at the end: toad, road.

REPEAT the words with the children a few times.

Watch as I draw a picture to show our rhyming words: a toad on the road.

During

DRAW a toad on the road. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I want to draw a toad on the road. I can use different shapes to help me create my drawing. What shapes should I use?

Yes, I can make the toad's eyes round using two circles: one, two.

After

PLAY "Listen for the Rhyme." **SAY** two words. Children sign "yes" if the words rhyme or "no" if the words do not rhyme. **SUPPORT** new English learners by using familiar words used daily in the classroom. **MODEL** the activity. Below are suggested examples.

We just learned that words that sound the same at the end rhyme. The words "road" and "toad" rhyme. Let's keep listening for words that rhyme. I'll say two words. If they rhyme, make the sign for "yes" like this [demonstrate]. If they do not rhyme, make the sign for "no" like this [demonstrate]

Let's try one together: book/look. Do those words rhyme? Let's make the sign for "yes." Door/table. Do those words rhyme? No. Let's make the sign for "no."

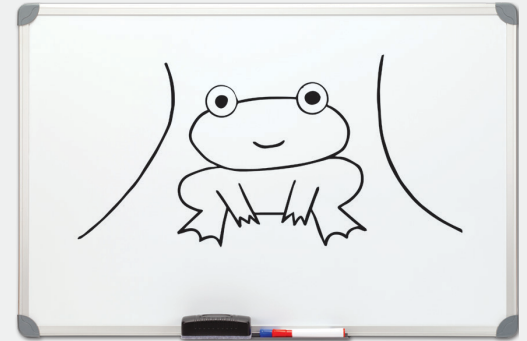
- Hair/fair
- Day/say
- Milk/juice
- Red/bed

RESTATE that rhyming words are words that sound the same at the end.

Today we learned about rhyming words. Rhyming words are words that sound the same at the end.

[Transition] **INVITE** children to say, I like rhyme time.

Let's end with another rhyme. Everyone say, "I like rhyme time." Ready?



Make & Prepare

- Have the book *Little Blue Truck* ready. Mark the page that begins "Little Blue Truck came down the road" with a sticky note.
- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

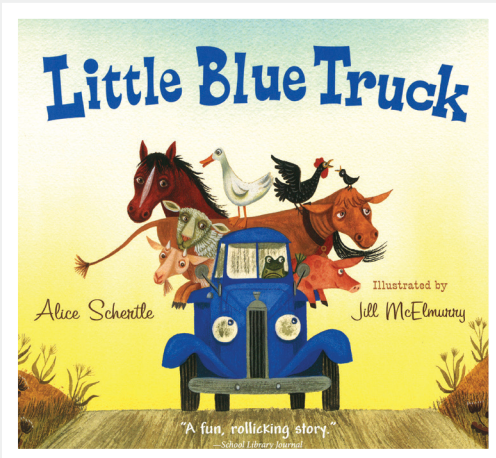
Rhyme Development

Children in your classroom may have had different exposure to or an understanding of rhyming words. As children become more familiar with rhymes, they begin to anticipate them in rhyming books. This helps to prepare them to predict words when they read, which is an important reading skill.



Keep It Going

- During transitions, continue to play the rhyming game from the lesson. Provide them with words that rhyme and words that do not rhyme. Encourage children to signal if the word rhymes or if it does not.
- Gather children in a small group. Provide them with a few picture cards that rhyme (e.g. cat/hat). Together read the picture cards first. Invite children to think about which picture cards rhyme. Say "Does cat rhyme with hat? Cat? Hat? Yes! They sound the same at the end, so they rhyme." Together sort the rhyming picture cards.



Materials

- Sayeh and Elijah, the social emotional puppets
- Unit Chart: “Words We Are Learning”
- Anchor Chart: “Power of 3”
- Review the ASL sign for “Power of 3” on the *Blueprint* website.

Words We Are Learning

- swerve: move to the side quickly

Supporting Multilingual Learners

Explicitly teach the words “help” and “helpful” to new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Using Big Books

Continue using this big book to deepen children’s understanding of concepts of print. Help children understand the concept of a word by sweeping your finger to point under each word, as you read it. Explicitly point out the spaces between words to show children that words are separated by spaces in print. Because this book includes words written in different colors, invite children to point to particular words on a page. For example: “Can you point to the word written in the color blue?”

Problem Solving

Remind children that there is almost always more than one way to solve a problem. Encourage them to think flexibly and creatively, as they come up with alternate solutions to a given problem. Spend time thinking through what it could look like to try out some of their ideas.

Before

CONNECT to Talk Time and the discussion on problem solving. **ASK** children to listen for the problem and solution in the book.

At Talk Time we talked about how we can help each other to solve problems. When Sayeh and Elijah [show puppets] both wanted the same crayon, we thought about some ways they could solve that problem.

Have you ever read a book where the characters, the people, or animals in a book had a problem too?

Yes, sometimes characters in stories have problems too, and they find ways to solve them. We are going to reread *Little Blue Truck* today. As we read, let’s listen for the problem in the book and also for how they solve it.

During

PAUSE after: “Into the mud rolled the big fat truck, and his big important wheels got **STUCK!**” **CALL ON** one to two children to name the problem.

There is a problem in the book. What is the problem?

Yes, the problem here is that the big Dump Truck got stuck in the mud.

DEFINE the word “swerve.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

When the Dump Truck saw the puddle, he tried to swerve. “Swerve” means to move quickly to the side like this [act it out]. Can you swerve away from the puddle? Was the Dump Truck able to swerve away in the book though? No, he wasn’t. The problem is that he got stuck.

Let’s add the word “swerve” to the list of words we are learning. Do you know any other words that mean the same thing as “swerve?”

PAUSE after: “Little Blue pushed with all his might—now Blue and the Dump were **BOTH stuck tight.**” **CALL ON** one to two children to name the problem.

Is there another problem in the book? What is the problem, readers?

Now Little Blue is stuck in the mud too! This is a problem. But these friends try to solve problems together! That is one way they take care of each other.

PAUSE after: “One last push and the trucks were **FREE!**” **DEMONSTRATE** the meaning of the word “free.” **AFFIRM** that the friends take care of each other by solving the problem.

The friends are taking care of each other! They all helped to push the trucks out of the mud. Now they are free [demonstrate]! The friends in this book worked together to solve the problem.

After

RESTATE the problem and solution in the book. **CONNECT** back to the Power of 3 and children’s own lives.

The friends in this book had a problem. What was the problem?

Yes, the two trucks got stuck in the mud. And the friends also helped to solve the problem. How did they solve the problem?

All of the animal friends pushed both of the trucks out of the mud. They all helped to free the trucks! They were taking care of each other.

Like the friends in this book, we can help each other and solve problems! We can take care of each other too. That’s the Power of 3 [sign].

Build Interest

SHOW the tub of magnetic letters. **DISCUSS** children's experiences with magnetic letters.

Our names are very special, and we are learning to read and write them!

We found our names around our classroom. We know that our names are made up of letters.

These are magnetic letters [show]. They can be used to spell our name and other words. Have you ever used magnetic letters? Can you name any of the letters?

Build Understanding

PLACE a few of the magnetic letters on the table. **SHOW** children how you can lay them on the table or on a magnetic board. **ASK** children what they notice.

We can explore with these letters on the table, or we can place them on a magnetic board, like this tray. Watch how they stick to this tray [demonstrate]. Do you know why they stick? Yes, they have a magnet on the back of them [show].

Look at these few letters I took out of the tub.

What do you notice about their shape?

Do they have straight lines? Curvy lines?

Do you know which letters these are?

GIVE children time to share. **SUMMARIZE** what they say.

I heard you say [summarize].

Build Experience

GIVE children time to explore with the magnetic letters.

Let's spend some time exploring the magnetic letters. I can trace the shape of the letter with my finger. Use your finger to trace a letter.

Even if I don't know the name of the letter, I can notice things about the shapes of the letters.

When we are all done, we will put all the letters back into the tub. This will help us keep our materials organized, so everyone can use them.

CONFER with each child, as they work with the letters. **DESCRIBE** what you see. **REPEAT** key vocabulary. Examples include:

Oh look, you chose three letters!

I see that this is the *letter A*. It has three straight lines. Can you find another letter with straight lines?

Look at the *letter P*. It has a straight line and a curvy line. Let's trace the curvy line with our fingers. Can you find another letter with a curvy line?

RESTATE that magnetic letters can be used to build words.

Today we explored with magnetic letters. We can use these, as we learn the letters of the alphabet and build words like our name. Let's put these magnetic letters in the writing center.

Materials

- Tub of magnetic letters
- Magnetic boards or sheet pans

Build Background Knowledge

Whisper the ABC song.

Stretch their Thinking

Play a game where you show a letter, and ask the children to find the same one from a selection of letters.

Listen/Look For

- Have children used magnetic letters before?
- What letters do children recognize?

Connection to Other Units

Inviting letter exploration will prepare children for Unit 2 when we begin a closer study of the alphabet. Use this time to assess children's knowledge of letters and sounds.

Differing Writing Systems

Children from diverse backgrounds may be familiar with differing writing systems. For example, some languages are written left to right, like Arabic, or from top to bottom, like Japanese. Notice how children handle the letters, whether they know how to place letters right side up, or if they line them up top to bottom versus left to right.

Using a Magnetic Tray

If you are using a magnetic tray during this activity, point out how the magnets work. When you put them near to metal or other magnets, they pull towards each other, or they push away. These magnet letters want to "stick" to metal.

Greeting Time

Children sing and change the words to “We Can Play with Each Other.”

Creative Arts: Music

REFER to the Power of 3. **CHANGE** the lyrics of the song to “We Can Play with Each Other.”

We have been thinking about how we take care of each other. Look at our Power of 3.

We “Take Care of Each Other” when we play together. Let’s change the words in our song to: We can play with each other!

MODEL and **INVITE** children to sway and sing along.

We can sway again as we sing...

We can play with each other, each other, each other,

We can play with each other,
That’s the Power of 3!

For we are all part of our classroom community,

We can play with each other,
That’s the Power of 3!

Materials

- Anchor Chart: “Power of 3”
- *Blueprint Songbook*



Movement Time

Children play “Simon Says” and count three movements.

Social Emotional: Self-Regulation and Responsible Behavior

INVITE children to count to three. **REVIEW** how to play “Simon Says.” **FOCUS** on doing three repetitions of each movement. **CHANGE** the number depending on your children’s background knowledge.

Playing together is fun. Before we play a game together, let’s count to three: 1, 2, 3!

Our friend Simon likes to do movements three times each. Get ready to play “Simon Says,” and count our movements. Remember, only do and count the movements if I say, “Simon Says.”

PLAY several rounds. **COUNT** out the movements, as you do them along with the children. **SLOW DOWN** the movements so that you can clearly count each one. Below are some suggestions.

Simon says please stand up.

Simon says tap your shoulders three times: 1, 2, 3.

Simon says pat your legs three times: 1, 2, 3.

Touch your toes...oops, I didn’t say, “Simon says!”

Okay, Simon says touch your toes three times: 1, 2, 3.

Simon says clap your hands three times: 1, 2, 3.

Simon says sit back down.

Count Slowly

When counting movements (or objects in another activity) with children, be sure to slow down. Choose movements that you can slow down enough to clearly isolate each one. This will support children’s understanding that we count one number for one movement. Also, children might need support in knowing when to stop counting. Be sure to let them know that when they get to the last number, they have to stop counting.

Talk Time

Children discuss how community members help each other.

Social Emotional: Social Awareness and Relationships

STATE that one way we take care of each other is by being helpful. **REFER** to the book *Little Blue Truck*.

Thank you for helping to count those movements. That is another way we take care of each other. We are all part of our classroom community. One way we take care of each other is when we help each other. Just like the animals in our book *Little Blue Truck* [show] we can be helpful at school.

USE the social emotional puppets to role play how people can help each other.

Sayeh and Elijah are in the dramatic play center. Watch how they help each other:

- “Oh no, I can’t find the spoon!”
- “I can help you look for it... Here it is!”
- “Thank you for being helpful. I need the spoon to feed the baby. Do you want to help me feed her?”
- “Sure, I can help you!”

ADD the responsibility “Be helpful.”

We can help each other! One way we take care of each other [point] is to “Be helpful.” That’s the Power of 3 [sign]!

Make & Prepare

- On a sentence strip, write “Be helpful.”
- Download, print, and attach the corresponding image to the sentence strip.
- Review the ASL sign for “Power of 3” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Power of 3”
- The book *Little Blue Truck*
- Sayeh and Elijah, the social emotional puppets



Before

CONNECT to the book *Little Blue Truck*. **POINT** to the animals on the cover, as children name them.

We read *Little Blue truck* [show]. Do you remember any of the animals in the book?

REMIND children what rhyming words are. **THINK ALOUD** as you generate a word that rhymes with “pig.”

I want to think of words that rhyme with “pig”, one of Little Blue’s animal friends [point]. What do you know about rhyming words?

Yes, they sound the same at the end. Does “pig” rhyme with “truck”? Do they sound the same at the end? No, those words don’t sound the same at the end.

Does “pig” rhyme with “big”? Yes, those words sound the same at the end. Watch as I draw a big pig.

During

DRAW a big pig. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is a picture of a big pig. Look at the big circle I made for his face! Should I draw a big snout too? “Big” and “pig” rhyme.

After

PLAY “Look for the Rhyme.” Show two pictures. Children sign “yes” if the pictures are of objects that rhyme. They sign “no” if the names of the objects do not rhyme.

Let’s play “Look for the Rhyme.” I’m going to show you two pictures. Say the name of each of the objects in the picture. If they rhyme, sign “yes” [demonstrate]. If they do not rhyme, sign “no” [demonstrate]. Ready?!

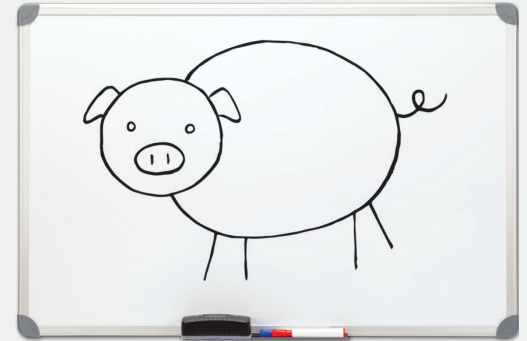
Here are two pictures [hat, cat]. What are they? Do they rhyme? Yes, let’s sign “yes.”

CONTINUE to play. Then **RESTATE** that rhyming words sound the same at the end.

We are learning about rhyming words. When we say words that sound the same at the end, they are rhyming words.

[Transition] **INVITE** children to say goodbye to the big pig in the message.

As you leave the rug, say goodbye to our friend, the big pig! Say bye, big pig!



Make & Prepare

- Download and print Unit 1 Rhyming Picture Cards.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

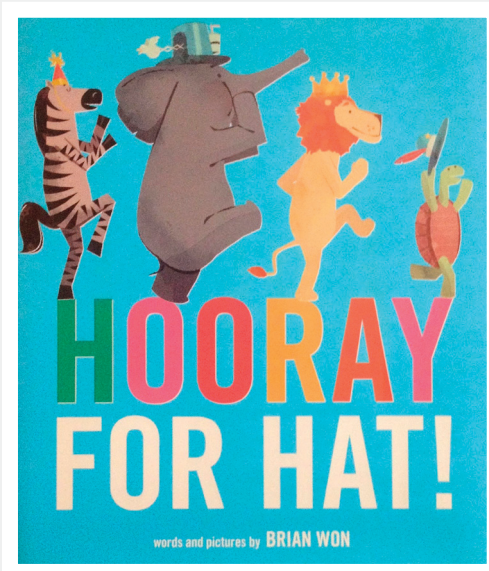
Additional Material

- The book *Little Blue Truck*



Keep It Going

- Join children at the library center. Provide them with books that contain rhyming pictures. Point to two pictures and invite children to think about whether or not they rhyme.
- Join children at the library center. Provide children with books that contain rhyming words. While reading with children at the library center, invite them to listen closely for words that rhyme. Can they identify the rhyming words? Encourage them to share when they hear a rhyming word. Mark those spots with a sticky note.



Make & Prepare

- Have the feelings word “grumpy” and the matching photographs prepared for the “Feelings” chart.

Materials

- The book *Lots of Feelings*
- Anchor Chart: “Feelings”

Brian Won

The author of this book has a website that you can explore. It includes downloads and suggested activities for *Hooray for Hat!* and other books he has written.
<http://www.brianwon.com>

A Word with Many Functions

Be aware of the different functions of words. The word “cheer” can be a noun (a joyful shout) and a verb (to comfort or encourage someone). Both forms of the word are used in this unit.

Supporting Individual Children

Classroom aides and assistants can help you keep the children engaged during read aloud. Ask them to sit with a child and model what readers do by whispering into their ear things like: “Oh, I wonder what will happen next?” or “I’m listening very carefully so I won’t miss this next part.”

Before

SHOW the “grumpy” page in the book *Lots of Feelings*. **DEFINE** the feelings word “grumpy.” **ADD** it to the “Feelings” chart in languages that reflect children’s home languages.

