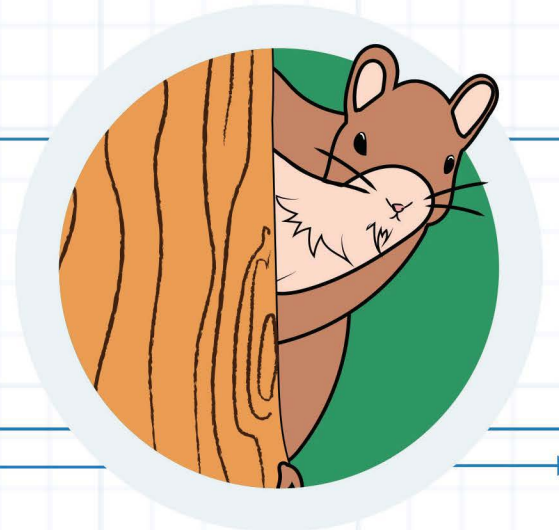


BLUEPRINT

Exploring Our Local Community Teaching Guide 3





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For Early Learning

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Children's Literacy Initiative – Philadelphia, PA

BLUEPRINT



Exploring Our Local 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 (images & videos)
- Cheer Images
- Family Resources
- Letter Pronunciation (audio)
- Letter and Numeral Formation Guide
- Match the 10 Frames
- Mindful Moments
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Keep it Going



Words We Are Learning



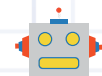
Remember...



Song Within the Lesson



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Welcome to Our Neighborhood

What makes up our local community?

What Children Learn

A community is made up of people living and working together. They take care of each other and the neighborhood.

In Unit 3: “Exploring Our Local Community,” children look outside their classroom and school to their community and the world around them. They think about the question- what is a community- and talk about the places, people, vehicles, and animals in their own community. Multiple opportunities for hands on activities take place as children build buildings, explore basic maps, and create obstacle courses for their toy cars to ride around.



Week	Guiding Question	What Children Learn	Be Sure To...
1	Where can we go in our community?	Every community has places to go. Some have stores. Some have parks. You can say hello to the people you see in your community.	<ul style="list-style-type: none"> • Talk about your local community and familiar places in it. • Share maps. Talk about their features and uses. • Teach the <i>letters p and n</i>.
2	What are community helpers?	Community helpers are people who work to take care of the community. There are many types of jobs such as mail carrier and trash collector.	<ul style="list-style-type: none"> • Name and discuss community helpers in your local community. • Give children practice sorting and counting. • Teach the <i>letter h</i>. • Introduce the beats (syllables) in a word.
3	What vehicles are in our community?	Vehicles are all around us. There are many types of vehicles such as buses, and cars, and other things with wheels in our community.	<ul style="list-style-type: none"> • Name and discuss vehicles in your local community. • Invite children to be on the lookout for wheels. Discuss their function and purpose. • Give children opportunities to sort. • Teach the <i>letters s and v</i>.
4	What animals are in our community?	Animals also live in our communities. You may see birds or squirrels.	<ul style="list-style-type: none"> • Name and discuss animals in your local community. • Talk about how animals need food, water, and shelter. • Give children opportunities to produce sets of objects. • Teach the <i>letter d</i>.



Unit at a Glance

Week 1

Where can we go in our community?

Children talk about their local community. They learn that every community has places to visit. Some have stores. Some have parks. They identify connections between their own experiences in their local community and the communities represented in read alouds. They also practice creating basic two-dimensional maps of familiar spaces and they trace paths along them to encourage understanding of how maps help us navigate. In addition, they learn that kind and thoughtful interactions are one way we can take care of each other and contribute to the Power of 3.

Week 2

What are community helpers?

Children discuss several jobs common to local communities. They talk about how these jobs contribute to the well-being of the community. They make connections between their own classroom responsibilities and those of community helpers. They also discuss what it means to act kindly and the importance of treating neighbors and other community members with kindness. In math, children practice sorting, counting, and matching quantities of objects to numbers.

Week 3

What vehicles are in our community?

After investigating the important jobs and responsibilities that exist within a community, children learn about the vehicles that help us do those jobs. During read alouds, children are introduced to a variety of different community vehicles. They explore the uses of wheels and they identify familiar objects that move using wheels. They also use scientific inquiry to investigate how toy cars can move. They practice identifying problems and predicting possible solutions, and build obstacle courses for their cars.

Week 4

What animals are in our community?

Children add animals to their list of important aspects of a community. They share what animals they might find in their own community and learn about squirrels in depth. They continue to practice counting and sorting, and they play multiple matching games. Also, they continue to discuss ways that they can act kindly within their community, and they learn a method of mindfulness to spread kindness. As the unit draws to a close, the children vote for their favorite book and discuss as a class what they have learned about their community from the read alouds.



Connections to Other Units

Communities

In Unit 1, we introduced the idea of the classroom community and children's roles in creating a safe and positive one. In this unit, we take the same concepts and apply them to the local community. How do people in a community take care of each other? What responsibilities do people in a community have? How can you be a friendly community member? In Unit 10: "Celebrating Our Classroom Community," children spend time reflecting on how they contributed to creating a positive classroom community and how it impacted their growth.

Maps

Children explore different types of maps and practice moving from place to place on a map. They create their own maps of classroom centers and go on treasure hunts using them. Different types of maps and other graphic representations of places are explored in Unit 4: "We Are Architects!" and Unit 8: "Animal Architects." In those units, children learn about blueprints and participate in making a cross-section of underground life.

Jobs

In this unit, the responsibilities of many different community helpers are highlighted. Other jobs and occupations are explored throughout the curriculum. Physicians were explored in Unit 2: "Healthy Kids." Architects will be studied in Unit 4: "We Are Architects!," farmers in Unit 5: "Life on the Farm," and astronauts will appear in Unit 9: "Look Up!"

Vehicles

Vehicles are a source of excitement for many young children. In this unit, we look at vehicles they may see in a community. In Unit 4: "We Are Architects!" we look more closely at construction vehicles. In Unit 9: "Look Up!" we look at rocket ships!

Animals

In this unit, children explore animals that live in their local community. The connections between animals and their environments are extended further in Unit 5: "Life on the Farm" when we study farm animals, and Unit 8: "Animal Architects" when we study animal homes.



Class Book *Community Helpers*

Create at least one class book during each unit to which children can contribute. These books give children a glimpse into the book-making process. They love to see themselves as authors! Everyone can participate in creating the class book, no matter their level of proficiency. For example, children can cut out pictures from magazines or draw their own. They can write their own ideas or dictate them to you. 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 this book to the class towards the end of the unit and invite families to listen as well. After, place this book in the library for children to read (over and over!).



This unit's class book focuses on community helpers. For this book, they cut out pictures, draw, and/or write about a job they would like to have when they are grown. The book is introduced in Week 2 and can be added to throughout the unit as children make more connections to the content. This book will be read aloud and presented to families during Week 4.



Unit Project: *Community Map*

Young children need exposure to and experience with maps to help them understand that maps represent real places in the world. Map work also helps children develop spatial visualization and language around position words such as “next to” and “beside.” In this unit, children look at real maps and learn that maps show where things are located. Children use maps to both follow characters in stories and to navigate the classroom. They also collaborate to create simple maps of areas in their classroom.



As they learn about common features in a community such as buildings, cars, and animals, they create a map of their local community. With the school as the center of the map children are invited to add other nearby places, vehicles, and things throughout the unit.