We read this book *Lots of Feelings*. Some of the children in this book feel happy [show], but some feel grumpy [show]. Let’s say this feelings word together: grumpy. Can you make a grumpy face? What does it mean when you feel grumpy? Have you ever felt grumpy?

Yes, when you feel grumpy, you’re in a bad mood. You may feel sad or upset. When you feel grumpy, you may not even want to talk or play. Let’s add “grumpy” to our “Feelings” chart. Here is a picture of [name] showing a grumpy expression.

INTRODUCE today’s book. **COUNT** the animals on the cover.

We are going to read a book about friends who start out grumpy [point to the “Feelings” chart]. Then they help each other and cheer each other up. The title is *Hooray for Hat!* Brian Won is both the author of the words and the illustrator of the pictures.

In this book, there are many animal friends. Let’s count the animals on the cover. Four! That was the last number we said. That tells us how many animals are on the cover.

SET THE PURPOSE: to find out how the friends in this book help each other.

Let’s read this book to find out how these four friends help each other.

During

PAUSE after: “When elephant woke up, he was very grumpy.” **GUIDE** children to look at the character’s expression in the illustration. **MODEL** and **INVITE** them to match how he looks.

What do you notice about elephant’s face? Yes, his eyebrows are turned down, and his mouth is turned down too. He’s crossing his arms over his chest. Can you make your face and arms look like that?

We know that our expression can show how we are feeling. Elephant doesn’t look happy or excited at all, does he? How does he feel? Yes, he feels grumpy.

MODEL and **PROMPT** children to notice the character’s facial expressions, and match them, each time you read the word “grumpy.”

After

DISCUSS how the friends helped each other. **SHOW** the appropriate pages in the book, if children need prompting. **REVIEW** the word “grumpy.”

We saw lots of friends in this book. At first, how did each friend feel? Look at their faces in these pictures...

Yes, they were in a bad mood and feeling grumpy! Can you make your grumpy face?

How did the friends in this book help each other?

Yes, they shared the hats to cheer up the grumpy friends. “Cheer up” means to comfort or help someone feel better. When the friends were having fun with the hats together, did they still feel grumpy?

No, they felt happy and excited. So they cheered, “Hooray!” The friends in this book help each other. They take care of each other, just like we do!

Build Interest

PLACE name cards on the table. **INVITE** children to find their name cards and share how they found their name.

Today we are going to use our name cards again. Look for and find your name card on the table. How do you know that is your name?

GIVE children time to find their name and share.

Yes! You are learning what your name looks like.

COLLECT the name cards.

Build Understanding

MODEL how to use magnetic letters to match the letters on the new set of magnetic letter name cards. **INVITE** children to help you. **MAKE** mistakes on purpose so the children can correct you. **ADAPT** the lesson to match your own name.

Here is my new magnetic letter name card [show]. It was made using magnetic letters. It spells out my name.

I am going to take the magnetic letters from this tub [show] and match them to the letters on my magnetic letter name card.

The first letter in my name is the *letter B*. I will look for the *letter B*. I know it has to be red. It has two bumps.

- Is this it [point to a different letter]? How do you know that's not it?
- Is this it? How do you know? Yes, it's red and has two bumps.
- Does it go like this [place it backwards or upside down]. No? How do you know? Oh, it has to match.
- What's the next letter we are looking for?

CONTINUE until you have built your name.

Thank you for helping me find the letters in my name and matching them to the letters on my card.

Build Experience

BUILD each child's name in the group collaboratively.

Now, let's try one of your names. Let's match the magnetic letters to the letters in your name on your magnetic letter name card.

- Where should we put this letter [show] on their name card?
- Who wants to place the next letter? How do you know where it goes?
- What are we learning?

RESTATE that magnetic letters can be used to build words.

Today we explored again with magnetic letters. We used them to build our names. We are really learning what our names look like.

Make & Prepare

- Make one set of magnetic letter name cards. Write out each child's name using magnetic letters and photocopy it. Make one for yourself as well.

Additional Materials

- Children's name cards
- Magnetic boards or sheet pans
- Magnetic letters

Remember to Save

- Magnetic letter name cards for Small Group Day 14 and 15.

Build Background Knowledge

Only put out two or three letters of a name to see if they can match them. Too many letters (or longer names) may be overwhelming for some children.

Stretch their Thinking

Give children another group of letters, including ones that are not in their name. Invite them to find the letters in their name and build it again.

Listen/Look For

- Which letters do children identify in their name?
- How do children match the letters?
- Do children place the letters in the correct orientation?

Learning Names

There are generally three stages for learning names: recognizing their names, beginning to spell them and learning to write them. Children need lots of practice with all these stages.



Greeting Time

Children sing and change the action in “We Take Care of Each Other.”

Creative Arts: Music

INVITE children to tell what they like to do with friends. AGREE upon one of those things to sing about (replacing the words “take care of” with the new activity). ADD a corresponding action. See the example below:

We have been talking a lot about taking care of each other and being friends. What are some things that you like to do with your friends?

Let’s change the words in our song to one of those things! We can sing about how we [like to swing] with each other!

We like to swing with each other, each other, each other,

We like to swing with each other,
That’s the Power of 3!

For we are all part of our classroom community,

We like to swing with each other,
That’s the Power of 3!

Material

- *Blueprint Songbook*



Classroom Environment

Classroom culture, environment, and learning are closely linked. Children need safe and predictable classrooms to try out new skills. They need organized spaces to learn independently and with each other. They need relevant print to make their learning visible, and robust conversations to explore new ideas. Most importantly, they need caring communities that promote cooperation, independence, and joyful learning.

Movement Time

Children play “Simon Says” and move like animals.

Social Emotional: Self-Regulation and Responsible Behavior

REVIEW how to play “Simon Says.” REMIND children that they should only do the movement if you say “Simon says.” Below are some suggestions.

We also like to play “Simon Says” together! Remember, only do the movements if I say, “Simon Says.” Today let’s pretend to be some of the animals in *Hooray for Hat!* [show book].

Simon says stand up.

Simon says stomp your foot like a grumpy elephant.

Stomp your foot two times... Oops, I didn’t say, “Simon says!”

Simon says stomp your foot two times.

Simon says curl into your shell like a turtle [crouch down and cover your face].

Simon says come back out of your shell.

Flap your arms like an owl’s wings. Oops, I didn’t say, “Simon says!”

Simon says flap your arms like wings.

Simon says stop flapping and sit back down.

PLAY a few rounds. INVITE children to lead the game to build their expressive language.

Material

- The book *Hooray for Hat!*

Keep It Going

In this lesson we refer to the book *Hooray for Hat*. Often refer to read aloud books to help children see the characters in them as members of the classroom community. Make puppets of their favorite characters. Pose questions about them such as “Do you think Elephant woke up grumpy again today?” These kinds of activities will help children feel more connected to books.



Talk Time

Children practice “Grumpy Cloud.”

Social Emotional: Self-Awareness and Self-Concept

REFER to *Hooray for Hat!* REVIEW “grumpy” on the “Feelings” chart. ASK children how they cheer themselves up.

How does playing “Simon Says” make you feel?

There are lots of feelings. What about the animals in *Hooray for Hat!* [show]? How did they feel? Yes, at first they were grumpy [point]. But then they helped to cheer each other up!

We can also cheer ourselves up. How do you cheer yourself up when you feel grumpy?

GUIDE children to do “Grumpy Cloud.”

Let’s try one way together. This Mindful Moment is called “Grumpy Cloud” [show card]. Please make your body comfortable and close your eyes. Take a few deep breaths in and out.

Imagine a grumpy mood as a gray cloud over your head.

Now think about something that makes you feel happy. Let the happy thought be like a bright light shining through the cloud. Is the grumpy cloud starting to float away? How do you feel now?

ADD the “Grumpy Cloud” card to your Mindful Moment basket.

Make & Prepare

- Download and print the “Grumpy Cloud” card.



Materials

- The book *Hooray for Hat!*
- Anchor Chart: “Feelings”

Mindful Moment

This mindfulness exercise builds children’s relationship with their own emotions. It helps them to observe and acknowledge a “negative” feeling without attachment and judgment. Sometimes grumpiness lifts quickly, and sometimes it lingers for a while, and that is okay.

Before

CONNECT to the book *Hooray for Hat!*

When we read *Hooray for Hat!* we noticed that the animals were grumpy. [Show the book and refer to those pages where the animals are grumpy.]

TELL a story about feeling grumpy using Elijah, one of the social emotional puppets. **INVITE** children to respond to the story.

Elijah, our puppet friend, wanted to share a story about a time he felt grumpy too. Will you welcome him and listen to his story?

“One time, I scooped out some chocolate ice cream into a bowl, and I added a cherry on top to make it special. I couldn’t wait to eat it. And then I dropped the entire bowl of ice cream on the ground, and it spilled all over. I felt so grumpy.”

Do you think you might feel grumpy too if that happened? Is there something you want to say to Elijah to make him feel better?

Watch me as I draw what happened to make Elijah feel grumpy.

During

DRAW an upside down bowl and some spilled ice cream. **INVITE** children to contribute. **DESCRIBE** what you are doing and thinking as you draw.

Here is the bowl of ice cream. It is upside down on the floor. And here is some of the ice cream spilling out of the bowl. Should I draw the cherry too? Ok, here’s a little circle to show the cherry that fell as well.

After

INVITE children to share stories of times they felt grumpy. **INVITE** multilingual learners to share with a partner in their home language.

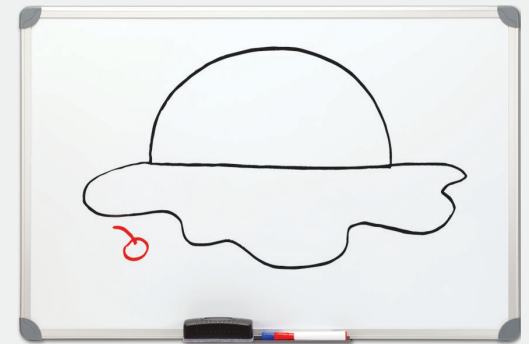
Today Elijah shared a story about a time he felt grumpy. Make the sign for “yes” [demonstrate] if you want to share a story about a time you felt grumpy.

RESTATE that feeling grumpy is natural.

We know that characters in books can feel grumpy and so can we.

[Transition] **INVITE** children to write about these stories at the writing center.

Remember, at Center Time, you can draw and write about these stories you just shared.



Make & Prepare

- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- The book *Hooray for Hat!*
- Elijah, one of the social emotional puppets

Executive Function: Self-regulation

Self-regulation begins with the ability to understand and identify our emotions. Grown-ups can help children by giving them permission to feel and express sadness, fear, anger, worry, and loneliness, as well as joy, delight, excitement, enthusiasm, and other positive emotions.



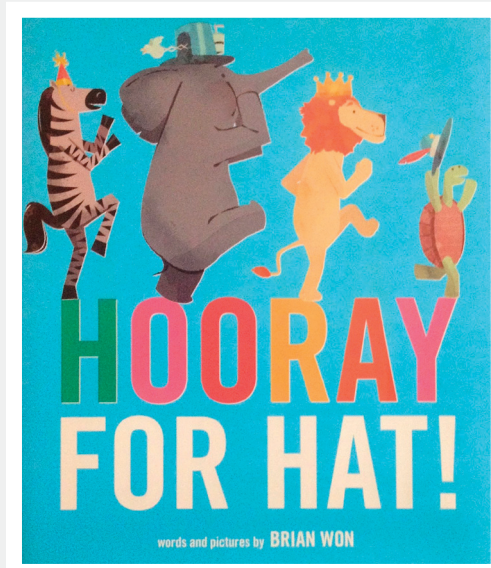
Supporting Multilingual Learners

You may be lucky enough to have children in your classroom who speak one (or more!) languages other than English at home. While in years past it was frowned upon to allow multilingual children to speak their home language in the classroom, current research has shown that incorporating use of multilingual children’s home languages into instruction results in high levels of academic achievement in literacy for these children.



Keep It Going

Join children in the dramatic play center. Invite children to use the social emotional puppets to act out a time they felt grumpy.



Material

- Anchor Chart: “Feelings”

Prompting

When engaging children with an echo reading, you can offer a non-verbal prompt, such as a signal or hand gesture, or a verbal prompt, such as “Your turn,” or “Now you say,” or “Ready?”

Transitions

Vary the way children are invited to leave group times. Make connections to characters in stories and have them walk like the animals (e.g. elephants or turtles) in *Hooray for Hat!*

Supporting Multilingual Learners

It is important that children are introduced to new concepts and vocabulary in their home language before, or while, they are learning them in English. This allows multilingual learners to build connections between what they know in their home language and what they need to know in their new language, and it allows them to better understand lessons taught in English.

Supporting Individual Children

Stuffed animals can help children attend and participate. Invite children who would benefit from it to hold a stuffed animal during large group lessons.



Before

RECAP the book by taking a brief picture walk. **REVIEW** the meaning of “grumpy.” **MODEL** and **INVITE** children to make a grumpy face. **ASK** a child to point to “grumpy” on the “Feelings” chart.

We read *Hooray for Hat!* by Brian Won. Let’s remember what happened in the book by looking at the pictures again.

At first the friends are in a bad mood. They don’t want to talk or play. They look like this [model frowning, furrowing your brow, and crossing your arms over your chest]. What’s the name of this feeling?

Yes, grumpy. Show me your grumpy faces. Who can point to the feelings word “grumpy” on the “Feelings” chart?

INVITE children to do an echo reading of the two refrains in the book as you read.

When the friends feel grumpy, they say: “Go away, I’m grumpy!” Can you say that? “Go away, I’m grumpy!” Every time a friend in the book says, “Go away, I’m grumpy!” let’s all say that part together.

Do the friends always feel grumpy? No, they help each other to cheer up. They share the hats and play together. And when the friends cheer up, how do they feel?

Yes, they feel happy and excited. They cheer, “Hooray for hat!” [Model pumping your fist up to cheer.] Can you say that cheer with me? “Hooray for hat!” Let’s all say “Hooray for hat!” every time the friends in the book say it.

During

Each time a character says, “Go away, I’m grumpy!” MODEL making a grumpy face as you read it. ENCOURAGE children to make a grumpy face as they repeat, “Go away, I’m grumpy!”

Each time the characters say, “Hooray for hat!” MODEL pumping up your fist to cheer as you read it. ENCOURAGE children to do the cheer, as they repeat, “Hooray for hat!”

After

PAUSE after reading the last page that says, “Hooray for friends!” **PROMPT** children to echo this line.

Let’s say that cheer together, “Hooray for friends!” You say, “Hooray for friends!”

Friends, you did a terrific job of helping me read this book. Friends do help each other. Let’s say it again, “Hooray for friends!” Ready? Hooray for friends!

Isn’t it fun to read along with our books?

Build Interest

TAKE children to the sensory table and give them some time to explore.

The sensory table is a place where we use our hands to feel and explore new materials. Let's take a few minutes to touch and explore the sand. We can scoop and dig in the sand. We will use our hands and do our best to keep the sand inside the table.

Build Understanding

INVITE children to help you pour and mix magnetic letters into the sand at the sensory table and use the spoon to stir them up.

Today we are going to add the magnetic letters to our sensory table and play a game called "Is That Letter in My Name?"

Let's pour our magnetic letters into the sand. Who can help me?

Now let's mix up the letters! Who wants to start by using this spoon to stir and mix? Who wants to have a turn next?

DEMONSTRATE how to play "Is That Letter in My Name?." Select a letter and decide if it appears in your name.

I'm going to pick a letter. Is that letter in my name? I can check my magnetic letter name card. What do you think? How do you know?

PUT the magnetic letter on top of the one it matches.

Yes, it was in my name. Now I'll put it back in the sand and stir again!

Build Experience

DISTRIBUTE magnetic letter name cards or have them nearby. **GIVE** children time to select a letter and decide if it's in their name.

Now it is your turn! Select a letter and ask yourself, "Is That Letter in My Name?"

CONNECT to each child, as they determine whether the letter they select is in their name.

- What letter did you find? How do you know?
- Is that letter in your name? How do you know?
- Is it the first letter in your name?

SUMMARIZE the work at the sensory table. **REMIND** children that the letters will be in the sensory table for them to use at Center Time.

We have lots of fun using all kinds of materials here at the sensory table. Searching for letters in your name is just one of the fun things we can do at the sensory table.

This small group is taking place at the sensory center. Remind other children that this center will be temporarily occupied.

Materials

- Sensory table (or large plastic tub filled with sand)
- Magnetic letters
- Wooden spoon
- Magnetic letter name cards

Build Background Knowledge

Have a discussion about the sensory table. Talk further about handling materials and keeping materials inside the table.

Stretch their Thinking

Children can find a letter in a friend's name.

Listen/Look For

- What letters can children accurately identify?
- Do children know when they find the letters in their name? Do they use their name card?

Set Children Up for Success

It is inevitable that items will fall on the floor! This is all part of learning and exploring at the sensory table. Set children up for success by preparing your environment! Keep a mat or an old sheet under the table for easy cleanup, especially when using sand or water. Use trays or tubs. Model how to gently use the sand. Invite children to think of ways to keep this center clean for others to use.