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	Key Word	Definition
1	local	nearby
	town	another word for neighborhood
	cinema	a movie theater
	bakery	a shop that sells bread, cake, and other treats
2	map	a special drawing of an area
	busy	a lot going on
	full	when there is no more room inside something
	empty	when there is nothing inside something
3	vehicle	something that you drive
	tow	to pull a vehicle
	spin	to go around in a circle
	pedal	to push or press away with your feet
	sip	to drink a little bit at a time
4	pounce	to jump or push your whole body forward
	soar	to fly very high
	leap	to stretch and jump through the air
	store	to put away for later

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 the chart 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	go
	place
2	job
	help
3	move
	drive
	wheel
4	animal
	problem



Spotlight on Social Emotional Learning

“Kindness is showing concern for others.”

“Kindness connects us to others and helps us understand other people.”

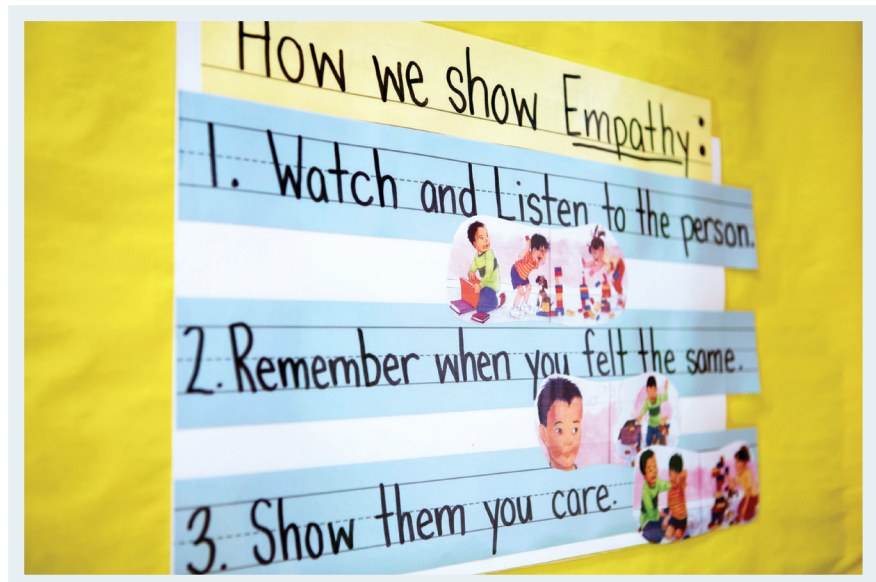
“Sometimes when we act kindly, our hearts feel good.”

These are the ideas we focus on when we talk to children about kindness. Kindness is intrinsic, but children benefit from having role models who implicitly teach kindness through their caring and loving interactions with them, and who explicitly teach them how a kind act looks, sounds, and feels.

In this unit, we create “How can we help?” stories and give children the opportunity to describe what they would say and do to help another person. We give them opportunities to be kind and celebrate when we see them acting kindly. We also connect how acts of kindness contribute to a positive and safe community both in the classroom and outside it.

Learning to empathize, or understand another’s perspective, and to act kindly is a lifelong process. Time spent teaching and modeling the importance of helping others and treating others with kindness is time well spent.

As Aesop the ancient Greek storyteller said, “No act of kindness, no matter how small, is ever wasted.”





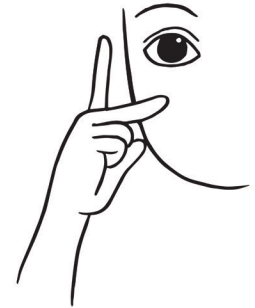
American Sign Language

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.

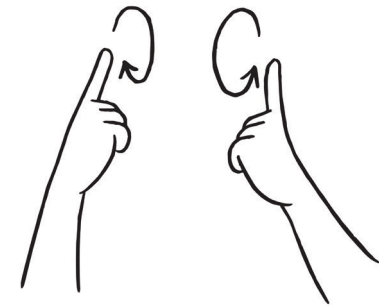
Steps by Step

Essentials — For Use on Charts

I See



I Wonder



CHARTS

Feelings



happy
feliz



sad
triste



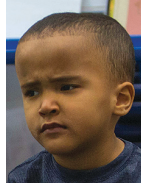
silly
loquito,
loquita



calm
calmado,
calmada



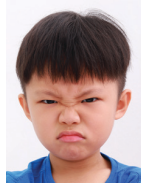
kind
amable



grumpy
gruñón,
gruñona



proud
orgullosa,
orgullosa



upset
molesto,
molesta



glad
alegre

Cheers

Round of Applause



Kiss Your Brain



Hip Hip Hooray



Catch a Star



Stir It Up



Roller Coaster



Readers Can Say

I like



I predict



I remember



I learned



I see



I wonder



We Can Describe

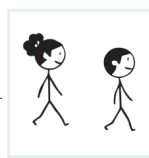
Power of 3

Take Care of
Ourselves

Take Care of
Each Other

Take Care
of Our
Environment

Move safely.



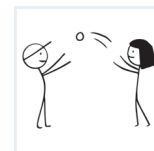
Say, "I can
do it!"



Calm down.



Play
together.



Be helpful.



Act kindly.



Put things
away.



Handle books
and toys
carefully.



Throw
away trash.



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.

	Power of 3	Feelings	Readers Can Say	Cheers	We Can Describe
Words to be added to your charts.					
Already Added	Move safely. Say, "I can do it!" Play together. Be helpful. Put things away. Handle books and toys carefully. Calm down.	happy sad proud silly grumpy upset calm	I like I predict I remember I learned	Round of Applause Kiss Your Brain Kiss Your Heart Hip Hip Hooray Catch a Star	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.
In This Unit	Act kindly. Throw away trash.	glad kind	I see I wonder	Stir It Up Roller Coaster	
To Add in Future Units	Keep on trying. Treat living things carefully. Think about how others feel.	confident delighted caring		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 Charts:

- "Ways to Say Hello"
- "Words We Are Learning"
- "Kindness"



Supporting Multilingual Learners



Incorporating multilingual children's home languages into instruction helps children learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help.

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.





► **Community Buildings | Week 1**
Children construct a building found in their community.

Creative Arts: Visual Arts



Materials	Directions
Photos of buildings in the local community, shape cut outs, cardboard boxes and pieces, recycled materials, markers, paper	Display photos of buildings from the community. Invite children to think of buildings in the community that are important to them or others, and then invite them to build them.

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

- Gesture: Point to the picture of the [building]. Point to the building you want to make. Point to the [shape, color, material].
- Yes/No: Is this the [building]? Do you want to build [building] today?
- Either/Or: Is this the [building] or [building]? Do you want to build [building] or [building]?
- Open-ended: What [shapes, colors, materials] do you need to make your building? How will you make your building look like the one in our neighborhood?

► **Map Making | Week 1**
Children create maps of familiar rooms.

Creative Arts: Visual Arts

Materials	Directions
Construction paper, shape cut-outs, crayons, and examples of simple maps	Display various maps for reference. Invite children to make a map of a place of their choice. It can be a room in their house, a place in the classroom, or any other place that is special to them.

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

- Gesture: Point to the map. Point to the [shape]. Show me where to put the [map item – bed, door, kitchen, etc.].
- Yes/No: Is this a map of [location]? Is this shape for [map item – bed, door, kitchen, etc.]?
- Either/Or: Is this a map of [location] or [location]?
- Open-ended: What will you make a map of? Why is that place special to you? What items/ places do you need to include in your map? What shape will you use to show that? Why?

► **Painting with Wheels | Week 3**
Children use wheels from toy cars to paint.

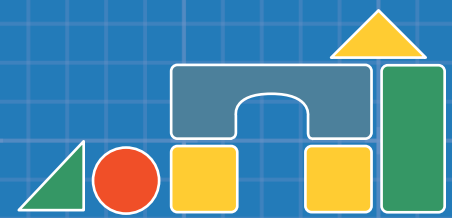
Creative Arts: Visual Arts

Materials	Directions
Toy cars with moving wheels, large paper, tape, paint, and trays	Cover the table with paper. Place dollops of paint on a tray. Invite children to use the wheels to paint the paper on the table. Point out the formation of lines, circles and textures that they create, and encourage them to mix colors. After they have finished their paintings, invite children to clean their cars at the water table “car wash” using brushes, sponges, etc.

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

- Gesture: Point to the color you want to use. Point to the [color]. Show me a line you made. Show me a circle.
- Yes/No: Do you want to use [color]? Did you make a line? Did you mix any paint colors? When you mixed [two colors] did it make [color]?
- Either/Or: Do you want to use [color] or [color]? When you mixed [two colors] did it make [color] or [color]?
- Open-ended: How is painting with cars different from painting with brushes? What do you notice about the way the wheels spread the paint? What do you notice about the marks the cars make?

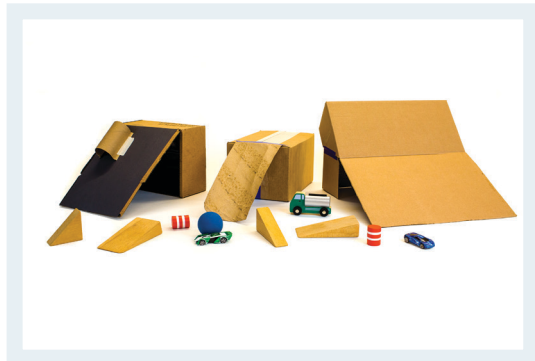
Blocks



► Make That Car Go | Week 3

Children build ramps and obstacle courses.

Science: Physical Sciences



► Cars and Road Signs | Week 4

Children construct roadways.

Creative Arts: Dramatic and Performance Art



► Make-Your-Own Block Shapes | Week 4

Children practice identification of shapes.

Math: Geometry and Spatial Relations



Interacting with Children

Mirror talk is one useful strategy for repeating what children say so they feel heard. It also gives you an opportunity to extend their thinking. For example, you might say, "I heard you say your car is going up a ramp. How high will it go?" You can also use a form of mirror talk to address children's feelings. You can act like a mirror by describing what you see and helping children name their feelings.

You can act like a mirror by describing what you see and helping children name their feelings. For example, you can say, "I see your mouth is drooping and your shoulders are hunched. Are you feeling sad?"

Materials

Recycled objects such as cardboard tubes, cardboard boxes, blocks, toy cars, and small balls or other rolling objects

Directions

Invite children to use the materials to explore how objects move. Discuss with the children how some objects roll and some don't, some slide, some bounce, some go faster or farther than others.

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

- **Gesture:** Point to the [object]. Point to the ramp.
- **Yes/No:** Does the [object] roll? Does the [object] slide? Does the [object] move quickly down the ramp? Does the [object] move slowly down the ramp?
- **Either/Or:** Does the [object] roll or slide down the ramp? Does the [object] move quickly or slowly down the ramp?
- **Open-ended:** Which object moves the fastest? Which is the slowest? How does the [car, ball, block] move down the ramp [slide, roll, bounce, etc.]? What other objects do you think would [slide, roll, bounce, etc.]? What other materials could we use to make a ramp? If we used a different material for a ramp, how do you think the objects might move differently?

Materials

Pictures of road signs, blocks, toy cars

Directions

Attach pictures of road signs to some of your blocks. Invite children to create roads using the signs and drive their cars around.

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

- **Gesture:** Point to the STOP sign. Point to the one-way sign. Point to the [sign].
- **Yes/No:** Is this the STOP sign? Is this the one-way sign? Is this the [sign]? Do we [action] when we see the [sign]?
- **Either/Or:** Is this [point] or this [point] the STOP sign? Do cars stop or go when they see this sign? Should we put this sign here [point] or here [point]?
- **Open-ended:** Why do we need this road sign? What do cars or people need to do when they see this sign? Where should we put this sign in our town? Why?

Materials

Masking or painter's tape, blocks

Directions

Children use tape to build their own outlines of shapes on the floor or construction paper. They can build structures inside the tape or on it.

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

- **Gesture:** Point to the square. Point to the circle. Point to the [shape].
- **Yes/No:** Is this a square? Is this a circle? Is this a [shape]? Does this have straight lines? Does it have curvy lines?
- **Either/Or:** Is this a [shape] or [shape]? Is this shape or this shape a square? Does this shape have straight or curvy lines?
- **Open-ended:** What shape will you make and how will you make it? What kind of lines does the shape have? What structure can you make inside the shape you just made?

Dramatic Play



► Community Store | Week 1

Children act out shopping and working in a community store.

Creative Arts: Dramatic and Performance Art

Tip

Documenting Dramatic Play

Take photographs of children at the dramatic play center. Invite them to help you label these pictures to inspire other children's play and as a record of their work. Make a class book from these photographs or share with families on a bulletin board or in a newsletter.

Materials

Props and materials relevant to the type of store in your community (e.g. grocery store, drug store, hardware store) that you are going to re-create in your dramatic play center. Work with children to decide what kind of store they would like to open. Add authentic materials by asking specific stores for supplies (e.g. hats, cups, bags) with their logo on it. Many will be happy to share. Have children create signs and tools for the store and help design how it looks. Involve families by requesting examples of relevant props such as empty containers they may have available.

Directions

Based on the store children decided to open, gather relevant materials and props needed for children to act out interactions that might take place there. Invite them to discuss and explore what kinds of jobs they can do at the store (sort, shop, stack, build, etc.) and what kinds of items they might be shopping for. Add relevant clothing (e.g. apron, chef's hat) and tools (e.g. carts, scales, baskets).

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

- Gesture: Point to the cashier. Point to the customer. Point to the [store specific item].
- Yes/No: Are you buying [store specific item]? Do you need [store specific item]? Did you write a shopping list? Should we get [clothing item] for the workers in this shop?
- Either/Or: Do you need [this item] or [this item]? Should we get [clothing item] or [clothing item] for the workers in this shop?
- Open-ended: What else do you want to add to the store? Who is going to come by the store today? What will you ask them when they come in? What types of clothing do the workers wear at the store? Why do you think they wear those clothes?



Library



► Community Book Basket | Week 1

Children read books that feature different communities.

Literacy: Literate Attitudes and Behaviors

Tip

Props

When displaying a new book or themed book basket, add props to support children's engagement and storytelling. For example, if you are spotlighting books about vehicles, add toy trains or cars to the book basket.

► Map Basket | Week 1

Children explore and read different maps.

Literacy: Print Concepts



Materials	Directions
Books	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: Point to the book you would like to read. Point to the book about [community experience/place].
- Yes/No: Do you want to read a book about [community experience/place]?
- Either/Or: Do you want to read a book about [community experience/place] or [community experience/place]?
- Open-ended: What do you notice is the same about these books? What types of [buildings, jobs, people] do you see in this book?

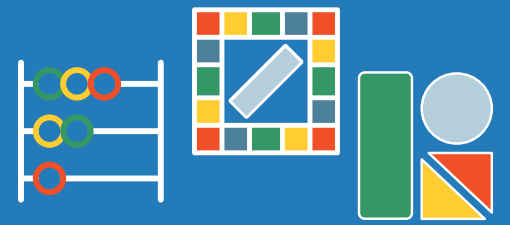
Materials	Directions
Books with maps, map examples	Supply different types of maps such as world maps, road maps, maps of parks or botanical gardens, and maps of malls or museums. Store them in a basket that is clearly labeled with words and pictures. Share the contents with children to build their excitement.