Keep It Going

- Leave the magnetic letters at the sensory table. Invite children to continue to search for letters in their name, for example, or another child's name.

Greeting Time

Children sing about what they like to do with friends.

Creative Arts: Music

INVITE children to tell what they like to do with friends. **AGREE** upon one of those things to sing about (replacing the words “take care of” with the new activity). **ADD** a corresponding action. See the example below:

We have been talking a lot about friendship. What are some things you like to do with your friends?

Let’s change the words in our song to one of those things. We can sing about [coloring] together!

We like to color with each other, each other, each other,

We like to color with each other,
That’s the Power of 3!

For we are all part of our classroom community,

We like to color with each other,
That’s the Power of 3!

Movement Time

Children play “Simon Says” and shake various parts of their bodies.

Social Emotional: Self-Regulation and Responsible Behavior

REVIEW how to play “Simon Says.” **REMINDE** children that they should only do the movement if you say “Simon says.” **PLAY** a few rounds. Below are some suggested ways to shake.

Our friend Simon is ready to play a game with us again! Remember, only do the movements if I say, “Simon Says.”

Simon says stand up.

Simon says shake out your hands.

Simon says shake your shoulders to shimmy like this.

Simon says put your hands on your hips.

Shake your hips side to side. I didn’t say, “Simon says!”

Simon says shake your hips.

Simon says shake your hips faster.

Simon says shake one foot.

Shake the other foot. I didn’t say, “Simon says!”

Simon says shake the other foot.

Simon says sit back down.

INVITE children to lead the game to build their expressive language.

Talk Time

Children play a game of “How Many Dots?”

Math: Numbers and Number Sense

SHOW children how to play a game: “How Many Dots?” **USE** the paper plate with one dot as the first example. **HOLD** up the paper plate with the blank side facing the children.

Let’s play another game together. There are dots on the other side of this paper plate. Watch as I quickly turn the plate around and show you the other side. Then I’m going to hide the dot side again, and ask you how many dots you saw. Are you ready?

SHOW children the side of the paper plate with one dot for two seconds. Then turn it back around to hide the dot. **INVITE** children to state how many dots they saw.

How many dots did you see?

REVEAL the dot side of the paper plate again. **TALK** about how children knew how many dots there were.

How did you know how many dots were on the plate?

CONTINUE to play the game using other dotted paper plates. **ADAPT** the numbers based on your children’s numeracy skills.

Material

- *Blueprint Songbook*



Did You Know?

Children are curious and want to know everything! In the classroom, you might hear the questions “why?” and “how?” with great frequency. You can encourage cognitive exploration and development in your classroom by offering items and activities that spark young children’s natural curiosity and interest in the world around them.

Family Engagement

Invite families to play “Simon Says” at home. Download and print the directions from the *Blueprint* website.



Make & Prepare

- Using paper plates, attach one to five black dots on each of them in line arrangements.

Remember to Save

- Paper plates



Subitizing

In this lesson, children practice recognizing the quantity of dots automatically. This skill is called subitizing. The more children practice this skill, and talk about how they automatically knew the quantity, the stronger they will get at it. Repeat this subitizing activity frequently — in large groups, small groups, or individually with children.



Before

INVITE children to verbally count to five.

Let's warm up our brain by counting to five. When we get to five, we will stop counting.

INVITE children to use their hands to count.

We also have five fingers on each hand. One way we can count our fingers is to start with pinky finger. Begin with your pinky [wiggle yours and encourage the children to wiggle their pinkies]. Let's count the fingers on our hand.

FOCUS on the number five. REFER to the book *Hooray for Hat!*

Elephant wears five hats in the book *Hooray for Hat!*

SHOW the page you marked where Elephant is wearing five hats. INVITE children to join as you count.

Let's count his hats together. When we count, we say one number for each object. I will touch each hat, and we can count together.

Watch as I draw elephant and his five hats.

During

DRAW an elephant wearing five hats. DESCRIBE your thinking as you are drawing. INVITE children to contribute.

I am going to draw Elephant wearing his five hats. Here is Elephant's face and his long trunk. Now I want to draw his hats. Help me! What kind of hats should I draw? A party hat? A baseball cap?

Each hat is going on top of the other hat! Count with me, as I draw each one.

After

INVITE a volunteer to count the hats in the message.

Who would like to volunteer to count the hats on Elephant's head?

DISTRIBUTE linking cubes. INVITE children to count them. OBSERVE how they count.

Let's do some more counting together. Remember, when we count, we say one number for each object. Putting the objects in line helps us keep track.

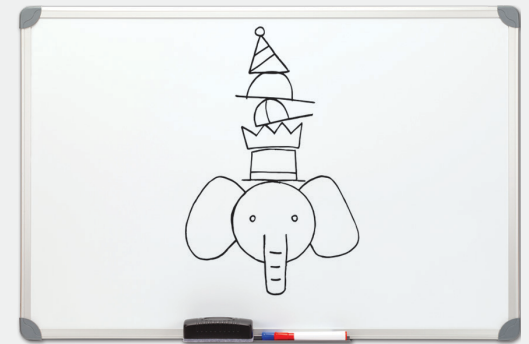
I will give each of you a set of linking cubes. Take them out of their bag and count how many linking cubes you have. When you are done, you can count them again.

HAVE children return the linking cubes to the bag and then collect them. RESTATE how counting helps you know how many you have.

Counting is fun! We can count lots of things. When we count, we know how many we have.

[Transition] ENCOURAGE children to count the fingers on their hand again.

Let's count our fingers one more time. Hold up your hand. You can begin with your pinky. One... two...three...four...five! Five fingers!



Make & Prepare

- Have the book *Hooray for Hat!* ready. Mark the page that begins "It was hard to stay grumpy now" with a sticky note.
- Add five linking cubes to a bag or bowl (one per child or per partnership).



Understanding Quantity

Research suggests it is important to develop children's understanding of quantity — or their number sense — early on. Children build their number sense, for example, by counting objects. After this skill grows, then children are ready to practice recognizing numerals. Numerals are the written symbols that represent quantities, such as "1" or "4." Recognizing that numerals represent a certain quantity is an abstract idea and will come later.

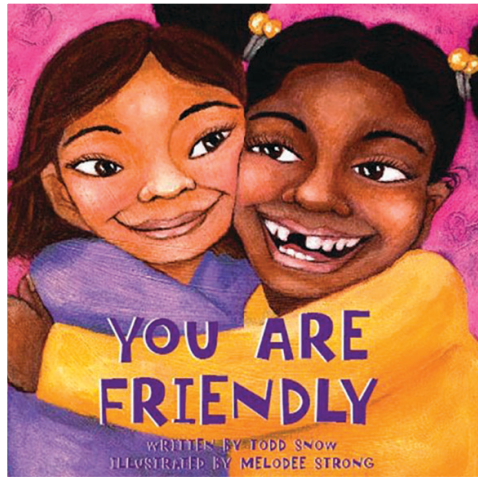
Responding to Children

Are children able to accurately count to five? If so, have them practice on counting to ten. If not, give them more practice with number songs up to five.



Keep It Going

- While on the playground, invite children to go on a "counting hunt" with you. Have the children count how many slides there are, how many swings, etc. Can they count up to five stairs?
- Although counting the number of hands (or children in the classroom) might require counting to a number that is too high for many children at this time, older children might be able to do this. This kind of activity would be an authentic counting opportunity that can easily be repeated and expanded upon.



Make & Prepare

- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Materials

- The books *Little Blue Truck* and *Hooray for Hat!*
- Anchor Chart: “Readers Can Say”

Intentional and Interactive

Remember to keep read aloud times warm and interactive. Doing so will help children build their love of reading. In addition to these large group read alouds, remember to read books to children regularly so they grow to see reading as a frequent and positive activity.

Sentence Stems

Sentence stems, or sentence starters, such as “I like…” provide a framework for children’s oral responses. Sentence stems provide an effective language model and help children to respond in the form of a complete sentence. Stems also provide scaffolding for children to focus more on what they want to say, rather than thinking about how to formulate their response.

Keep It Going

- Let children know that friends also read together. Show them how they can sit hip-to-hip with a book shared on their lap. They can take turns turning the pages and reading to one another.



Before

CONNECT to Power of 3 responsibilities under “Take Care of Each Other.” **REFER** to previous read-aloud books about friendship.

We have been talking about some ways that we take care of each other in our classroom community. Let’s read our responsibilities under “Take Care of Each Other.”

We also have been reading books about friends who take care of each other. In *Little Blue Truck* [show] friends help each other to solve a problem. In *Hooray for Hat!* [show] friends play together and cheer each other up when they feel grumpy.

INVITE children to name ways that they know to be friendly.

When we are taking care of our each other, we are being friendly. What are some ways you know that we can be friendly?

There are lots of ways that we can be friendly! Today we are going to read a book called *You Are Friendly* written by Todd Snow and illustrated by Melodee Strong. This book is all about ways that you can be friendly.

REVIEW the sign for “I like.” **PROMPT** children to sign “I like” when we read about a way that they like to be friendly.

As we read, you will notice lots of ways that we can be friendly. When we read about something that you also like to do, will you please sign “I like” [demonstrate]? Practice signing that now.

During

PAUSE one to three times. **ACKNOWLEDGE** children signing “I like.” **INVITE** one to three children to share how they like to be friendly.

I see some readers signing “I like.” We must be reading about something that you also like to do. You are noticing one way that you like to be friendly, too. If you would like to share about how you are friendly, keep signing, “I like.”

After

INVITE children to recall ways to be friendly. **ENCOURAGE** them to use the sentence stem, “I like…”

Wow, we read about so many ways to be friendly! Let’s share some of the ways that we like to be friendly. We can start by saying, “I like…” and then share one way to be friendly.

Build Interest

PLACE children's name cards on the table. **INVITE** children to find their names.

Look! Here are the names of children in our group. Can you find your name? How did you know it was your name? What other names can you read?

COLLECT the name cards.

Build Understanding

INVITE children to play "The Name Game," the goal of which is to find their magnetic letter name card.

Our name cards have our names on them and our pictures on them. Our magnetic letter name cards [show] only have our names on them. Let's use these to play a game. We are going to play "The Name Game." In this game you are going to try to find your magnetic letter name card [show].

When we play "The Name Game" we place our cards face down so we can not see our names. Then we turn over a card and ask ourselves, "Is that my name?" We check to see if it is our name. If it is, you keep it. If it is not, turn it back over in the same spot.

Try to remember where you saw the cards. During your next turn, use what you have observed from the game to recall where your name might be.

INVITE children to help you set up the cards to play the game.

Let's set up our memory game. Will you help?

Build Experience

PLAY "The Name Game." **INVITE** children to read the names on the cards as they turn them over.

Let's play! Try to remember where you saw the cards. That will help you find your name.

- Whose name is that? How did you know?

INVITE children to share their experience playing the game.

Today we played a game to find our name. Let's discuss:

- How did you know when you found your name?
- What helped you play the game?

Materials

- Magnetic letter name cards
- Children's name cards

Build Background Knowledge

Have all children introduce themselves to the group, repeating their name and adding something special about themselves.

Stretch their Thinking

Use the name cards to discuss similarities and differences in children's names (for example, friends' whose names start with the same letter, have the same number of letters, etc.).

Listen/Look For

- What do children notice about their names?
- Are children learning their peers' names?
- How do children respond to the rules of the game?



Keep It Going

- Place materials in the writing center for children to continue to play.

UNIT 1 WEEK

4

Be Sure To...

- Introduce the idea of taking care of our classroom environment.
- Continue activities that invite children to get to know one another.
- Teach children about the properties of squares
- Introduce the idea of comparing and sorting.

Books

- *Kitty Cat, Kitty Cat, Are You Going to School?*
- *Friends at School*
- *I Can Do It Myself!*
- *Lots of Feelings*
- *Little Blue Truck*
- *Hooray for Hat!*
- *You Are Friendly*
- *Max Cleans Up*
- *Tyrannosaurus Wrecks*
- Unit 1 Class Book

Charts

- Unit Chart
 - “Words We Are Learning”
- Anchor Charts
 - “Readers Can Say”
 - “Cheers”
 - “Power of 3”
 - “Feelings”
 - “We Can Describe” [make]

How do we take care of our environment?

Taking care of our classroom environment means handling materials carefully and putting things back where they belong.

Children explore the final main idea of the Power of 3: we take care of our environment. They learn how to care for books and toys and the importance of cleaning up after themselves. The read-aloud books expand on the theme of taking care of one's space and keeping communal spaces organized. Children learn new vocabulary related to cleaning the classroom (“organized” and “tidies”), and they practice making informed predictions about stories. In math, children also learn about squares and practice skills such as comparing and sorting objects. The unit draws to a close as children celebrate their learning and reflect on their favorite things in school so far.

Keep in Mind

- Remember to have the class book completed, laminated, and bound by Day 19.
- When you wrap up this unit, be sure to revisit the artifacts you created with children (e.g. charts, books). Discuss what children learned, what their favorite things were, and what new ideas they want to keep. Share with others in your community (e.g. other classrooms, families).



Words We Are Learning

environment
the space around us

organized
when everything is in its right place

wreck
ruin or destroy

tidies
cleans up or makes neat



Anchor Words for Multilingual Learners

- classroom
- clean



Trips & Visitors

The focus is on taking care of our environment. Invite school staff who work to maintain the facilities into your classroom to talk about how they take care of the school. Invite them to share some of the tools they use in their daily job. Ask them to share the best part of their jobs. Have children share why they think it's important to take care of our environment and examples of how they do so.



From the Songbook

“This is the Way We Care for Books”

[Sing to the tune of “(The) Mulberry Bush.”]

- Copy the lyrics and send home to families.
- Explain how this song helps children remember how to take care of their books.
- Add actions such as pretending to hold a book gently.
- Encourage children to sing along with you.
- Change the words in the song to describe other things children can care for (e.g. toys).
- Use the *Blueprint Songbook*. Sweep your pointer under the words, as you sing together.



Working With Families

Invite families to participate in one or both of your celebrations. On Day 19, you will read the first class book together: *Our Classroom Community*. On Day 20 you will hold a small celebration to recognize how much the children have learned about the Power of 3. While they are in the classroom, encourage family members to read the Power of 3 to see how the children take care of themselves, each other, and the environment.



Remember | <https://cliblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 16	Day 17	Day 18	Day 19	Day 20
Greeting Time	Children share how many siblings they have. <i>Social Emotional: Social Awareness and Relationships</i>	Children share their favorite animal. <i>Social Emotional: Social Awareness and Relationships</i>	Children share their favorite food. <i>Social Emotional: Social Awareness and Relationships</i>	Children share their favorite sport. <i>Social Emotional: Social Awareness and Relationships</i>	Children choose what to share about themselves. <i>Social Emotional: Social Awareness and Relationships</i>
Movement Time	Children are introduced to the “Hokey Pokey.” <i>Creative Arts: Creative Movement and Dance</i>	Children listen for how to move their bodies for the “Hokey Pokey.” <i>Creative Arts: Creative Movement and Dance</i>	Children move different body parts for the “Hokey Pokey.” <i>Creative Arts: Creative Movement and Dance</i>	Children move their bodies like dinosaurs for the “Hokey Pokey.” <i>Creative Arts: Creative Movement and Dance</i>	Children do the “Hokey Pokey” about what they like to do at school. <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children discuss why we put things away. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss what would happen if they didn’t put things away. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children learn to handle books and toys carefully. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children listen to the class book <i>Our Classroom Community</i> . <i>Literacy: Listening and Speaking</i>	Children review and celebrate the Power of 3. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>
Message Time Plus	Children learn that writers use both pictures and words. <i>Literacy: Print Concepts</i>	Children learn about squares. <i>Math: Geometry and Spatial Relations</i>	Children review shapes and play the “Shape Hokey Pokey.” <i>Math: Geometry and Spatial Relations</i>	Children discuss ways that they can be helpful. <i>Social Emotional: Social Awareness and Relationships</i>	Children are reminded that the classroom is a community. <i>Social Emotional: Social Awareness and Relationships</i>
Intentional Read Aloud	Children make predictions. <i>Literacy: Comprehension</i>	Children discuss how the character’s room gets organized. <i>Literacy: Comprehension</i>	Children make predictions. <i>Literacy: Comprehension</i>	Children join in reading a repeating word. <i>Literacy: Fluency</i>	Children vote for their favorite book from the unit. <i>Literacy: Literate Attitudes and Behaviors</i>
Small Group	Children compare objects and decide which are the same. <i>Math: Patterns and Attributes</i>	Children compare objects to see how they are the same and different. <i>Math: Patterns and Attributes</i>	Children learn about sorting. <i>Math: Patterns and Attributes</i>	Children sort familiar classroom items. <i>Math: Patterns and Attributes</i>	Children identify shapes and sort them into groups. <i>Math: Geometry and Spatial Relations</i>
Reflection Time	What does it mean to take care of our classroom environment?	Why is it important to take care of our classroom environment?	What did you handle carefully in our classroom today?	How did you tidy up our classroom today?	What does the Power of 3 mean to you?

Centers to Launch

See Pages 14-23

Block Center | Block Shapes



Greeting Time

Children share how many siblings they have.

Social Emotional: Social Awareness and Relationships

GIVE each child a linking cube. **ASSESS** that all children know their cube's color.

Each of us is different and special, and we are all part of our classroom community. Let's find out more about each other.

Here is a linking cube. Take a look at it. Do you know what color your linking cube is? Sign "yes" [demonstrate] if you do. Or show it to me or a neighbor for help.

EXPLAIN that you will name a color, and children who have that color cube will walk to the middle of the circle and tell their group how many siblings they have. **INVITE** multilingual learners to answer in their home language.

When I call your color, walk to the middle of the circle and tell your group how many brothers and sisters you have. Let's try one together.

CALL the color cube you have.

Yellow! If you have a yellow linking cube, please walk to the middle of the circle. I have a yellow linking cube [hold it up]. I am walking to the middle of the circle. When I get there, I will wait for a turn to tell my group how many brothers and sisters I have. When everyone has had a chance to share, we will all walk back to our spots.

CONTINUE calling other colors until everyone has had a turn. **COLLECT** the linking cubes.

Make & Prepare

- Review the ASL sign for "yes" on the *Blueprint* website.

Additional Materials

- Linking cubes (One per child; use four colors)

Supporting Multilingual Learners

All multilingual learners, whether they are new English language learners or completely fluent in English, will benefit from talking with a partner who speaks the same home language. Thinking and sharing in both of their languages solidifies their learning.



Movement Time

Children are introduced to the "Hokey Pokey."

Creative Arts: Creative Movement and Dance

EXPLAIN how to do the "Hokey Pokey." **TELL** children to listen to the song and watch you do the movements, so that they can follow along.

It's fun getting to know each other. Now we are going to do a special song and dance together. It is called the "Hokey Pokey!" Do any of you know this song and dance?

In this song, the words of the song tell you how to move your body. Let me show you what I mean. I am going to sing the words and do the movements. Listen and watch.

You put your one hand in,
you put your one hand out.

You put your one hand in,
and you shake it all about.

You do the Hokey Pokey,
and you turn yourself around.

That's what it's all about!

[Clap as you sing each of these words.]

MODEL and **GUIDE** children to play two to four more rounds. For example: two hands, one foot, and two feet.

Responding to Children

Children may not be ready to fully participate in an activity when it is first introduced. Allow them time to observe the activity until they show interest in participating.

Talk Time

Children discuss why we put things away.

Social Emotional: Self-Regulation and Responsible Behavior

TALK about the importance of putting things away.

We put our hands and feet into the circle and took them out [demonstrate]. At school, we take out toys and materials and then put them away [demonstrate]. Why is it important to put things where they belong?

Yes, then we know where to find them. We have a clean and safe classroom environment.

DEFINE "environment." **ADD** the word to the Unit Chart: "Words We Are Learning." **INVITE** children to share words they know that mean the same thing (in English or their home language).

Say the word "environment." Do you know what "environment" means? Yes, it's the space around us. Let's add "environment" to the list of words we are learning. Do you know any other words that mean the same thing?

HOLD up a familiar item. **ASK** children what you should do with it when done using it.

Let's practice putting something away in our classroom environment. I am done using this apron. What should I do with it? Where should I put it? Who can put this apron away where it belongs?

ADD the responsibility "Put things away."

When we put things away, we are taking care of our environment. That's the Power of 3 [sign]!

Make & Prepare

- On a sentence strip, write "Put things away."
- Download, print, and attach the corresponding image to the sentence strip.
- Review the ASL sign for "Power of 3" on the *Blueprint* website.

Additional Materials

- A few familiar classroom objects to put away [apron, paintbrush, etc.].
- Unit Chart: "Words We Are Learning"

Words We Are Learning

environment: the space around us



Before

CONNECT to learning about putting things away. **TELL** children that labels help us know where things belong. **REVIEW** that labels have both pictures and words.

In Talk Time we learned how important it is to put things away. How do you know how to put things away? How do you know where they go? What helps you?

Yes, labels are one tool in our classroom that help us know where our toys and other materials belong. Labels help us by showing us both a picture [show] and the words [show]. They tell us what belongs in the basket.

Here are two baskets from our dramatic play center. Can someone come point to the labels on them?

Yes, this label has a picture [point] and a word [point]. Here is a toy car. Which basket does this car belong in? Will someone show us? How did you know?

EXPLAIN that writers, along with their drawings, can use letters and words to share their thoughts and ideas. **DRAW** a picture and add a one-word label.

We have been drawing many pictures together. Today I am going to add a word to the picture in the message. Writers use both pictures and words. I am going to draw a picture of a toy car and then write “car” underneath it. Watch as I draw a picture and then write a word.

During

DRAW a picture of a toy car. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is a picture of a toy car. What shape should I make the wheels?

Suggested message: “car”

PAUSE to focus on concepts of print (matching words to pictures).

I’m going to write the word “car.” I am writing the word that matches my picture. Writers can use both pictures and words.

INVITE children to reread the message with you.

After

INVITE children to come up and point to the picture and the word. **DRAW** a box around the word.

We added a word to our message for the first time. That is special! Let’s draw a box around it so we remember it is a word.

DISPLAY a few tubs of materials from the classroom centers. **INVITE** children to point to the picture and the words on the labels.

In the message, I drew a picture of a toy car and then wrote the word “car.” Let’s find more pictures and words on our classroom materials. I brought over a bunch of tubs. Let’s take turns pointing to pictures and words on our labels. Tell us which one is the picture and which one is the word. How do you know?

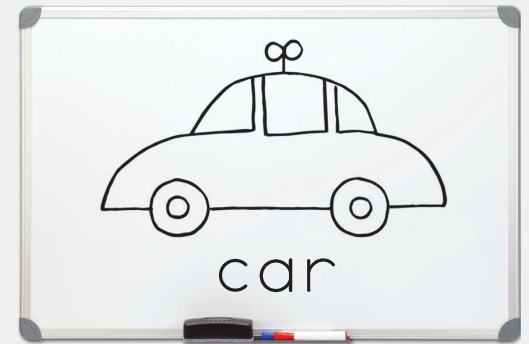
RESTATE that you can draw pictures and words when you write.

Remember writers can use both pictures and words when they write.

REREAD the message one more time.

[Transition] **ASK** children to look around the room to find a picture or a word.

Can you find more words and pictures around the room?



Make & Prepare

- Two tubs of materials with labels on them for the beginning of the lesson (such as cars and blocks)
- Extra tubs of labeled materials for review at the end

Introducing Words in the Message

As children become more comfortable with the format of MTP, you will begin adding one word labels to the message.

About the “Pause to focus on…”

Message Time Plus gives you an opportunity to focus on a variety of literacy skills during an authentic reading and writing experience. The “Pause to focus on…” generally focuses on four areas of literacy: phonological awareness, concepts of print, vocabulary and writing structure. These are important foundational areas for emerging readers and writers to be exposed to on a regular basis. We offer a suggested topic for the “Pause to focus on…” for each lesson. Adapt this to meet the needs of your individual learners.

Word and Letter Awareness

As children begin to build letter and word awareness, we suggest you help them discriminate between the two by putting boxes around words (as suggested today) and circles around individual letters (which will be introduced in Unit 2).



Keep It Going

- At the library center, while reading with children, ask them to point to a picture. Then ask them to point to a word.
- Join children in the art center. Remind them that we can label our drawings. Encourage children to share what they are drawing. Together create a label for the drawing.



Make & Prepare

- Review the ASL sign for “I predict” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Anchor Chart: “Cheers”

Responding to Children

If a child makes a prediction that seems unlikely and/or unrelated to the book to you, explore their ideas. Ask them why they made that prediction. So, if a child says, “I predict Max will go to the zoo,” you can ask guiding questions. Say, “You are thinking about what could happen next in the book. Why do you think Max will go to the zoo?” You might be surprised at the connections they make.

Supporting Multilingual Learners

Explicitly teach the word “clean” to new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

Sensitivity to Home Cultures

In this book, images associated with certain holidays are included in the illustrations. Be aware that not all children in your classroom may celebrate those holidays. Be sensitive to children whose families celebrate other holidays. Encourage them to talk about the holidays their families celebrate.



Before

INTRODUCE the title. **ASK** children what they notice in the front cover illustration.

Readers, let’s look at the front cover of our new book, written and illustrated by Rosemary Wells. The title is *Max Cleans Up* [point under words.] What do you see in the illustration or picture here?

Yes, we see a bunny dumping lots of dirt out of his toy truck. This bunny is named Max, and he is making a mess! Do you know Max from any other books?

RESTATE how readers make predictions by thinking about what could happen. **REVIEW** the sign for “I predict.” **REFER** to the Anchor Chart: “Readers Can Say.”

MODEL how to use the front cover to make a prediction.

I wonder what this book will be about. I’m going to make a prediction. Do you remember what a prediction is?

Yes, a prediction is when you think about what could happen. That’s one way readers think and talk about books [point to the chart.] So let me think about what we noticed on the front cover [put your finger on your temple to show that you are thinking.] In the picture, Max is making a big mess. But the title of the book is not Max Makes a Mess; it is *Max Cleans Up*. I predict that in this book Max will make a mess, and then he will clean it up!

INVITE children to share their predictions. **ENCOURAGE** them to use the sign and sentence stem, “I predict…”

If you would like to share your prediction about this book, please sign, “I predict” [demonstrate]. You can say, “I predict…” [point to the anchor chart] and then tell us what you think could happen.

You are thinking about what could happen in this book by making predictions. Now let’s read to find out what happens in the book *Max Cleans Up*.

During

PAUSE after: “Your ant farm ants have escaped, Max,” said Ruby. **Back home they go!”**

GUIDE children to think about what has happened so far to inform their predictions.

PROMPT them to use the sign and sentence stem, “I predict.”

Let’s pause to think about what has happened in the book. When Ruby told Max to clean up his dump truck, he emptied it into his pocket [show page]. When Ruby told Max to throw away the sticky tube of bubbles, he squeezed it into his pocket [show page]. Now Ruby tells Max to put the ants back into their ant home.

Think about what Max has done so far. What do you think he will do next? If you would like to share your prediction, sign, “I predict.” You can say, “I predict…”

Let’s keep reading to find out!

PAUSE after the next page: “But Max let the ants run into his pocket instead of into the ant farm.” **AFFIRM** children’s predictions.

Did you predict that Max would not listen to Ruby? It seems like every time Ruby tells Max to clean something up, he puts it into his pocket instead.

After

RESTATE what it means to predict. **CELEBRATE** children’s thinking with a cheer.

When we make predictions, we think about what is going to happen next. We can predict what a book might be about before we read it, and we can make predictions while we are reading too.

Our brains were thinking hard about what could happen in *Max Cleans Up*. Kiss your brain!

Build Interest

SHOW two matching crayons. **INVITE** children to respond.

Look at these two crayons. What do you notice about them?

SUMMARIZE what children say. **TALK** about shape, color, and length, for example.

Yes, you noticed many things that were the same about them. You noticed...

We are going to continue to find things that are the same. When we compare, we observe with our eyes [point] and look carefully to see how things are the same or different.

Build Understanding

TELL children that you are going to play a game. **INVITE** children to identify pairs of items that are the same.

Let's play a game where we find more things that are the same. Here's a box of objects. Let's slowly pour it out on our table. Who wants to find two things that are the same?

[Name] found two rocks. Are they the same? In what ways?

Yes, they are both gray. They are both hard. They both have some sparkles in them.

Build Experience

GIVE children time to play the matching game. **ENCOURAGE** them to select two objects from the collection and have them describe how they know the objects are the same.

Now it is your turn. Here are several objects. Your job will be to find two objects that are the same, and you can tell us how you know.

RESTATE what it means when objects or materials are the same.

When two things are the same, they look alike. We can observe with our eyes to see how things are the same. For example, they are the same size and the same color. Finding things that are the same is fun!

Make & Prepare

- Create a collection box with familiar objects. Make sure you have pairs of items that are the same and additional items that are different. Examples include crayons, toy cars, pattern blocks, socks, mittens, etc.



Remember to Save

- You will add to this collection box during Small Group Day 17.

Building Background Knowledge

Have children look at what they are wearing. Is there another child that is wearing the same shoes or clothing?

Stretch their Thinking

Ask children to find things that are the same around the classroom.

Listen/Look For

- Do children identify items as the same?
- Do they name what qualities are the same (shape, color, length, etc.)?

Transition Ideas

To follow up on this teaching point, dismiss children from groups by their similarities. For example, "Simone and Ben both are wearing blue jeans. They are wearing the same kind of pants."

Use Items from Nature

Use natural objects, especially those items children have helped collect. Shells, rocks, pine cones, acorns, etc. add interest from the natural world into a familiar setting.



What is STEM?

STEM is an acronym for science, technology, engineering, and math. These disciplines share many goals, such as developing children's problem solving skills, their critical thinking skills, and their collaborative skills. STEM lessons are often integrated; for example, children use math skills such as measuring, during a science investigation on mixing water and oil. Small group activities in *Blueprint* are largely focused on STEM skills and concepts, providing children with the hands-on experiences and opportunities for discussion that support their growth in these areas.

Greeting Time

Children share their favorite animal.

Social Emotional: Social Awareness and Relationships

GIVE each child a linking cube. **ASSESS** that all children know their cube's color.

We are learning so much about each other in our classroom community! Let's find out something new.

Here is a linking cube. Take a look at it. Do you know what color your linking cube is? Sign "yes" [demonstrate] if you do. Or, show it to me or a neighbor for help.

EXPLAIN that you will name a color, and children who have that color cube will walk to the middle of the circle and share what their favorite animal is. **INVITE** multilingual learners to answer in their home language.

When I call your color, walk to the middle of the circle and tell your group what your favorite animal is. Let's try one together.

CALL the color cube you have.

Red! If you have a red linking cube, please walk to the middle of the circle. I have a red linking cube [hold it up]. I am walking to the middle of the circle. When I get there, I will wait for a turn to tell my group what my favorite animal is. When everyone has had a chance to share, we will all walk back to our spots.

CONTINUE calling other colors until everyone has had a turn. **COLLECT** the linking cubes.

Make & Prepare

- Review the ASL sign for "yes" on the *Blueprint* website.

Additional Materials

- Linking cubes (one per child; use colors)

Supporting Multilingual Learners

Explicitly teach the word "classroom" to new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.



Movement Time

Children listen for how to move their bodies for the "Hokey Pokey."

Creative Arts: Creative Movement and Dance

REVIEW how to do the "Hokey Pokey."

That was fun! Now we are going to have more fun as we sing and dance to the "Hokey Pokey!" Remember, the words of the song tell you how to move your body. Please stand up. Get ready to sing and dance the "Hokey Pokey!"

You put one elbow in,
you put one elbow out.

You put one elbow in,
and you shake it all about.

You do the Hokey Pokey,
and you turn yourself around.

That's what it's all about!
[Clap as you sing each word.]

PLAY two to four more rounds. **INVITE** children to name ideas (i.e. elbows, knees, etc.).

Classroom Culture

Promoting positive classroom culture happens in many ways. One way is by giving children choice. Choice allows children to explore their growing independence. They have the opportunity to take responsibility and feel confident.

Talk Time

Children discuss what would happen if they didn't put things away.

Social Emotional: Self-Regulation and Responsible Behavior

REVIEW why we put classroom materials away. **ASK** children what would happen if things didn't get put away.

We enjoy singing and dancing. We also enjoy keeping our classroom neat and organized. One way we take care of our environment is by putting things away. Why is it important to put things away?

Yes, putting toys and materials back where they belong helps us to know where to find them. I wonder what would happen if we didn't put things away? What do you think?

USE the puppets to role play what could happen if we don't put things away.

Say hello to our friends Sayeh and Elijah! Sayeh just finished playing in the dramatic play center. When she was done with these toys, she didn't put them away. What do you notice? Yes, the toys are all over the place. Elijah comes over to the center. He looks in the food bin but can't find the toy he wants.

ASK children what they would say to Sayeh. **CONNECT** to the Power of 3.

What would you say to Sayeh?

Yes, we could say, "Please put things back where they belong so we can find them. We take care of our environment." That's the Power of 3 [sign].

Materials

- Anchor Chart: "Power of 3"
- Sayeh and Elijah, the social emotional puppets
- Classroom materials (i.e. play food and their storage bin from dramatic play)
- Review the ASL sign for "Power of 3" on the *Blueprint* website.

Practice Is Important

When children know what to do and how to do it, the chances of conflict are diminished. Engage children in role play or use of puppets for demonstrating tasks that need plenty of practice, such as putting materials away.

Before

INTRODUCE a new shape – the square. **SHOW** and **DISTRIBUTE** squares. **DISCUSS** the attributes of a square. **ASK** a few questions from the suggested list below.

Today let's talk about another common shape. Look at this [show example].

- Do you know the name of this shape?
- What do you notice about this shape?
- How many lines do you see? Are the lines straight or curved? Are the lines connected?
- Are there corners? How many corners do you see?

REVIEW the number of sides, slowly swiping your finger along the side.

Join me as I count the sides of the square. [Count the sides.] The last number we said was four! That number is so special. It tells us how many sides the square has. How many sides does it have?

COUNT and **POINT** to all four corners.