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

- Gesture: Point to the map of [location]. Point to the [location] on the map.
- Yes/No: Is this a map of [location]? Have you used a map at [location]?
- Either/Or: Is this a map of [location] or [location]?
- Open-ended: What is this map for? How do you know? How would you use this map if you visited this place? What do you notice about the words on the map? What do you notice about the pictures and symbols?



Math and Table Toys



► Paper Plate Wheels | Week 3

Children put together puzzles cut from paper plates.

Math: Geometry and Spatial Relations

Materials

Paper plates of different sizes and/or colors, scissors

Directions

Cut paper plates into different puzzles. Cut some into halves, quarters, and other equal sized pieces. Encourage children to create whole circles using the parts. Model sliding, flipping and rotating the shapes to show that it remains the same.

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

- Gesture: Point to the circle. Point to two pieces that are the same size. Point to two pieces that are different sizes.
- Yes/No: Is this piece the same size as this piece? Do these two pieces fit together?
- Either/Or: Which piece is the same size as this piece, this one [hold up piece] or this one [hold up different piece]? Does this piece or this piece fit next?
- Open-ended: What size piece [small, medium, large] are you looking for? How do you know these pieces fit together? What shape is this piece? What shape is the whole puzzle? If I [slide, flip, rotate] this circle, is it still a circle? How do you know?

Tip

Family Engagement

If you have materials that need to be prepared, or are in need an extra pair of hands, keep in mind that families can and often do want to help out. They can come in and offer assistance during the school day. Or, if there is prep work they can do from home, they may appreciate the opportunity to be of service. Send home an email asking for volunteers and describe what you need.



Science



► Job Listening | Week 2

Children investigate how different jobs “hear.”

Science: *Scientific Inquiry and Behaviors*

Materials

Stethoscope, noise-canceling headphones, earmuffs, ear horn, etc.

Directions

Collect noise enhancing or reducing items. Ask families or a doctor’s office for donations. Add them to the science center. Explain that noise-canceling headphones are used by people like construction workers and lawn maintenance workers. Add a toy xylophone or other musical instruments, and invite children to listen to the music with these different tools. Explore how each one affects their hearing.

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

- Gesture: Show me an instrument that is loud. Show me an instrument that is quiet.
- Yes/No: Is the [instrument] loud? Is the [instrument] loud with the headphones on? Can you hear the [instrument] with the headphones on?
- Either/Or: Is the [instrument] loud or quiet? Is the [instrument] loud or quiet with the headphones on?
- Open-ended: Why do you think construction workers need noise-canceling headphones? What does the music sound like with the [stethoscope, earmuffs, headphones, etc.] on? Were there any noises you couldn’t hear with the headphones on? Why do you think you could hear some things but not others? Who else might need to use noise-canceling headphones?



Materials

Toy cars, cloth, wax paper, aluminum foil, other textured materials

Directions

Collect toy cars. Invite children to build roads using the different materials. Invite children to compare these surfaces, as they drive their cars on them.

► Car Wheels | Week 3

Children drive cars over different surfaces.

Science: *Physical Sciences*

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

- Gesture: Point to the [material; i.e., cloth, wax paper, foil, etc.].
- Yes/No: Is the [material] smooth? Will the wheels roll fast on the [material]?
- Either/Or: Is the [material] rough or smooth? Will the wheels roll fast or slow on the [material]? Will the [material] or [material] let the wheels roll faster?
- Open-ended: Which material makes the wheels move faster? Which makes them move slower? Why? How would you describe this material?

Science



► Hooks | Week 3

Children investigate using hooks like cranes and other construction vehicles.

Science: Physical Sciences



Materials

Pictures of trucks that have hooks, small, safe hooks, shower curtain hooks, plastic “S” hooks, etc.

Directions

Download and print pictures of tow trucks like the tow truck in the book *The Bus for Us* and other trucks with hooks [such as cranes]. Invite children to pull or lift items at the science center using hooks you provide. Encourage them to investigate which items they can pull/lift, and discuss what those items have in common.

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

- Gesture: Show me the hook. Show me an object you will try to pull/lift.
- Yes/No: Can you pull/lift [object] with the hook? Is it easy to pull/lift [object] with the hook?
- Either/Or: Is the [object] heavy or light? Can you pull/lift [object] or [object] with the hook?
- Open-ended: What items can you pull/lift with the hook? Why do you think you were able to pull/lift them? Which items are too difficult to pull/lift with the hook? Why do you think we couldn’t pull/lift them? Is there another classroom item that we could use to pull/lift these items?

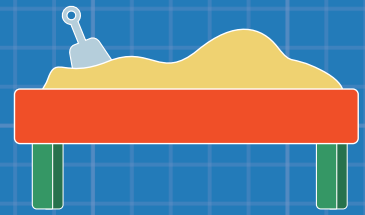
Tip

Differentiated Instruction

Differentiated Instruction is based on the idea that one size does not fit all. Some children learn better by moving around and interacting. Other children are more reticent and shy. Make sure there are spaces in your classroom designated for quiet activities, as well as interactive ones.



Sensory Table



► Filling Cups | Week 2

Children explore the concepts of empty and full.

Math: Measurement and Data

Materials	Directions
Various sized cups and containers	Tell children that they can explore the opposites “full” and “empty” by putting water [or other sensory table materials] into the cups to make them full. Then dump them out to make them “empty.”

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

- Gesture: Point to the cup that is full. Show me the cup that is empty.
- Yes/No: Is this cup full? Is this cup empty? Can you make this cup full? Can you make this cup empty?
- Either/Or: Is this cup full or empty? Will you [action] or [action] to make this cup full?
- Open-ended: Is it full yet? Can you fit more? What happens if you try to add more to a full container? Does this container hold the same amount of water as sand? How do you know, or how can we find out? What are some different ways you can fill or empty the container?

► Trash Collecting | Week 2

Children practice collecting trash.

Physical Development: Fine Motor Skills



Take Photographs

Take photographs of children’s work, print them out, and ask children to help you think of a caption to write below each image. Hang them in the center where that work took place to inspire others and to add meaningful, child-centered print to the different centers throughout your room.

Materials	Directions
Small containers, tongs, small pieces of plastic straws, containers, toys, etc.	Place the materials in the water table. Encourage children to pretend to be trash collectors and use the tongs to pull the pieces of plastic out of the “ocean” and into the ‘trash bins’ (small containers). Discuss how keeping plastic out of our oceans is an important way we take care of our community and environment.

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

- Gesture: Show me the trash. Show me how you can pick up the trash.
- Yes/No: Is this [material] easy to pick up? Will this [material] hurt animals?
- Either/Or: Is this [material] easy or hard to pick up? Will this [material] hurt or help animals?
- Open-ended: Why do we need to take the trash out of the water/ocean? What would happen if we didn’t? What other places in our community should we keep clean?

Technology



► Map Exploration | Week 1

Children explore a variety of maps available online.

Technology



Materials

Tablet or computer, writing or drawing app

Directions

Direct children to open and explore a variety of maps available online (e.g. location specific maps – zoo, museum, national park, etc). Show children how to open and use online map tools to look up different locations (home, school, park). Teach children how to zoom in or out on a location using the mouse or their fingers. Encourage children to notice different elements of maps and how they are the same or different in a variety of situations. Remind children how to open writing and drawing apps so they can create their own maps.