Let's count the corners. The last number we said was four! Again! That number tells us how many corners the square has.

COMPARE the square to a rectangle.

We know another shape that has four sides and four corners. What is it? Yes, a square is a special type of rectangle because all the sides are equal or the same size.

COLLECT the shapes. Then **TELL** children to watch as you draw a square.

I am going to draw a square on the board today. Watch as I draw it.

During

DRAW a picture of a square. **INVITE** children to contribute. **DESCRIBE** what you are doing and thinking as you draw.

Should I make a big square, a medium square, or a little square? Ok, a medium square. I am going to draw four straight lines: one across, one down, one across, and one up. I need to make sure they connect. How many lines were there? Let's count again. One, two, three, four! Are the sides the same size? Yes!

INVITE children to skywrite the shape in the air with their finger.

Now you draw a square in the air with your finger.

Suggested message: "square"

PAUSE to focus on concepts of print (matching words to pictures).

I'm going to write the word "square." I'll write it here, next to the shape of a square I drew. I am using letters to write my word, "square." That word matches my picture.

INVITE children to reread the message with you.

After

PLAY "Sign for the Shape" using your shape collection box. Show shapes that are squares and shapes that are not. Children sign "yes" when they see the targeted shape and "no" when they don't.

Let's play "Sign for the Shape." I'll show you a shape. Look [point at your eyes] carefully at it. If the shape I show you is a square, sign "yes" [demonstrate]. If it not a square, sign "no" [demonstrate]. Ready? Let's try one together.

PRACTICE the first example with children. Then **CONTINUE** to play.

Is this shape a square? What will you sign? How did you know?

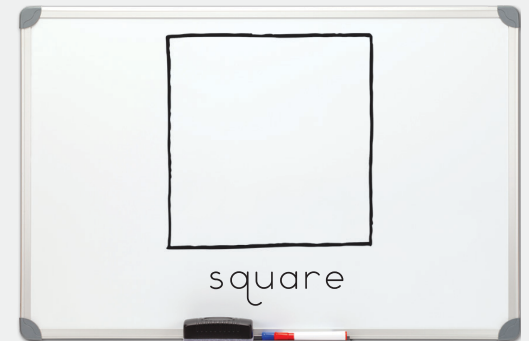
RESTATE features of a square, including that a square is a special rectangle.

Today we learned about squares. They are special rectangles because they have four sides that are the same size or length. We are learning about so many shapes!

REREAD the message one more time.

[Transition] **ASK** children to skywrite the shape of a square in the air again.

Now you try drawing a square in the air again. Use your pointer finger to draw a square.



Make & Prepare

- Cut out squares (one per child or pair of children)
- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

Additional Material

- Shape collection box



Remember to Save

- Save squares for MTP Day 18.



Keep It Going

- Take the learning outside! While children are playing outside, invite them to go on a square hunt. How do they know that what they find is a square? Take photos and add them to a class book about shapes.
- Create a shape such as a square with chalk outside. Have children march around the square. Help them work on their balance by pretending the lines of the square are a tightrope!
- Draw shapes outside with chalk. Invite children to jump in and out of the shape.
- Gather children in a small group. Provide children with shapes: circles, triangles and squares. Together discuss each shape. Encourage children to share the shape they have and how they knew it was a circle, triangle, or square. Invite the children to sort the shapes. Can they place all the circles together? All the triangles together? All the squares together?



Make & Prepare

- Review the ASL signs for “yes” and “no” on the *Blueprint* website.
- Review the ASL sign for “Power of 3” on the *Blueprint* website.

Additional Material

- Unit Chart: “Words We Are Learning”

Words We Are Learning

- organized: when everything is in its place

Selecting Vocabulary

One way to select vocabulary words to teach is to think about the opportunities to use the word. Can the word be used multiple times in multiple contexts? If so, then children will better retain the meaning. The word “organized,” for example, has multiple uses in the daily life of pre-k classroom; children can organize the toys, the crayons, etc. You can post the word with a visual (such as a page from this book) in the classroom near a shelf or area we want to keep organized.

Engaging Children

Teach your children how to “lean-in” to share an idea with a partner. This is meant to be a quick process, whereby children tilt their shoulder towards their neighbor’s shoulder. They use quiet voices to share. Use a consistent signal, such as a clapping pattern that the children repeat, to bring their attention back to the group. With all procedures, the more you model them and give children practice with them, the more successful they will be.



Before

CONNECT to “Take Care of Our Environment” on the Power of 3. **DEFINE** “organized.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Part of the Power of 3 is taking care of our environment. One way we take care of our environment is that we put things away. When we put things where they belong, we know where to find them.

When everything is in its place, the classroom is organized. Can you say the word “organized” with me? Organized. The word “organized” means that everything is in its place. Make the sign “yes” [demonstrate] if you have heard of this word. Let’s add “organized” to the list of words we are learning. Do you know any other words that mean the same thing as “organized”?

REFER to the book *Max Cleans Up*. **ASK** children questions to determine if Max kept his room organized. **PROMPT** them to sign “yes” or “no.”

We read this book *Max Cleans Up*. Did Max put everything away where it belongs? Please sign “yes” [demonstrate] or “no” [demonstrate].

No, he put an ice pop in his shoe. Where does it really belong? Yes, it belongs in the freezer.

Did Max keep everything in its place so that his room was neat and clean? Sign “yes” or “no.”

No, instead of putting trash in the trash can, where did he put it? Yes, he put it in his pocket!

So was Max’s room organized? Sign “yes” or “no.”

HIGHLIGHT that Ruby was the one who tried to organize Max’s room. **SET THE FOCUS** for reading: to see how Ruby tries to get Max’s room organized.

But Max’s sister Ruby wants the room to be organized! She tells Max to put things away so that his room will be neat and clean. She wants to put everything in its place so that his room is...? [Give children time to say the word] organized!

We are going to reread *Max Cleans Up*. Let’s see how Ruby tries to get Max’s messy room much more...organized!

During

PAUSE after: “There is a place for everything and everything is in its place.” **REINFORCE** the meaning of the word “organized.”

We just heard the word “organized.” Ruby is excited to tell Max that his messy room is now neat and clean. Everything is in its place, so the room is...? [Give children time to say the word] organized!

After

INVITE children to lean in to a partner and share why it’s important to be organized. **CONNECT** back to the Power of 3.

Max still has a big mess in his pocket! But thanks to Ruby, his room is now organized. She helped him clean up by putting everything away in its place.

What do you want to tell Max about why it’s important to be organized? Lean in like this [demonstrate] and tell the person sitting next to you what you think.

Yes, Max, you need to be organized so you know where to find things! Being organized can keep your room safe, neat, and clean.

We know how to keep our classroom organized. When we put things away where they belong, we are taking care of our environment. That’s the Power of 3 [sign]!

Build Interest

INVITE children to explain what it means when things are the same. **USE** an example from your collection box.

We have talked about things that are the same. What does it mean when two things are the same?

Yes, it means they are in some way alike. They may be the same color or the same size, such as these two crayons [show].

POINT OUT two pairs of children's shoes, for example. **ASK** them if their shoes are the same.

I see that you are both wearing shoes. Are they the same? How are they different?

These shoes are on our feet. They both have laces, but they do not look exactly the same. I heard you say... [talk about shape, color, and size, for example].

When we compare, we observe to see how things are the same or different.

Build Understanding

INVITE children to practice identifying what is the same and what is different about pairs of items.

Let's continue to compare. Let's look at two objects and talk about what is the same and what is different about them.

SHOW two objects from the collection box (e.g. blue crayons, one larger than the other). **INVITE** children to respond.

What's the same about these crayons? What is different about them?

TALK about shape, color, length, texture, and function, depending on what objects you select.

Build Experience

INVITE children to select two objects from the collection box and describe how the objects are similar and how they are different. **HAVE** new English learners who are learning to describe differences identify objects that are different and have a more proficient partner describe the differences. **INVITE** all multilingual learners, regardless of language proficiency, to work in their home language with a partner who speaks the same language.

Let's look at more objects from the collection box [show]. Let's pour it out gently. Who wants to select two objects? We can compare them; in other words, we can talk about what is the same and what is different about them.

RESTATE what it means to compare.

We can observe carefully with our eyes and compare objects. We can name ways things are the same or different.

Make & Prepare

- Freshen up collection box from Small Group Day 16 with other familiar classroom objects. Include items that are the same and items that are not.

Building Background Knowledge

Have them look at what they are wearing. Discuss how what they are wearing is different than what others are wearing.

Stretch Their Thinking

Have children sort several objects and talk about their thinking.

Listen/Look For

- Do children identify items as different?
- Do they name what qualities are different (shape, color, length, etc.)?
- Do children use comparative language (bigger than, newer than, etc.)?



Robust STEM Terms

In this lesson, children compare objects; they observe to see how things are the same or different. Comparing is an important STEM skill. Invite children to compare objects when they work, play, and eat. What is the same about them? What is different? Use the word "compare" when you describe what children are doing.



Supporting Multilingual Learners

Knowing your multilingual learners language skills is important when discussing attributes. Children in the emergent state can practice by choosing from contrasting adjectives you provide (i.e., big/small or heavy/light). Multilingual learners in the developing stage can use sentence stems (e.g. "They are different because...") to help them elaborate.

Greeting Time

Children share their favorite food.

Social Emotional: Social Awareness and Relationships

GIVE each child a linking cube. **ASSESS** that all children know their cube's color.

We are learning more and more about one another. Let's find out some more about each other.

Here is a linking cube. Take a look at it. Do you know what color your linking cube is? Sign "yes" [demonstrate] if you do. Or show it to me or a neighbor for help.

EXPLAIN that you will name a color, and children who have that color cube will walk to the middle of the circle and talk about their favorite food. **INVITE** multilingual learners to answer in their home language.

When I call your color, walk to the middle of the circle and tell your group what your favorite food is. Let's try one together.

CALL the color cube you have.

Orange! If you have an orange linking cube, please walk to the middle of the circle. I have an orange linking cube [hold it up]. I am walking to the middle of the circle. When I get there, I will wait for a turn to tell my group what my favorite food is. When everyone has had a chance to share, we will all walk back to our spots.

CONTINUE calling other colors until everyone has had a turn. **COLLECT** the linking cubes.

Make & Prepare

- Review the ASL sign for "yes" on the *Blueprint* website.

Additional Materials

- Linking cubes (one per child; use four colors)

Movement Time

Children move different body parts for the "Hokey Pokey."

Creative Arts: Creative Movement and Dance

REVIEW how to do the "Hokey Pokey."

We just learned more about each other. Now let's sing and dance together to the "Hokey Pokey!" Remember the words of the song tell you how to move your body. Please stand up. Get ready to sing and dance the Hokey Pokey!

You put one finger in,
you put one finger out.

You put one finger in,
and you shake it all about.

You do the Hokey Pokey,
and you turn yourself around.

That's what it's all about!
[Clap as you sing each of these words.]

PLAY another round where you ask children to put two or three fingers in. **INVITE** children to name other ideas (i.e. one shoulder, two shoulders, etc.).

Talk Time

Children learn to handle books and toys carefully.

Social Emotional: Self-Regulation and Responsible Behavior

SHOW the page you marked in *Friends at School*. **ASK** children how the friends are handling the materials.

We sing and dance with each other in our classroom community. We are also responsible. Look at this page in the book, *Friends at School*. These friends are being responsible. How are they handling the books and toys in their classroom?

Yes, they are being careful. They handle the books and toys carefully because they are taking care of their environment.

DISCUSS why we treat materials carefully. **MODEL** and **INVITE** children to practice with a stuffed animal.

Why do you think we should treat our toys and books carefully?

Yes, we don't want our toys and books to break or get wrecked. When we handle books and toys carefully, we are taking care of the things in our classroom environment.

Let's show each other how we handle our toys and books. As we pass around this stuffed animal, handle it carefully.

ADD "Handle books and toys carefully."

We can take care of our environment by handling our books and toys carefully. Let's add this responsibility to our Power of 3. That's the Power of 3 [sign]!

Make & Prepare

- Have the book *Friends at School* ready. Mark the page that begins "Nikko reads a story to Ellie and Dash" with a sticky note.
- Download and print the Power of 3 image for "Handle books and toys carefully."
- On a sentence strip write "Handle books and toys carefully." Attach corresponding image.
- Review the ASL sign for "Power of 3" on the *Blueprint* website.

Additional Materials

- Anchor Chart: "Power of 3"
- A stuffed animal or other classroom item

Supporting Multilingual Learners

Invite multilingual children to share the words they use at home for the body parts you name if they are familiar with them. Making connections to words they already know and new English terms will support language acquisition.



Before

CONNECT to learning about shapes. **DISTRIBUTE** one shape card to each child. **ASK** children to whisper the name of the shape into their hands. To reduce the anxiety of your children who are beginning to learn English, **INVITE** them to answer in their home language or with gestures. Then **DISCUSS** how they knew the shape.

Hello, shape experts! I have some shape cards. Everyone will get one. When you get your card, lean in and tell the person sitting next to you the name of that shape.

Let's share! How did you know what shape you had on your card?

Yes! We know five shapes: circle, oval, triangle, rectangle, and square. Watch as I draw and label them today.

During

DRAW each shape. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is a picture of a circle. Circles are round with no straight lines. Here is a triangle. What other shapes do we know?

Suggested message: “shapes”

PAUSE to focus on concepts of print (matching words to pictures).

I am ready to write what we learned. All of these pictures of different shapes so I will write the word “shapes”. That word matches my pictures.

INVITE children to reread the message with you.

After

TELL children you are going to change the song, the “Hokey Pokey,” to be all about shapes. **REVIEW** the directions. Then **INVITE** children to stand up and do the “Shape Hokey Pokey” when the shape on their shape card is named.

Let's have some fun with our shapes! We can change the words to the song “Hokey Pokey” to be all about shapes. We will make it the “Shape Hokey Pokey!” Instead of putting our body parts in and out, we will put our shape cards in and out and shake them all about. Let's practice. Let's all stand up and hold our cards in front of our bellies like this [demonstrate].

I'm going to sing, “We put our squares in.” If you have a square on your card, you can hold it with your arms stretched in front of you like this [demonstrate]. Now put your squares out [demonstrate how to hold the card in front of your belly]. Put your squares in [hold it with your arms outstretched]. Then you shake it all about [shake the card gently]. You do the shape hokey pokey and turn yourself around. That's what's it's all about!

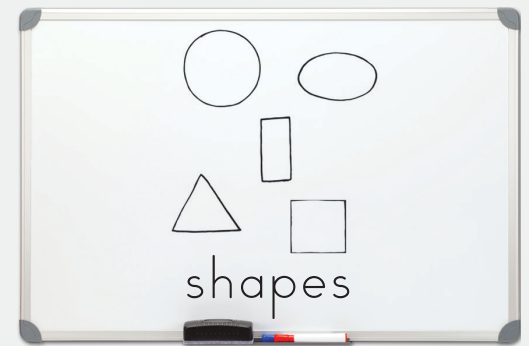
MODEL and **GUIDE** children to play several rounds. **COLLECT** the cards. Then **SUMMARIZE**.

Today we had lots of fun changing our hokey pokey song to include the names of the shapes we are learning.

REREAD the message one more time.

[Transition] **INVITE** children to name the shape that they want to hold next time the game is played.

What's one shape you would like to hold next time we play?



Materials

- Cut outs of circles, ovals, triangles, squares, and rectangles



The “Shape Hokey Pokey” (using a square as an example)

You put your square in,
you take your square out

You put your square in,
and you shake it all about.

You do the shape Hokey Pokey
and you turn yourself around.

That's what it's all about!

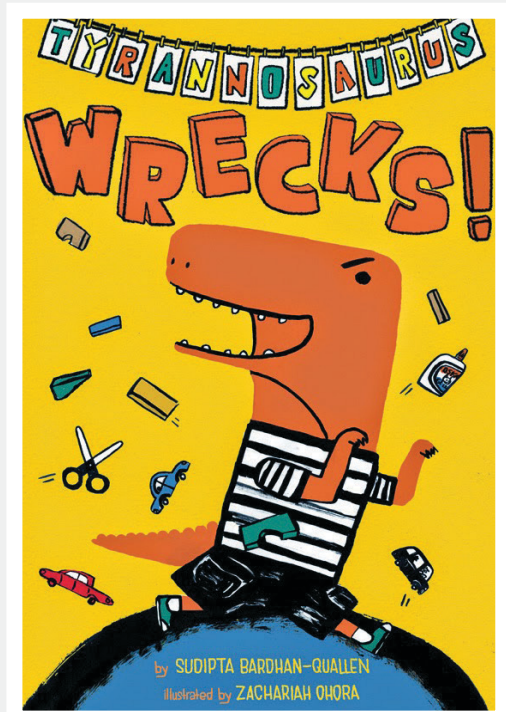
Vary the Lesson

For children who are still working on identifying two-dimensional shapes, give them circles or triangles only. Circles are the easiest. Differentiating four-sided shapes is harder.



Keep It Going

- Play the game again in a small group with children sitting down. They can put their hands “in” while holding the card.



Make & Prepare

- Create a T-Rex puppet — draw a T-Rex, laminate it, and attach it to a craft stick.
- Practice saying the dinosaur names out loud. Use the pronunciation guide in the beginning of the book.
- Set up a short stack of books or blocks to be “wrecked” by the dinosaur.
- Review the ASL sign for “I predict” and “yes” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

- wreck: ruin or destroy

Sudipta Bardhan-Quallen

This author has a website you can explore, <http://www.sudipta.com>. It includes downloads and suggested activities for *Tyrannosaurus Wrecks* and other books she has written.

Remember to Save

- Save the dinosaur puppet for Day 19: Movement Time. Then add it to the library center.



Before

ROLE-PLAY the T-Rex puppet knocking over a stack of blocks. **INTRODUCE** the word “wreck.”

Check out this block tower that I built. Here comes T-Rex the dinosaur! Oh no, he knocked over my tower. He wrecked it. Can you say that word “wrecks?” Make the sign “yes” [demonstrate] if you have heard of this word. What does it mean?

Yes, when someone wrecks something, they mess it up. They ruin or destroy it.

ADD the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Let’s add “wreck” to the list of words we are learning. Do you know any other words that mean the same thing as “wreck”?

INTRODUCE the book. **EXPLAIN** the play on the word “wrecks.”

We are going to read *Tyrannosaurus Wrecks* written by Sudipta Bardhan-Quallen and illustrated by Zachariah Ohora. Listen to the dinosaur’s full name: Tyrannosaurus Rex. “Rex” sounds like what he did to my stack of blocks: “wrecks.” The words sound the same [point to your ear] but they mean different things.

ASK children what they see on the cover. **HIGHLIGHT** that the dinosaur is not taking care of the classroom.

This dinosaur hasn’t learned about the Power of 3. He doesn’t know how to take care of his environment. He doesn’t put things away. He wrecks them! Look at the front cover. What do you see?

Yes, it looks like he is running. Also, it looks as though the dinosaur is not being careful with toys and materials. We see classroom toys and materials flying in the air.

REVIEW how readers predict. **REFER** to the Anchor Chart: “Readers Can Say.” **INVITE** children to share their predictions. **ENCOURAGE** them to use the sign and sentence stem, “I predict.”

I wonder what Tyrannosaurus Rex will wreck? Let’s make a prediction. Remember, when readers predict we think about what could happen. If you would like to share your prediction, sign, “I predict” [demonstrate]. Say, “I predict…”

During

PAUSE after: “Tyrannosaurus lonely, miserable, and sad.” **ASK** children how T-Rex is feeling. **INVITE** them to share their predictions using the sign and stem, “I predict.”

Look at T-Rex’s face. How do you think he is feeling?

Why does he feel lonely and sad? Why do the friends tell him to leave? When they are playing in the classroom, he wrecks it.

Let’s predict what Tyrannosaurus will do next. If you would like to share, sign, “I predict.” Say, “I predict…”

PAUSE after turning to the next page. **ASK** children to look at the pictures and check their predictions.

What is Tyrannosaurus doing now? Yes, he is trying to fix up what he has wrecked in the classroom.

PAUSE after: “When dinos say, ‘Come here!’” **POINT OUT** that it was an accident. **STATE** your prediction. **PROMPT** children to sign “yes” if they agree.

Did Tyrannosaurus mean to wreck the blocks this time? No, he tripped, and the blocks fell down. It was an accident. Poor Tyrannosaurus! I predict that the friends will help him. Sign “yes” if you do, too.

After

RESTATE what it means to predict.

Readers, what does it mean to predict?

Yes, we think about what is going to happen next. We predict what a book might be about before we read, and while we are reading too.

Build Interest

GUIDE children to sort themselves by what they are wearing (e.g. pants or skirts, blue or black shoes). Make sure to point to or show the items when you name them, so all children understand the sorting criteria.

Let's practice by playing a game where we group ourselves by what we are wearing today.

Please stand up. Look at what you are wearing today. I notice that some of you are wearing pants [point to them], and some of you are wearing skirts [point]. Children wearing pants stand together here [point] and children wearing skirts stand together over here [point]. Look! We sorted ourselves into two groups: children wearing pants and children wearing skirts. Okay, let's sit back down.

Build Understanding

DEFINE sorting and why it's helpful. **INVITE** children to name another article of clothing they could sort themselves by; for example, other items of clothing (e.g. shirts with short sleeves or long sleeves) or footwear (e.g. shoes with laces or not).

When we sort, we put things that are the same in a group. This helps us organize our things. There are so many things we can put in groups!

We just sorted ourselves into two groups: pants and skirts. How else can we sort ourselves by our clothing? Look at what you are wearing. What ideas do you have?

GIVE children time to stand up and sort themselves again.

Build Experience

INVITE children to name another article of clothing. Continue to offer examples, if necessary.

Let's continue to sort ourselves by what we are wearing. Who would like to share a different way we could sort ourselves?

RESTATE that sorting means to put objects into groups.

We just sorted ourselves! When we sort, we put things that are the same in a group. There's lots of different ways to sort.

Building Background Knowledge

Point out or ask children to name what they are wearing. Identify different types of clothing, such as pants, shorts, socks, sneakers, dress shoes, tights, short sleeve shirts, long sleeve shirts, etc.

Stretch their Thinking

Invite children to sort objects from centers such as blocks, linking cubes, or dramatic play food.

Listen/Look For

- Do children know the names of their articles of clothing?
- Do children recognize details on their clothes or shoes, such as stripes, patterns, and polka dots?
- Do children sort themselves into the correct group based on what they are wearing?



Robust STEM Terms

In this lesson, children sort objects; they put things that are the same in a group. Sorting is an important STEM skill that is revisited often in the curriculum. Invite children to sort objects when they work, play, and eat. Why do they put certain objects together? Ask them to describe how they sorted using the sentence stem, "I sorted..."

Greeting Time

Children share their favorite sport.

Social Emotional: Social Awareness and Relationships

GIVE each child a linking cube.
ASSESS that all children know the color of their cube.

Even though we are in the same classroom community, we can like different things, and each of us can do things in different ways. Do you like to watch or play sports? Who wants to share their favorite sport?

Here is a linking cube. Take a look at it. Do you know what color your linking cube is? Sign “yes” [demonstrate] if you do. Or show it to me or a neighbor for help.

EXPLAIN that you will name a color, and children who have that color cube will walk to the middle of the circle and talk about their favorite sport. **INVITE** multilingual learners to answer in their home language.

When I call your color, walk to the middle of the circle and tell your group what your favorite sport is. Let’s try one together.

CALL the color cube that you have. Then **CONTINUE** calling other colors until everyone has had a turn. **COLLECT** the linking cubes.

Make & Prepare

- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- Linking cubes (one per child; use four colors)

Supporting Individual Children

We invite children to share their favorite sports. Be mindful that not all children have the physical abilities to participate in sports in a traditional way. Encourage children to share their unique interests and strengths. You also may take this opportunity to show images of children of different abilities participating in a range of physical activities, such as children participating in the Special Olympics.

Movement Time

Children move their bodies like dinosaurs for the “Hokey Pokey.”

Creative Arts: Creative Movement and Dance

USE the Tyrannosaurus puppet. **REVIEW** how to do the “Hokey Pokey.”

Sports are fun to watch and to play. So is singing and dancing! Today let’s sing and dance to the “Hokey Pokey” as if we are Tyrannosaurus Rex [hold up the puppet]. Remember, the words of the song tell you how to move your pretend dinosaur body. Please stand up. Get ready to sing and dance the “Hokey Pokey!”

You put your tiny T-Rex arms in,
you put your tiny T-Rex arms out.

You put your tiny T-Rex arms in,
and you shake them all about.

You do the Hokey Pokey,
and you turn yourself around.

That’s what it’s all about!

[Clap as you sing each of these words.]

PLAY two to four more rounds. **INVITE** children to name ideas (big head, belly, long tail, sharp teeth, etc.).

Material

- The puppet, Tyrannosaurus

Did You Know?

Music has the ability to strengthen the connection between the body and brain so they work together like a team. Music serves many functions including helping children develop listening skills, vocabulary skills, and motor skills. It also adds joyfulness!

Talk Time

Children listen to the class book *Our Classroom Community*.

Literacy: Listening and Speaking

RECAP how each child has had a turn to be the star and add a page to the class book.

That was fun! We do lots of fun things with each other at school. We have been getting to know each other. Each of you has had a turn to be the star. We have created a special page for each member of our class that shows your photo and your name. Today we are going to read our first class book *Our Classroom Community*.

READ the class book. **ADD** a short comment about each child and/or their name.

[For example: Look how Emma’s name has two *letter m*’s...]

REMIND children that the class book will be kept in the library for them to read. **CELEBRATE** with a cheer.

Our class book will be in the library with our other wonderful books. We know how to take care of ourselves, each other, and our environment at school. Now everyone in our classroom community can read about each other. Let’s give ourselves a big cheer: A Round of Applause!

Make & Prepare

- Completed, laminated, and bound class book *Our Classroom Community*

Additional Material

- Anchor Chart: “Cheers”

Keep It Going

- Remind children this book will be added to the classroom library where they can reread it. Specifically, it will also be referred to again in Unit 10 when children are asked to compare their interests from the beginning of the school year to their interests at the end of the year.



Before

CONNECT to the book *Tyrannosaurus Wrecks*. **SHOW** the page you marked. **THINK ALOUD** about how hard the dinosaurs were working to build together.

We have been having lots of fun working together in our classroom community, just like the dinosaurs in our read aloud *Tyrannosaurus Wrecks*. Look at this page where the dinosaurs are building a tall tower [show]. They look really excited to be working together. I bet they feel proud.

REVIEW how Tyrannosaurus Rex knocked down the tower.

I see someone over here in the corner of our book. Oh, no! It's...Tyrannosaurus Rex. What's he going to do?

Yikes! He's going to knock the tower down. That's not helpful! How do you think the other dinosaurs feel when he knocks the tower down?

Yes, they probably feel sad or frustrated. If I was in their class, I would want to help them. I would help them build a new tower!

INVITE a volunteer to help you build a new tower.

I have some blocks here. May I have a volunteer come up and help me build a tower with these blocks?

Watch as I draw and label a picture of this new tower of blocks.

During

DRAW a tower of blocks. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is a picture of the new tower of blocks that [name] helped me build. I am just going to draw the front of these blocks [point].

What kind of lines should I use? Straight lines or curved lines?

Suggested message: "tower"

PAUSE to focus on concepts of print (matching words to pictures).

What would be a good word to use that matches my picture? Yes, I can write the word "tower." I am using letters to write my word, "tower."

INVITE children to reread the message with you.

After

INVITE children to come up and point to the picture and the word. **DRAW** a box around the word.

- Who can come up and point to the picture in the message? How did you know it was the picture?
- Who can come up and point to the word? How did you know?

INVITE children to think of ways they could help the dinosaurs after their tower was knocked down.

What other things could you do to take care of these dinosaurs in the book?

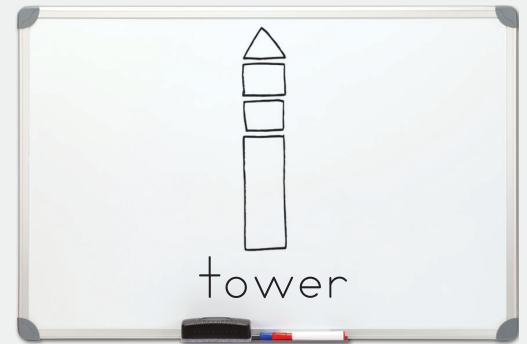
SUMMARIZE their ideas. **RESTATE** that there are many ways to be helpful.

You thought of different ways to be helpful and show kindness to these characters in the book. You said...[summarize].

REREAD the message one more time.

[Transition] **ASK** children to describe how they can be helpful if someone spills paint.

Imagine someone in our classroom community spilled some paint. What can you do to be helpful?



Make & Prepare

- Have the book *Tyrannosaurus Wrecks* ready. Mark the page that begins "Stegosaurus stacks" with a sticky note.

Additional Materials

- Three to five blocks from the block center (any shape)

Following Up

MTP contains a transition suggestion at the end of each lesson. How do your children transition? Who is able to move from one activity to another with ease? Who needs more direction and support?

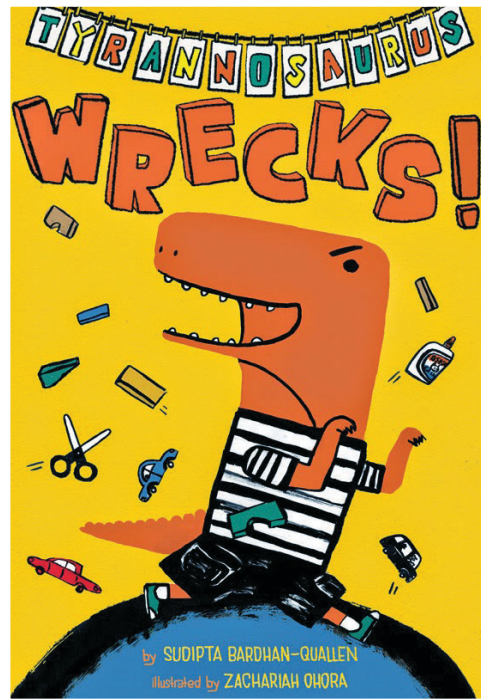
Shared Experiences

We are unable to know what shared experiences children have outside of school. Therefore, it's important to relate concepts and ideas to children's shared experiences in the classroom. In this lesson, we refer to the experience of spending lots of time building a tower just to have it fall down, a relatively common occurrence for children in the classroom. Feel free to use this example or adapt it to one that is a better example of a shared classroom experience.



Keep It Going

- When the children return from the playground, ask them if anyone was able to help a friend today while they were outside. Encourage them to share. Did someone fall outside? What did they do to help?
- Join children in the writing center. Remind them they can draw and write about helping someone. Together talk about how they helped someone today. Did they see someone who needed a playmate? Did they help? Invite them to draw about how they helped someone today and have them share their drawing with you.



Material

- Unit Chart: "Words We Are Learning"

Words We Are Learning

- tidies: cleans up or makes neat

Learning Vocabulary

Children learn words incrementally, getting a more accurate fix on a word every time they see or hear it. Frequency is the key to vocabulary development! Make sure to use repetition in varied, meaningful contexts, such as introducing new words in books before reading aloud, having vocabulary lists posted in learning centers, designing activities that encourage the children to use the lists in their play and work, and using these words yourself whenever possible in the classroom

Taking Care

Take the same idea about the importance of taking care of books and toys and apply them to all the objects and materials in your classroom. Natural objects and living things, especially, are fragile and need to be handled with care.

Supporting Individual Learners

Cleaning up can be overwhelming. Assign children a designated task. For example, if there are 20 blocks to clean up, assist children who need it for the first 15 blocks (e.g. taking turns, hand over hand); then have the child complete the last bit on their own.

Keep It Going

Modify plastic toy dinosaurs to have them help tidy up! Glue pom-poms to the bottom of your toy dinosaurs' feet and let children use them as erasers on dry erase boards at the writing center.



Before

REVIEW the word "wrecks."

We read this book *Tyrannosaurus Wrecks!* At first, what does Tyrannosaurus do to the classroom?

Yes, he messes up the classroom; he wrecks everything!

INVITE children to join in slowly saying the word each time you read it.

Today as we reread this book, can you help me read that word "wrecks"? Remember we added this word to our chart "Words We Are Learning" [point].

Whenever I am about to read the word "wrecks," I will use a quieter voice and slow down to say, "Tyrannosaurus..."

MODEL this quiet, slow voice now.

Then when I turn the page, you can all say, "wrecks" [slightly elongate the /r/ sound like a dinosaur roar and use a stronger voice for this word]. Let's try it now: Tyrannosaurus... wrecks!

Now we are ready to read Tyrannosaurus...wrecks!

During

PAUSE before reading: "Tyrannosaurus fixes, erases, and corrects." **ASK** children what he is doing.

Readers, so far what has Tyrannosaurus been doing to the classroom? Yes, he has been wrecking it. The other friends were so upset that they told him to leave. How was he feeling? He was feeling lonely and sad.

Now he is doing something very different. He is not wrecking the classroom at all. What is he doing? Yes, he is fixing what he wrecked, and he is cleaning up the mess.

DEFINE the word "tidies" as the opposite of "wrecks." **ADD** the word to the Unit Chart: "Words We Are Learning." **INVITE** children to share words they know that mean the same thing (in English or their home language).

Another way to say, "Tyrannosaurus cleans up," is, "Tyrannosaurus tidies." Can you say that word "tidies" with me? Tidies. "Tidies" means the opposite of "wrecks." When you tidy up, you clean up any messes. When we tidy up, it helps us keep organized and take care of our environment. Let's add "tidies" to the list of words we are learning. Do you know any other words that mean the same thing as "tidies"?

I'm pretending to tidy up [act out putting some toys back in a bin]. Can you pretend to tidy up too? Thank you for helping me to tidy up the classroom.

PROMPT children to act out tidying up when they hear the word "tidies" in the book.

Let's keep reading now. Here Tyrannosaurus tidies up the classroom. Listen for that word "tidies" in the book. When you hear me read the word "tidies," pretend to tidy up like Tyrannosaurus.