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

- Gesture: Point to the [feature] on this map. Point to the map of [location]. Show me the app we use to draw.
- Yes/No: Is the map of [location] the same as the map of [location]? Have you used a map at the [location] before? Do you want to make a map of [location]?
- Either/Or: Is this a map of [location] or [location]? Do you want to use [app] or [app] to make your own map? Do you want to make a map of [location] or [location]?
- Open-ended: What do you notice about this map? How do you know it is a map of [location]? Do all maps have the same features? What features are always the same? What features can be different and how? What can you create a map of? What features do you need to include? How will you use the technology to create them?



Writing



▶ Letters and Cards | Week 2

Children send letters to each other.

Literacy: Writing



Materials

Envelopes, stamps, stickers, index cards, labels, magazines, circulars, scissors, glue, examples of cards and postcards

Directions

Set up a file system or shelves so children can send each other mail. They can cut out pictures, draw, and/or write letters to each other. They can fold paper and see what fits in envelopes. They can make and cut postcards. They can write addresses. Confer with children on their writing.

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

- Gesture: Show me an envelope. Show me a card. Show me a post card. Show me the stamp.
- Yes/No: Is this an envelope? Is this a stamp? Is this a card? Are you going to write a letter to [person]?
- Either/Or: Is this a _____ or _____? Will you write to [person] or [person]? Will you hand the letter to them or send it in the mail?
- Open-ended: Whom are you writing a letter to? What are you going to tell the person in your letter/card? How will you fit that paper into the envelope? Which envelope would fit this card best? How will you get this card/letter to that person? How will you spell that word? Is there anything else you want to add? Change? Is there anything you want to take out?

▶ Car Letters | Week 3

Children follow the shape and direction of letters using toy cars.

Literacy: Phonological Awareness



Emergent Writers

As emergent writers, children may be excited or hesitant about attempting to "write," feeling like this is something that they don't know how to do yet. Your actions and attitudes can have a profound effect on them as developing writers. Be sure to convey how they are ALL writers. All of their writing is "real" writing and all attempts are what "real" writers do as they learn to write.

Materials

Painters tape, toy construction cars

Directions

Tape letters on a wall, table, or floor with masking tape. Invite children to use toy cars to trace the letters.

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

- Gesture: Show me the letter [example]. Show me a straight line. Show me a curved line.
- Yes/No: Is this the letter [example]? Is this a straight line? Is this a curved line? Is this letter in your name?
- Either/Or: Is this the letter [example] or [example]? Which is the letter [example], this or this? Is this a straight or curved line?
- Open-ended: Which letters are easiest to trace with a car? Which letters are harder to trace? What types of lines/shapes do you have to make when you are tracing the letters? What letter are you tracing now?

Writing



► Ice Cream Order | Week 3

Children draw what they'd like to order from an ice cream truck.

Literacy: Writing

Materials

Examples of ice cream truck menus, white boards, dry erase markers

Directions

Download and print examples of ice cream truck menus from the *Blueprint* website. Invite children to look at the menus and draw/write what they'd like to order.

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

- Gesture: Show me a menu. Show me what kind of ice cream you like.
- Yes/No: Do you like [flavor] ice cream? Do you like ice cream in a cone? Do you like [topping] on your ice cream?
- Either/Or: Do you like [flavor] or [flavor] ice cream? Do you like eating ice cream in a cone or in a bowl? Do you like [topping] or [topping]?
- Open-ended: What are you going to order today? What flavor ice cream will you ask for? What sounds do you hear in the word [example]?

► Letter Detectives | Week 3

Children identify familiar letters in the classroom environment.

Literacy: Phonological Awareness

Materials

Magnifying glasses, clipboards, paper, and pencils or crayons

Directions

Put a sheet of paper on each of the clipboards. Invite children to look for letters they know from their name, from class discussions, etc. and write it on the paper. Or give them a specific letter to search for based on your assessments.

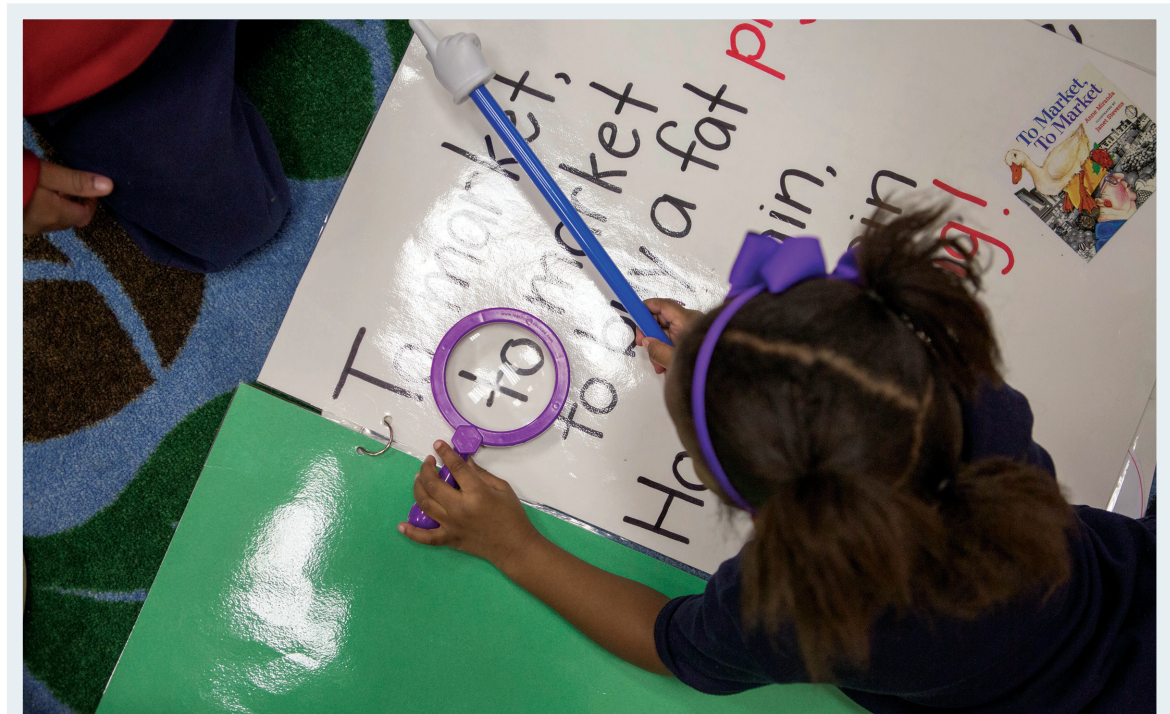
Use what you know about each child's language skills to start conversations:

- Gesture: Show me the letter [example]. Show me a letter in your name.
- Yes/No: Is this the letter [example]? Is this letter in your name?
- Either/Or: Is this the letter [example] or [example]? Is the letter [example] or [example] in your name? Did you find [letter] or [letter]?
- Open-ended: What letter are you looking for? What letters have you found? Where did you find the letter? What other places could we look for letters?