After

CONNECT to the Power of 3. **EXPLAIN** that when we tidy up, we are taking care of our environment.

What do you think about Tyrannosaurus tidying up his classroom? Why?

Yes, he cleans up messes: he puts things away; and he makes the room neat and organized. The dinosaur friends help him to take care of their environment in this way. We take care of our environment too. We want our classroom to be a safe place for everybody to play and learn together.

Build Interest

CONNECT to sorting by types of clothing worn. **ADAPT** the language of this lesson, so it reflects what took place in your classroom.

We played a fun game where we sorted ourselves by what we were wearing. All the children that had on pants stood together. All the children that had on skirts stood together. Then we sorted in other ways. All the children wearing blue stood together, and all the children who were not wearing blue stood together. When we sort, we put things together that are the same.

SHOW the collection of objects that you brought to the table. **INVITE** children to explore. (Dinosaurs are used in this example.)

Today we are going to explore and sort these toy dinosaurs. Look through them. What do you notice?

Build Understanding

SELECT several objects. **ASK** children to share how these objects can be sorted.

Let's take out a handful of toy dinosaurs from this collection and think about how we can describe and sort them. Hmm. What do you think? What are some ways we can sort them?

SUMMARIZE and chart children's responses on a new Anchor Chart: "We Can Describe." **ENCOURAGE** multilingual learners to share descriptive words from their home language.

Yes, I heard you say....Let's chart some of your ideas on a new chart called "We Can Describe."

CHOOSE one way the children suggested to sort; for example, by body part (or color, or number of feet).

Let's sort these objects. As you suggested, let's sort by whether or not the dinosaurs have horns. Who wants to start us off? I see you are putting all the dinosaurs with horns in one pile, and all the ones without horns in another pile....

COUNT how many are in each group. **LABEL** the groups (e.g. four dinosaurs).

Build Experience

GIVE each partnership several objects to sort. **INVITE** them to share the ways that they sorted with the group.

Let's try sorting the toy dinosaurs a different way now. You can work with a partner and sort the toy dinosaurs any way you think of. After, we can talk about how you decided to sort them.

RESTATE that sorting means to put things that are the same into a group.

Sorting helps us put things together that are the same. There are lots of different ways to sort!

Make & Prepare

- A basket that has many examples of one kind of object (e.g. toy dinosaurs, buttons, shells) so children can sort them. Use items with which children are already familiar and have had time to play with.

Additional Materials

- Chart paper and markers

Building Background Knowledge

Use a tub of crayons that have two colors in them to scaffold children's sorting skills.

Stretch their Thinking

Invite children to use another material in the classroom and sort.

Listen/Look For

- What are children's ideas about how to sort?
- Do they sort by color? By function?
- What size words do they use?

When Forming Partnerships...

Consider language levels when forming partnerships. For example, in this activity, children who do not yet have the vocabulary to describe an object's attributes, like texture or function, may rely on non-verbal cues or gestures during interactions with their peers. Assigning partners with varying proficiency levels will cultivate the kind of negotiation that will promote language development.



Dinosaur Sorting

Some children love dinosaurs and know quite a bit about them. Children can show what they know about dinosaurs during sorting activities. For example, they can sort by how they walked (two legs vs. four legs), other features of their bodies (e.g. scales, spikes, sharp claws, horns, wings) and what they ate (plant or meat).

Anchor Chart: "We Can Describe"

Support children's growing expressive vocabulary by starting and maintaining a graphic organizer that captures descriptive words. Write "We Can Describe" as the title. Label columns with different categories of descriptive words: for example, color words (e.g. red, blue), size words (large, enormous), texture words (spiky, bumpy), and action words (runs, crawls). Refer to and add words from children's home languages.

Greeting Time

Children choose what to share about themselves.

Social Emotional: Social Awareness and Relationships

INVITE children to brainstorm what they want to know about each other.

It has been fun getting to know what makes each one of us a special member of our classroom community. We have talked about what we like to do, our favorite foods and sports, and how many brothers and sisters we have. What would you like to tell each other about today?

RESTATE the question the class decided upon. Then **GIVE** each child a linking cube. **ASSESS** that all children know the color of their cube.

Here is a linking cube. Take a look at it. Do you know what color your linking cube is? Sign “yes” [demonstrate] if you do. Or show it to me or a neighbor for help.

When I call your color, walk to the middle of the circle and tell your partners the answer to the question...

CALL the color cube that you have. Then **CONTINUE** calling other colors until everyone has had a turn. **COLLECT** the linking cubes.

Make & Prepare

- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- Linking cubes (one per child; use four colors)

Movement Time

Children do the “Hokey Pokey” about what they like to do at school.

Creative Arts: Creative Movement and Dance

MODEL and **INVITE** children to practice jumping toward the middle of the circle and back.

We went to the middle of the circle when I called your colors. Now we are going to go to the middle when I name something you like to do at school.

As we sing and dance to the “Hokey Pokey,” instead of putting in certain body parts, we will put our whole bodies in the middle of the circle. Watch how I jump my whole self in and shake my body! Then I jump my whole self out. Your turn. Stand in your spot. Jump your whole self in. Shake! And jump your whole self out.

Let’s try one together. If you like to build with blocks...

You put your whole self in,
you put your whole self out.

You put your whole self in,
and you shake it all about.

You do the Hokey Pokey,
and you turn yourself around.

That’s what it’s all about!
[Clap as you sing each of these words.]

PLAY two to four more rounds. **INVITE** children to name ideas (paint pictures, read books, eat snacks, etc.).

Gross Motor Skills

Gross motor skills pertain to the skills associated with a person’s large muscle groups like walking, running, and throwing. Fine motor skills involve coordinating movements of the hands and fingers with the eyes and manual dexterity.

Talk Time

Children review and celebrate the Power of 3.

Social Emotional: Self-Regulation and Responsible Behavior

REVIEW and **POINT** to the three parts of the Power of 3.

In our classroom community we play and learn together. We know how to: “Take Care of Ourselves,” “Take Care of Each Other,” and “Take Care of Our Environment.” That’s the Power of 3 [sign]!

REVIEW the responsibilities on the Power of 3 under each category.

Let’s look at our Power of 3 responsibilities. How can we take care of ourselves? How can we take care of each other? How can we take care of our environment?

GUIDE children to hold hands and lift up their arms. **ENCOURAGE** them to cheer, “Hooray!”

We take care of ourselves, each other, and our environment. Let’s celebrate the Power of 3!

Stand up and hold hands with the children next to you. On the count of three, let’s lift up our hands together: one, two, three! Hooray for our classroom community! On the count of three, let’s cheer “hooray!” One, two, three: Hooray!

Make & Prepare

- Review the ASL sign for “Power of 3” on the *Blueprint* website.

Additional Material

- Anchor Chart: “Power of 3”

Reinforce Responsibility

Continue to use and reinforce the word “responsible” in order to build a positive classroom community. For example, “Isaiah, you are being responsible by hanging up your book bag when you enter in the morning.”

Before

REVIEW what the children learned in school.

We have learned so much about school. We learned about the kinds of things we can do in school, like playing in the dramatic play center with our dolls. We learned about each other and our names. We learned how to take of ourselves, each other, and the classroom environment. School is so fun!

LET children know that the people in the classroom are like one big community. **SHARE** a little about a special person in the classroom (e.g. a volunteer, a visitor, the person who brings lunch) and why they are a special person to you. **REINFORCE** vocabulary that has been previously introduced by using words such as friendly, kind, helpful, tidy. **ADAPT** the lesson to match who you are highlighting.

We have also learned that our classroom is like one big community. We take care of each other. Our classmates are important to us. One of the most special people in our classroom is Olivia, our lunch helper. She is special because she is friendly and kind. She is also helpful. She brings us nourishing food each day to keep our bodies healthy. Today, I am going to draw her because she is a special member of our classroom community. Watch as I draw Olivia.

During

DRAW a picture of the person you highlighted. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute. Add details about the person such as glasses, long or short hair, etc. that makes it feel personal.

I can picture Olivia bringing our lunch every day. She is so friendly! Bringing us food so we eat healthy and have energy is one way she takes care of you. Here she is smiling. I am drawing curved lines to show her big smile. What else should I add?

Suggested message: [her name]

PAUSE to focus on concepts of print (matching words to pictures).

What should I write under picture? Yes, writing her name would make a lot of sense! The word would match the picture.

INVITE children to reread the message with you.

After

REVIEW that the members of the classroom are like a community.

Our classroom is a community. We care about each other. We take care of each other. We play with each other, and we help each other. Today I wrote about someone special in our classroom.

INVITE children to draw a special person in the palm of their hands.

Who is someone special to you in our classroom? Open up your hand and use your finger from your other hand to draw your special person in your palm. Draw their two eyes, their nose, and their mouth.

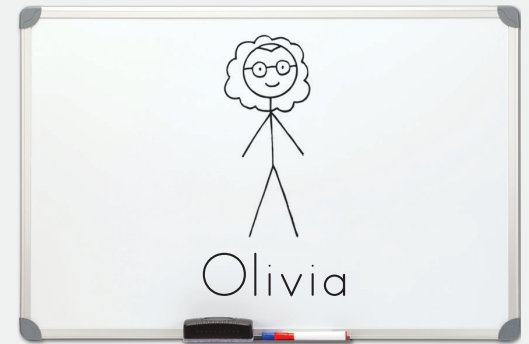
RESTATE that the classroom is like a big community.

Our classroom is like one big community, full of very special people.

REREAD the message one more time.

[Transition] **INVITE** children to grasp their hands together as they leave the rug.

As you leave the rug, gasp your hands together gently like this [cross your palms]. You can take the special person you drew with you wherever you go.



Assessment

Use the resources on the Blueprint website to gather and analyze information about children's progress.

Classroom Culture

Have you considered adding a classroom pet to your community of learners? Doing so could add to your children's learning about living things. Children can observe and care for an animal to instill a sense of responsibility and respect for life. A pet brings increased sensitivity and awareness of the feelings and needs of others, including both animals and humans. Children will see directly that being responsible for a pet helps it stay healthy.



Keep It Going

- While children are eating snack, encourage them to talk more about the special people in their life. Invite them to share why they are special.
- Join children in the writing center. Together talk about why they chose their special person. Invite them to draw a picture to give to their special person as a gift.

Make & Prepare

- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Materials

- Children’s name cards
- Anchor Chart: “Readers Can Say”
- Anchor Chart: “Cheers”
- All read-aloud books from Unit 1:
 - *Kitty Cat, Kitty Cat, Are You Going to School?*
 - *Friends at School*
 - *I Can Do It Myself!*
 - *Lots of Feelings*
 - *Little Blue Truck*
 - *Hooray for Hat!*
 - *You Are Friendly*
 - *Max Cleans Up*
 - *Tyrannosaurus Wrecks*

Valued Opinions

Make it clear to children that you value their opinions. Opinions are personal and are neither right nor wrong. In this lesson, the opinion is focused on books. However, this can transfer to many aspects of the classroom. “What was your favorite class trip?” or “What is your favorite activity?” Helping children understand that they have preferences, opinions, and a voice will empower them to become responsible for their own learning.

Growing Mathematicians

This graphing activity encompasses math skills including data collection and analysis. While analyzing a graph takes time for children to understand, as long as you focus on counting precisely and explaining how you know which book has the most votes, this is a good way to introduce these important skills.

Be Aware

There might be one or more children that didn’t vote for the “favorite” book. Address this upfront and acknowledge that it may happen. If their favorite doesn’t get picked, assure them the book will be available in the library center for them to reread on their own or with you.

Favorite Book

Each unit, your class will choose a favorite book. You can keep track of this by drawing a copy of the cover, or inviting a child to do so, and displaying it in the library center. Or, you can write the title on your daily calendar.

Before

TELL children they will use their name cards to vote for their favorite book.

We have talked about what we like to do at school. Now, we are going to vote for our favorite read-aloud book.

HOLD UP the front cover of each of the read-aloud books from this unit. Briefly **SUMMARIZE** each one.

First, we welcomed ourselves to school by reading *Kitty Cat, Kitty Cat, Are You Going to School?* We learned about lots of fun things we can do at school in this book *Friends at School*.

Next, we learned how to take care of ourselves. We read *I Can Do It Myself!* and learned how to say, “I can do it!” We also learned that there are different ways we can feel in *Lots of Feelings*, and we started our “Feelings” chart.

Then we learned how to take care of each other. In *Little Blue Truck* the friends help each other to solve a problem, and in *Hooray for Hat!* the friends cheer each other up. *You Are Friendly* shows lots of ways we can be good friends to each other.

We just learned how to take care of our classroom. In *Max Cleans Up*, we learned how to keep our room organized with everything in its place, and the dinosaur learned how to tidy up in *Tyrannosaurus Wrecks!*

PLACE the books, one by one, in a row. **SHOW** children how to place their name card in front of their favorite book.

As I put each book down, think about which one was your favorite. When it’s your turn, you will come up and place your name card in front of your favorite book. So if I want to vote for *Friends at School*, I’d place my name card right here.

CALL UP each child to vote for their favorite book. **ACKNOWLEDGE** that some children’s favorite book may not get the most votes. **ASSURE** them their favorite will be available in the library. Then **COUNT** the votes for each book; the book with the most votes is the one you will reread. **INVITE** children to count along.

Let’s find out which book is our class’ favorite. Count the name cards in front of each book with me.

During

REREAD the book with the most votes.

PAUSE once to **INVITE** children to share what they like about the book. **PROMPT** them to use the sign and sentence stem, “I like....”

Readers, think about what you like in this book... If you would like to share what you like, please make the sign for “I like” [demonstrate]. You can start by saying, “I like...”

After

CHEER for the children’s accomplishments.

We have read and enjoyed our books. Now we just listened to one of our favorite books. Let’s celebrate all of our great reading and thinking by choosing a cheer.



Build Interest

PLACE each shape on its own mat. **DISCUSS** their attributes. **USE** what you know about each child's language skills to include and extend their participation.

Here are some shapes [point] we have been talking and learning about.

- Gestures: Where is the rectangle? Show me a straight line.
- Yes/No: Is this a triangle? Does this circle have straight lines?
- Either/Or: Is this a rectangle or a square? Does it have straight lines or curvy lines? Does it have three corners or four corners?
- Open-ended: Pick a shape and tell me what you know about it. How do you know it has four corners?

Build Understanding

REVIEW what it means to sort.

You are learning so much about shapes! Let's play a game. Here is our shape collection box [show]. Let's sort the shapes inside of it. Do you remember what it means to sort?

Yes, when you sort, you put things that are the same together.

INVITE a volunteer to select a shape from the shape collection box and sort it into the correct group.

Who wants to select a shape from the shape collection box?

Which group does it belong to [point to the one to four shapes you reviewed in the beginning of the lesson]?

How did you know?

Do you know the name of the shape?

Build Experience

CONTINUE passing the shape collection box around so each child can choose a shape and sort.

Let's continue passing the box around so we can sort all the shapes inside. Once you pick a shape, tell us how you figure out which group it belongs in.

SUMMARIZE the shape sorting activity.

Thank you for helping me sort all the shapes! We are getting so good at naming shapes based on how many sides and corners they have.

Materials

- Shape collection box
- One to four mats (or pieces of construction paper)

Build Background Knowledge

Choose shapes that suit the knowledge of your children. Note that some children may not yet be counting with cardinality, and therefore cannot yet count sides or corners. For these children, adapt the activity so that they are matching shapes, instead of discussing properties. This is a normal part of the learning trajectory for 2D shapes that leads to later being able to count sides and corners.



Stretch their Thinking

For children who are able to count sides and corners, include multiple different types of shapes and include a few challengers: shapes that slightly differ (e.g. skinny triangles, longer rectangles).

Listen/Look For

- What shapes do children name?
- How do children describe shapes (do they identify sides, corners, etc.)?
- What else do children notice or say about shapes?

Responding to Children

Do children know and accurately use the names of shapes when identifying two-dimensional objects (e.g., circle, triangle, square, rectangle)? If yes, show them atypical shapes such as skinny triangle. Or show them different orientations of these regular shapes (remember, it doesn't matter which way shapes are rotated, they are still the same shape unlike most letters). Challenge them with new shapes, like hexagons. If not, focus on attributes of shapes they are still learning (e.g., triangles have three straight sides that are all connected, three points).



Keep It Going

- Add the shape collection box to the math center so children can continue to explore the shapes.



APPENDIX

- 114 Continued Conversations
- 115 Coming Up in Unit 2: “Healthy Kids”
- 116 Teaching Point Checklist
- 120 Family Letter – Welcome to the *Blueprint* Family
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- 122 Family Letter – Songs, Poems and Chants

Digital Online Resources



<https://clibblueprint.org/resources-tx>

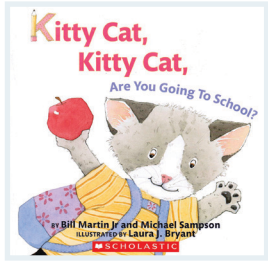
At the web address above, you will find the following resources and downloads.