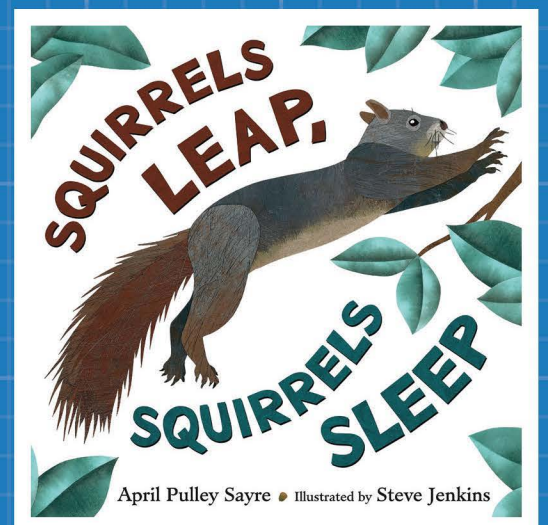
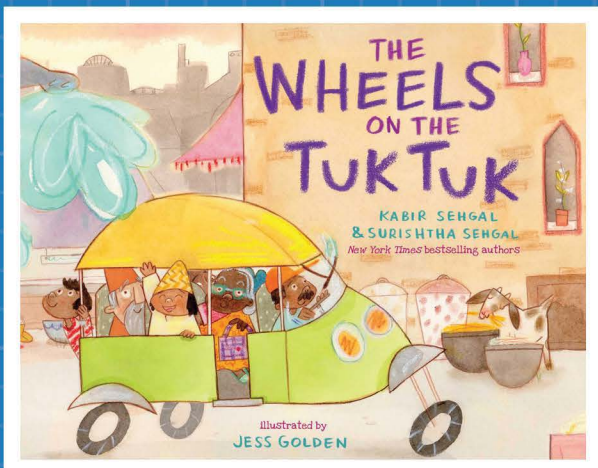
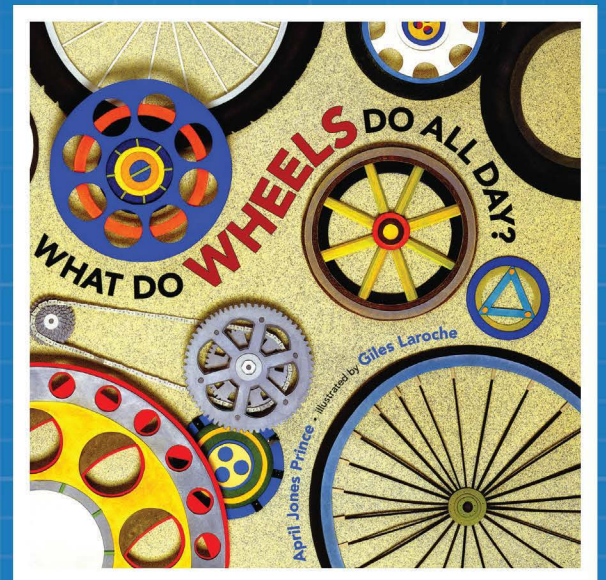
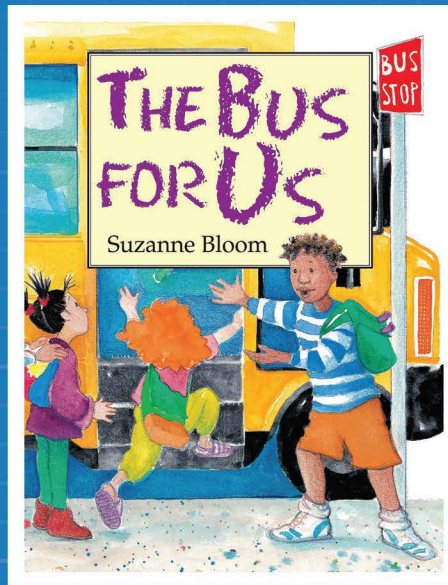
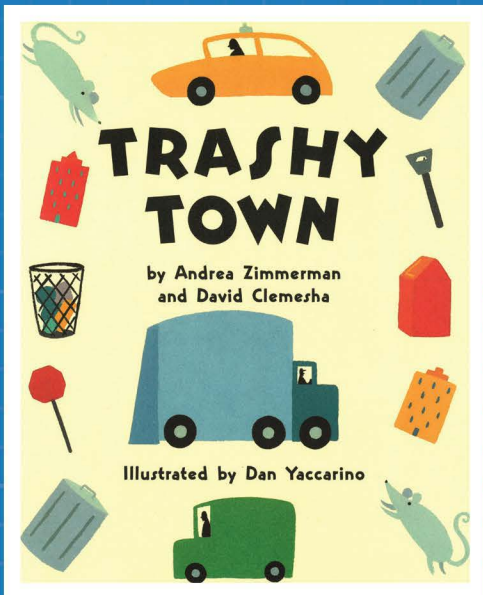
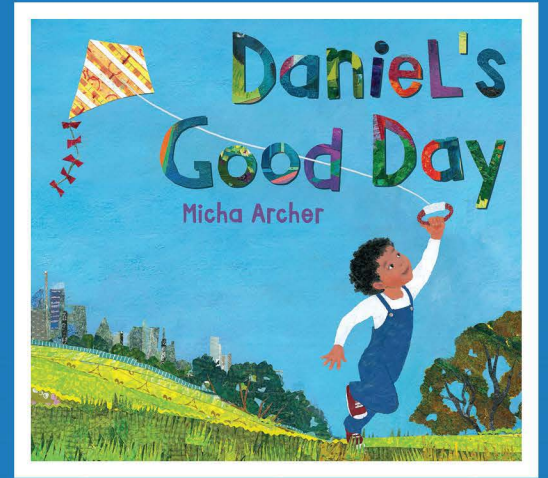
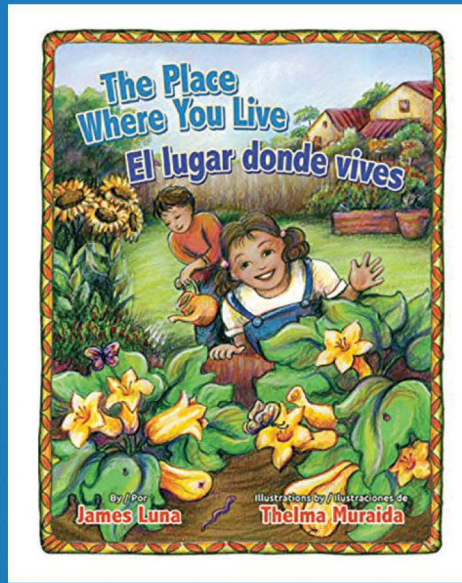
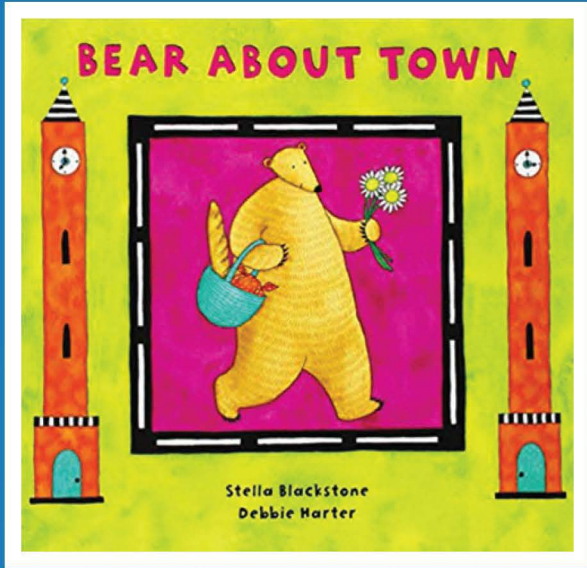
Tip

Multilingual Learners

For multilingual children, emphasize that they are also multilingual writers! Encourage them to convey messages in both English and their home language.