- ASL Signs & Videos
- Center Icons
- Cheer Images
- Emoji Faces
- Family Invitations
- Family Letters
- Good Friends Stationery
- Job Board Icons
- Mindfulness Cards
- Power of 3 Images
- Rhyming Cards
- Songs (audio & print)
- Teaching Point Checklist
- Weekly Materials List



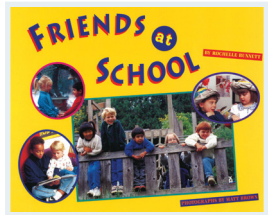
Continued Conversations

The books selected for this curriculum are used to promote certain skills and concepts based around specific thematic goals. However, each book is rich with other ideas and topics worth exploring and discussing. As children re-engage with books used during class read alouds, encourage other ways of thinking about them. Below are examples of ways to continue these conversations.



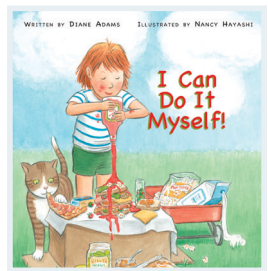
Kitty Cat, Kitty Cat, Are You Going to School?

- Look at these drawings. Can you spot the little mouse?
- What do you like to play outside?
- What do you think Kitty Cat does when he gets home from school?



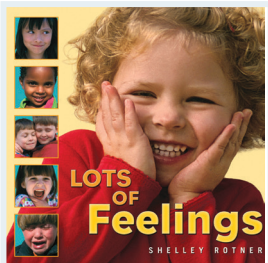
Friends at School

- Do you have any pets at home? What do you feed your pet? How do you take care of it?
- What activities in this book would you like to do most?
- How can you help your friends feel included when you play?



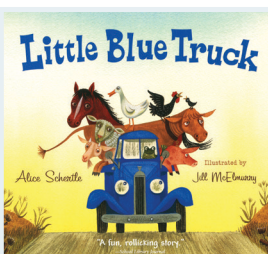
I Can Do It Myself!

- Emily is making a sandwich for lunch. Do you help make lunch at home? What do you make?
- What can you do by yourself at home?
- When do you need help from a grown up?



Lots of Feelings

- This book is full of feelings! Can you think of any more feelings that you've had? When did you feel that way?
- When have you felt proud? Surprised? Confused?
- We can tell a lot from these faces! What do you think they would say? What do you think happened to make them feel that way?



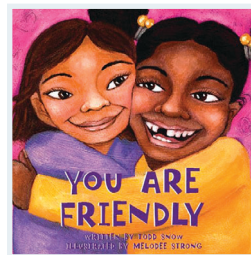
Little Blue Truck

- Can you make these sounds? Which is your favorite?
- Look at these drawings. What do you think the weather is? Is it warm or cold?
- Now they are all covered in mud! What do you think they did next?
- Everyone had to work together to get the trucks unstuck. Have you ever had to work together with your friends?



Hooray for Hat!

- Look at these drawings. What is happening to Elephant's hat?
- Have you ever given someone a gift? How did you feel? How do you think they felt?
- They are all marching in a parade! Have you ever seen a parade? Would you like to be in one?



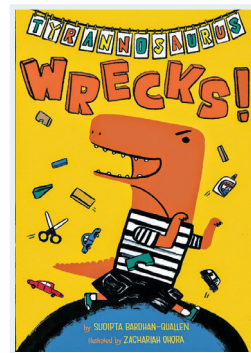
You Are Friendly

- Hugs are one way to be friendly. What are some reasons you might give someone a hug?
- Look at all of these faces. What do you think they are feeling?
- Look at the girl on the front cover. She lost a tooth! Have you lost any teeth? How did you feel when you lost a tooth?



Max Cleans Up

- Look at these illustrations. What do you notice? How do you think they were made?
- Silly Max has put so much in his pocket! What do you think happened next? What do you think Ruby did?
- Ruby helps Max clean up his mess. Do you have any siblings? Who helps you clean up?



Tyrannosaurus Wrecks!

- Do you like dinosaurs? What is your favorite dinosaur that you see in this book?
- Imagine if a dinosaur joined our classroom! What do you think would happen?
- Tyrannosaurus wasn't playing well with others, so he apologized. How did he act differently?
- Look at all of the other dinosaurs while Tyrannosaurus wrecks! How do you think they feel? What are their expressions telling you? Are they happy? Are they sad?

Coming Up in Unit 2:

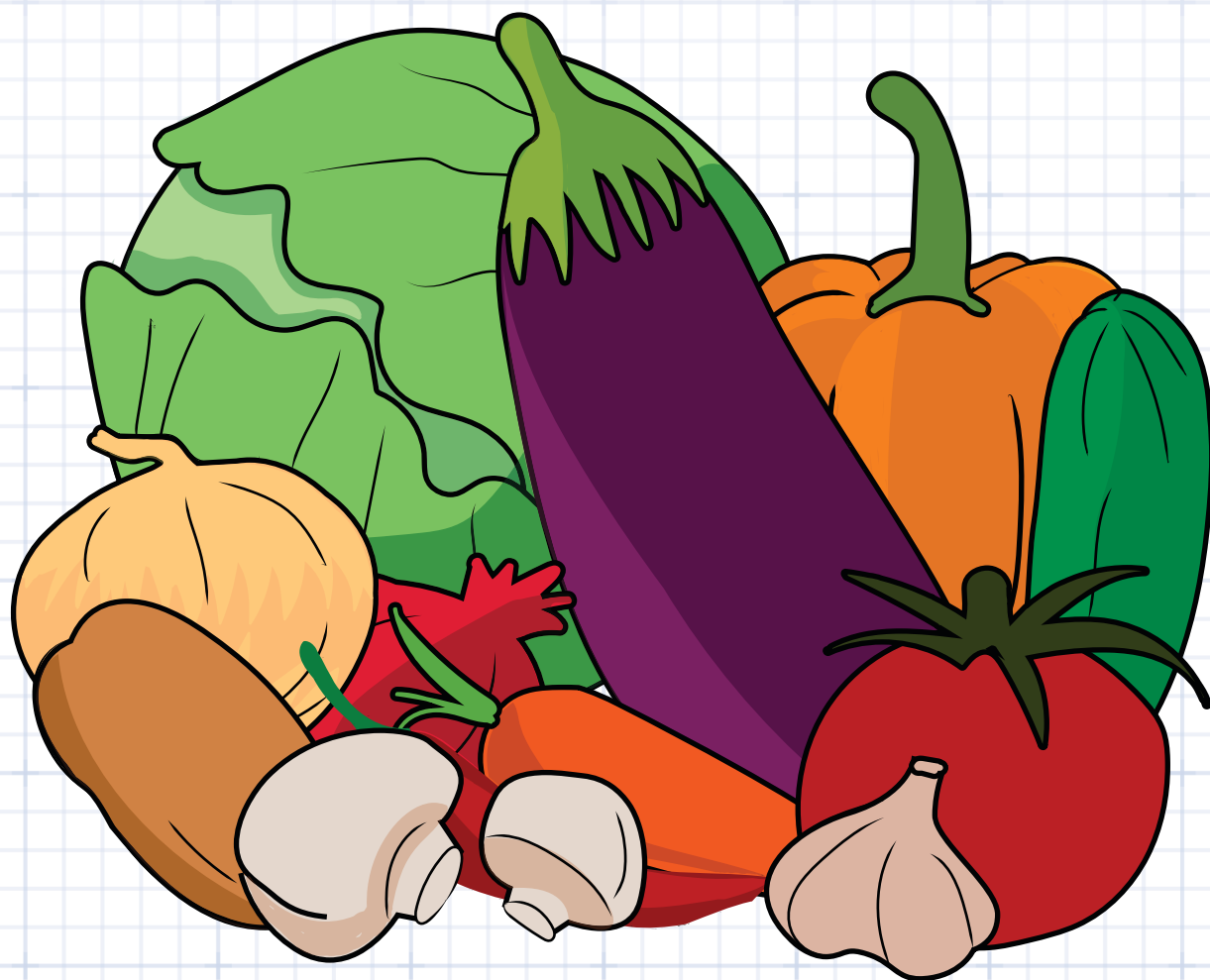
“Healthy Kids”

So far, children have focused on building their classroom community. They have learned more about each other and the routines and rituals of the school day. Throughout Unit 1, the language of “taking care” has been infused. In Unit 2: “Healthy Kids,” children explore the concept of taking care as it applies to their bodies.

They explore the question, “How do I keep my body healthy?” by learning about nourishing foods, being active, and getting sleep and rest. The focus on taking care of our bodies means learning how to make healthy choices, not that we are all physically healthy or that everyone’s body works the same way. In learning how to take care of our bodies, children are exploring life science: what living things need to survive, grow and thrive. Multiple opportunities for active learning take place as children are introduced to yoga, new foods, jazz music, letters, ten frames, and patterns.

In Preparation for Unit 2

- Contact nearby dentist and doctor’s offices to ask for authentic examples of their tools and uniforms.
- Preread the book *Eating the Alphabet*, and reach out to your families and local supermarkets to ask for samples of the foods mentioned in the book.



Primary Standard	Teaching Point	Date	Observation Notes
Social Emotional: Self-Awareness and Self-Concept	Children learn the process for choosing their own center.		
	Children share what makes them happy.		
	Children share what makes them sad.		
	Children listen to and share stories about being grumpy.		
Social Emotional: Social Awareness and Relationships	Children learn the greeting "Hello Everyone" and respond when they hear their name (e.g. clap or wave).		
	Children get to know each other by answering yes/no questions.		
	Children take turns being interviewed for a class book.		
	Children play and lead a matching game acting out feelings.		
	Children discuss the expressions on emoji faces.		
	Children discuss feelings and are introduced to the "Feelings" chart.		
	Children learn how to join play during Center Time.		
	Children identify different kinds of feelings.		
	Children make facial expressions to match different feelings.		
	Children learn that we take care of each other by playing together.		
	Children discuss how community members help each other.		
	Children do a mindfulness exercise about feelings.		
	Children share stories about playing with friends.		
	Children share about themselves during a color matching name (e.g. favorite animal, favorite food).		
	Children discuss ways that they can be helpful.		
Children are reminded that the classroom is a community.			

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Also available for download at <https://cliblueprint.org/resources-tx>

Primary Standard	Teaching Point	Date	Observation Notes
Social Emotional: Self-Regulation and Responsible Behavior	Children learn an attention-getting signal.		
	Children learn how to track the daily schedule using a clothespin.		
	Children are introduced to classroom jobs.		
	Children are introduced to Center Time.		
	Children learn to clean up at the end of Center Time.		
	Children learn the procedure for moving from one center to another.		
	Children are introduced to the Power of 3.		
	Children discuss moving safely in the classroom.		
	Children discuss having an “I can do it” attitude.		
	Children play “Simon Says” with variations.		
	Children participate in a discussion about problem solving.		
	Children discuss why we put things away.		
	Children discuss what would happen if they didn’t put things away.		
	Children learn to treat books and toys carefully.		
Children review and celebrate the Power of 3.			
Literacy: Literate Attitudes and Behaviors	Children identify what they like in a book.		
	Children vote for their favorite book from the unit.		
Literacy: Listening and Speaking	Children learn to listen carefully to the words in books.		
	Children listen to the class book: <i>Our Classroom Community</i> .		
Literacy: Phonological Awareness	Children learn about rhyming words.		
	Children identify rhyming picture cards.		
	Children identify their own name.		
	Children explore magnetic letters.		
	Children match magnetic letters to the letters in their name.		
	Children find letters in their name at the sensory table.		
	Children play a memory game to find their name.		

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Primary Standard	Teaching Point	Date	Observation Notes
Literacy: Writing	Children learn that they can use writing and drawing to share their thinking.		
	Children learn how readers think about books.		
Literacy: Comprehension	Children make personal connections.		
	Children identify ways the character takes care of herself.		
	Children discuss how the character is feeling.		
	Children learn to make predictions.		
	Children discuss the problem and solution.		
	Children discuss how the characters feel.		
	Children tell how they like to be friendly.		
	Children make predictions.		
	Children discuss how the character's room gets organized.		
	Literacy: Book Awareness	Children learn to look closely at the pictures in books.	
Children learn about book handling at the library center.			
Literacy: Fluency	Children participate in echo reading.		
	Children join in reading a repeating word.		
Literacy: Print Concepts	Children learn that writers use both pictures and words.		
Math: Numbers and Number Sense	Children explore numbers one through three.		
	Children play a game of "How Many Dots?"		

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Primary Standard	Teaching Point	Date	Observation Notes
Math: Geometry and Spatial Relations	Children learn about straight and curvy lines.		
	Children learn the names and attributes of common two-dimensional shapes.		
	Children explore linking cubes at the math center.		
	Children review shapes and play the "Shape Hokey Pokey."		
	Children identify shapes and sort them into groups.		
Math: Patterns and Attributes	Children explore pattern blocks at the math center.		
	Children compare objects to see how they are the same and different.		
	Children learn about sorting.		
	Children sort familiar classroom items.		
Math: Operations and Algebraic Thinking	Children practice counting five objects.		
Science: Scientific Inquiry and Practices	Children explore magnifying glasses at the science center.		
Physical Development: Gross Motor Skills	Children stretch and bend in various ways.		
Creative Arts: Music	Children learn the chant "Higgity Piggity" and variations.		
	Children learn a new song "We Take Care of Each Other" and sing variations.		
Creative Arts: Creative Movement and Dance	Children play a matching game ("I can do that!") with variations.		
	Children are introduced to the "Hokey Pokey" with variations.		
Creative Arts: Visual Arts	Children explore markers at the art center.		
	Children share what they like.		

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Welcome to the *Blueprint* Family

This curriculum will support your child's learning in all areas of their development.

Dear Families,

In this unit, we welcome children into their new classroom. Children begin to see themselves and each other as valuable members of the classroom community. We practice routines that help children feel confident and happy at school.

For example, children:

- play and work at different centers
- learn how to take care of classroom materials
- make new friends and learn their names
- practice recognizing their names in print
- work with common shapes (circles, triangles, etc.)

Share Learning

Children might be excited to tell you about the Power of 3. The Power of 3 is a way to communicate the positive ways that children can strengthen their classroom community. More specifically, the Power of 3 conveys how our classroom community members: "Take Care of Ourselves"; "Take Care of Each Other"; and "Take Care of Our Environment." At home, how does your child take care of themselves, their family members, and their space? Do they wash their hands before dinner? Do they tidy up their toys before bed? Send in a note, or a picture and a description, of your child's "superpower"!

Welcome
TO
School

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This is a unit letter you can send home to families.

Available for download at <https://cliblueprint.org/resources-tx> or photocopy as needed.

Keep It Going...At Home

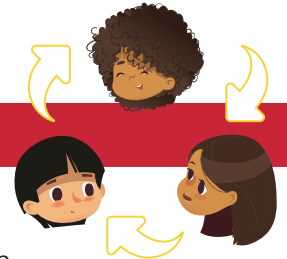
Keep Them Healthy & Active

If you haven't already started a growth log for your child, this is a good time to start one. Find a surface to record your child's height, such as a door frame or the inside of a closet door. Have your child stand with their back against the surface and mark their height. Set a time to check for growth. Holidays? Birthdays? The first day of the year?



Develop Their Emotional Well-Being

We talk about having an "I can do it!" mindset. Highlight the things that your child can do all by themselves. Introduce a new chore, such as pairing and folding clean socks or putting away groceries within their reach. Celebrate the new task that your child can do on their own!



Help Them Communicate

Talk with your child about their day at school. Ask open-ended questions that require more than a "yes" or "no" answer. For example, you might say, "Tell me about the book that you heard today" or "What was the best thing that happened in school today?"



Explore Their World

In school, we practice counting at different times of the day. Incorporate counting into your daily routine. For example, count the stairs you climb, plates set on the dinner table, or toys in the bathtub. Notice when your child needs your support and count together.



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Songs, Poems and Chants

“Message Time”

[Sing to the tune of
“Here Comes Peter Cottontail.”]

Message Time.

Message Time.

Let’s get together for Message Time.

Reading, writing, playing too,
Message Time is fun to do.

“Hello Everyone”

Hello everyone.

Hello everyone.

Hello everyone.

It’s nice to say hello.

“We Take Care of Each Other”

[Sing to the tune of “Did You Ever See a Lassie?”]

We take care of each other,

Each other,

Each other,

We take care of each other,

That’s the Power of 3!

For we are all part of our classroom community,

We take care of each other,

That’s the Power of 3!

“Cleaning Up Our Centers”

[Sing to the tune of
“Farmer in the Dell”]

Cleaning up our centers,

Cleaning up our centers,

Cleaning up our centers,

We take care of our room!

“If You’re Happy and You Know It”

If you’re happy and you know it

Clap your hands.

If you’re happy and you know it

Clap your hands.

If you’re happy and you know it

And you really want to show it

If you’re happy and you know it

Clap your hands.



“This is the Way We Care For Books”

[Sing to the tune of “(The) Mulberry Bush.”]

This is the way we care for books,

Care for books,

Care for books,

This is the way we care for books

Because they are so special.

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In loving memory of Lidia Lemus. Her dedication to children, equity and kindness live throughout these pages. Thank you for working to make these values come alive with the children in your care.



BLUEPRINT