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

Bear about Town

- Written by Stella Blackstone
- Illustrated by Debbie Harter
- Barefoot Books, 2000

The first book in this unit follows Bear through his weekly routine. As he visits the bakery, the gym, and all his other favorite community places, children make connections to places in their own neighborhood. Children are introduced to positional language and using maps as they follow Bear about his town.

Vocabulary

- town: another word for neighborhood
- bakery: a shop that sells bread, cake, and other treats
- cinema: a movie theater

Trashy Town

- Written by Andrea Zimmerman and David Clemesha
- Illustrated by Dan Yaccarino
- HarperCollins, 1999

This upbeat favorite offers children a detailed look at the daily routine of one community helper. It tells the story of Mr. Gilly's route to pick up the town's garbage. The rhyming refrain invites children's active participation and promotes fluency, as Mr. Gilly empties garbage cans at classic neighborhood locations such as the school, the pizza parlor, and the fire station.

Vocabulary

- empty: when there is nothing inside something
- full: when there is no more room inside something

The Wheels on the Tuk Tuk

- Written by Kabir Sehgal and Surishtha Sehgal
- Illustrated by Jess Golden
- Beach Lane Books, 2015

A variation on the song "The Wheels on the Bus," children are taken along for a ride in a tuk tuk, a kind of taxi used in India. They get a glimpse into Indian culture and daily life, as they read this sing-along book. The rhyme and repetition-filled text promotes phonological awareness and fluency, while encouraging children to think about different kinds of communities around the world.

Vocabulary

- sip: drink a little bit at a time

The Place Where You Live

- Written by James Luna
- Illustrated by Thelma Muraida
- Pinata Books, 2015

This bilingual book offers a tour of a small community with both Spanish and English text. Children are encouraged to look carefully at the illustrations and point out familiar places and things, as well as draw connections between the sense of community in the book's neighborhood and their own.

The Bus for Us

- Written by Suzanne Bloom
- Illustrated by Suzanne Bloom
- Boyds Mills Press, 2013

Tess and Gus are waiting for the school bus to pick them up. Each time a vehicle approaches the bus stop, Tess asks, "Is this the bus for us, Gus?" As the characters wait and wonder, they observe various other vehicles such as a taxi, fire engine, and ice cream truck. Children join in reading the repeating lines in this predictable book, and note common vehicles they can observe in their own local community. Great for vehicle lovers everywhere!

Vocabulary

- tow: to pull a vehicle

Around the Neighborhood

- Written by Sarah L. Thompson
- Illustrated by Jana Christy
- Amazon Publishing, 2012

In this fresh take on the well-known "Over in the Meadow" counting song, we see what the animals in the community are doing on a sunny day. The text engages children with rhyme and repetition, counting up from one to ten.

Vocabulary

- pounce: to jump or push your whole body forward
- soar: fly very high

Daniel's Good Day

- Written by Micha Archer
- Illustrated by Micha Archer
- Nancy Paulsen Books, 2019

Join Daniel on his neighborhood stroll. As the character politely greets his neighbors, children meet different community helpers, such as a gardener, a mail carrier, and a crossing guard. Through Daniel's friendly eyes, children discuss how each and every member of the community can contribute to making it a good place to live, work, and have fun together. What a good day!

Vocabulary

- busy: a lot going on

What Do Wheels Do All Day?

- Written by April Jones Prince
- Illustrated by Giles Laroche
- Houghton Mifflin Harcourt, 2006

The rhyming text of this informational book engages children, as they learn about how wheels are used in everyday life. They explore how wheels help us do important jobs in our community, learn vocabulary associated with movement, and practice sorting objects by their number of wheels.

Vocabulary

- spin: to go around in a circle
- pedal: to push or press away with your feet

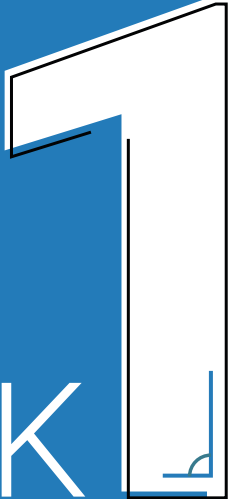
Squirrels Leap, Squirrels Sleep

- Written by April Pulley Sayre
- Illustrated by Steve Jenkins
- Henry Holt and Company, 2016

Informative and action packed, this poem introduces readers to one of the busiest creatures in any community, the squirrel. Children learn vocabulary related to how squirrels move, their body parts, and different types of squirrels. This book provides an opportunity for children to think and ask questions about nonfiction texts while detailing how one animal neighbor makes its home in the community.

Vocabulary

- leap: to stretch and jump through the air
- store: to put away for later



UNIT 3 WEEK

Be Sure To...

- Talk about your local community and familiar places in it.
- Share maps. Talk about their features and uses.
- Teach the *letters p and n*.

Materials

- Maps from places in the local community (e.g. train maps, mall maps)
- Shoe boxes (or other small boxes)

Books

- *The Place Where You Live*
- *Bear about Town*
- *Blueprint Songbook*

Charts

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

Where can we go in our community?

Every community has places to go. Some have stores. Some have parks. You can say hello to the people you see in your community.

Children learn that every community has places to visit. Some have stores. Some have parks. They identify connections between their own experiences in their local community and the communities represented in read alouds. They also practice creating basic two-dimensional maps of familiar spaces and they trace paths along them to encourage understanding of how maps help us navigate. In addition, they learn that kind and thoughtful interactions are one way we can take care of each other and contribute to the Power of 3.

Keep in Mind

- Ask families how to say “hello” and “neighbors” in their home languages.
- Every child needs a box for Day 4: Small Group.
- Take photographs of familiar places and signs in your community. Be sure to include signs in various languages. Avoid cutouts from magazines; children will make more meaning from buildings they recognize and have experience with “nearness” factor and be more engaged.
- Begin preparing your dramatic play center, “The [name] Store,” for Day 3: Talk Time.
- Remember to keep a copy of the “Letter and Numeral Formation Guide” near your Message Time Plus board. It can be downloaded from the *Blueprint* website. As you pause to focus on letters and numerals to teach and/or review, consult this document for clarity and consistency. Repetition of these descriptions will support children as they learn letter names, sounds, and begin forming letters in their own writing. It will also support children as they learn numerals and form numerals in their own writing.



Words We Are Learning

local
where we live and where our neighbors live

town
another word for neighborhood

cinema
a movie theater

bakery
a shop that sells bread, cake, and other treats

map
a special drawing of an area



Anchor Words for Multilingual Learners

- go
- place
- store



From the Songbook

“Hello, Neighbor”
This chant will be featured in Greeting Time. Copy it and send home to families.



Working with Families

Suggest families explore their neighborhood with their children. Add this on your bulletin board:

Explore your community with your children. Point out numbers in your neighborhood: on stores, street signs, clocks, and house addresses. Look for signs, names of places, and other words found in other languages in your community. Send in photos of these and/or other things you see!



Trips & Visitors

Visit “neighboring” classrooms in your school to make the concept of neighbor more concrete.

Plan visits to community places, such as the fire department, the post office, the local library, etc.



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 a new greeting: “Hello, Neighbor.” <i>Social Emotional: Social Awareness and Relationships</i>	Children learn the rest of the “Hello, Neighbor” greeting. <i>Creative Arts: Creative Movement and Dance</i>	Children say “Hello, Neighbor” in Spanish. <i>Social Studies: Self and Society</i>	Children practice saying “hello” in a classmate’s home language. <i>Social Studies: Self and Society</i>	Children practice saying “hello” in another classmate’s home language. <i>Social Studies: Self and Society</i>
Movement Time	Children walk along a straight line. <i>Physical Development: Gross Motor Skills</i>	Children stop walking on a path when they see the STOP sign. <i>Physical Development: Gross Motor Skills</i>	Children jump over beanbags while walking along a path. <i>Physical Development: Gross Motor Skills</i>	Children stop to squat while walking on a path. <i>Physical Development: Gross Motor Skills</i>	Children walk backward on a path. <i>Physical Development: Gross Motor Skills</i>
Talk Time	Children discuss their local community. <i>Social Studies: Geography</i>	Children identify familiar environmental signs. <i>Literacy: Print Concepts</i>	Children collaborate on selecting and creating the new dramatic play center—a store. <i>Social Studies: Marketplace</i>	Children role-play interactions at the store. <i>Social Emotional: Social Awareness and Relationships</i>	Children discuss acting kindly. <i>Social Studies: Being a Community Member</i>
Message Time Plus	Children learn about the letter <i>p</i> . <i>Literacy: Phonological Awareness</i>	Children play “Where Is Bear?” <i>Social Studies: Geography</i>	Children learn about the letter <i>n</i> . <i>Literacy: Phonological Awareness</i>	Children share ideas on how to use paper bags in dramatic play. <i>Approaches to Learning: Initiative and Curiosity</i>	Children sort pictures of words that begin with the sounds /l/ or /b/. <i>Literacy: Phonological Awareness</i>
Intentional Read Aloud	Children make connections. <i>Literacy: Comprehension</i>	Children find places on the map of Bear’s town. <i>Social Studies: Geography</i>	Children describe what they see in this community. <i>Literacy: Comprehension</i>	Children make connections. <i>Literacy: Comprehension</i>	Children discuss how the community members take care of each other. <i>Social Studies: Self and Society</i>
Small Group	Children observe and discuss photographs of their community. <i>Social Studies: Geography</i>	Children create a place in their community. <i>Creative Arts: Visual Arts</i>	Children explore maps. <i>Social Studies: Geography</i>	Children create a map of a classroom center. <i>Social Studies: Geography</i>	Children use their map to go on a treasure hunt. <i>Social Studies: Geography</i>
Reflection Time	What is your favorite place to go in our community?	If you could use a map to go to any place, where would you go?	Whom do you like to say hello to in our community?	Whom do you wish was one of your neighbors?	Where can you go in our local community?

Centers to Launch

See Pages 14-25

- Art Center | Community Buildings
- Art Center | Map Making
- Dramatic Play Center | Community Store
- Library Center | Community Book Basket
- Library Center | Map Basket
- Technology Center | Map Exploration



Greeting Time

Children learn a new greeting: “Hello, Neighbor.”

Social Emotional: Social Awareness and Relationships

CALL children “neighbors.” **INTRODUCE** the beginning of a new greeting: “Hello, Neighbor.” **MODEL** saying the words and doing the movements with another adult.

Hello, neighbors! We can call the people sitting next to us our neighbors. Here are my neighbors [point to them]. Where are your neighbors? It’s polite and friendly to greet our neighbors!

Today we will greet one of our neighbors and dance with them. Please watch and listen to how my neighbor and I greet each other.

Hello, neighbor! What do you say? [Cross the midline to shake hands.]

It’s going to be a wonderful day! [Wave both hands.]

GUIDE children to practice each step in their partnerships.

Now it’s your turn to greet, or say hello to, your neighbor. Stand up next to your neighbor. First, we shake hands like this [demonstrate] and say...

Let’s do the whole thing together now!

Make & Prepare

- Familiarize yourself with the greeting “Hello, Neighbor” on the *Blueprint* website.

Additional Material

- Blueprint Songbook*

Crossing the Midline

Crossing the midline is the ability to reach your eye, hand, or foot across your body to the opposite side. Children are crossing their midline when they shake hands with their partner in the Greeting and when they walk on the straight line in Movement Time. Crossing the midline is an important developmental skill needed for everyday tasks, such as reaching for items, putting on socks and shoes, or hitting a baseball with a bat. It is also an essential fine motor skill that gets children ready for the physical act of writing.



Movement Time

Children walk along a straight line.

Physical Development: Gross Motor Skills

STATE that we will read books about neighbors who take walks. **SHOW** two to four paths of straight lines.

We just greeted our neighbors. We are going to read books about neighbors who walk and travel around their communities [show]. Walking [act it out] is one way we can stay active and take care of our bodies. Do you like to take walks?

Let’s play a walking game. Here are some paths we will walk on. What do you notice about them? Yes, each path is a straight line.

MODEL walking on the straight line, placing one foot in front of the other.

As we walk on this straight line, place one foot in front of the other. Try to keep your feet on the path! Stretching my arms out helps me balance.

GUIDE small groups of children to take turns walking along the straight lines. They can also try walking on their heels or on their tiptoes.

When it is your turn, try your best to walk on the straight line. Place one foot in front of the other. You can open your arms out to help you focus and balance.

ASK children to reflect on the experience.

How did it feel to walk on the path? Was it easy or tricky? Why?

Make & Prepare

- Use masking tape to create two to four paths of straight lines. They will be used in Movement Time Days two through Five.

Additional Materials

- The book *Bear about Town*
- The book *The Place Where You Live*

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.



Talk Time

Children discuss their local community.

Social Studies: Geography

CONNECT to classroom community and Power of 3. **ACTIVATE** children’s knowledge around the word “community.”

We enjoy playing together. In our classroom community, we take care of ourselves, each other, and our environment. What does the word “community” mean to you?

STATE that we are also part of a local community. **DEFINE** the word “local.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing.

We have our classroom community, and we also have our local community. Do you know what “local” means?

If something is local, it is nearby. Our local community is where we live and where our neighbors live too. It is our neighborhood. It is all around us [show photos]. Let’s add “local” to the list of words we are learning. Do you know any words that mean the same thing?

In a community, we work, play, and take care of each other. We do that in our classroom community. And we do that outside our classroom community in [name your local community]. Our local community is all around us. We are going to learn more about the special parts of our local community.

Make & Prepare

- Start Unit Chart: “Words We Are Learning.”
- Photos of places and signs from your local community. Laminate if possible.

Remember to Save

- Photos will be referenced frequently.

Words We Are Learning

local: nearby

Supporting Multilingual Learners

Teach the word “place” to children who are new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language by using an online translation tool. This will support their comprehension of the thematic content.



Before

REVIEW the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **CONNECT** back to the Talk Time discussion about communities.

A community or neighborhood has so many different places you can go to! One place you can go is the pizza shop or restaurant. Have you ever been to a pizza shop or restaurant? What kind of pizza do you like to eat [show image]?

I was at a pizza shop recently, and I ordered a pizza pie with pepperoni on it. It tasted delicious!

FOCUS on words that begin with the /p/ sound.

Pizza, pie, pepperoni. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /p/. Does anyone in our class have a name that begins with the /p/ sound?

DESCRIBE how to form the *letter p* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. Optionally, teach the ASL sign.

The *letter p* makes the /p/ sound. To write an uppercase *letter P*, I start at the top and drop down. Then I bump out at the top. Now you write it with your finger in the air. This is the lowercase *letter p*. I curve around and make a tail. Now you try it. While I write today, please look for the *letter p*. We are going to learn to read it together.

During

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

Here is a picture of a pizza. It is round like a circle. It has pepperoni on it. Pieces of pepperoni are round like circles too. How many pieces of pepperoni should I add?

Suggested message: “Pepperoni pizza is the best.”

PAUSE to focus on phonological awareness (/p/ in the word “pepperoni”).

I hear the /p/ sound in the beginning of the word “pepperoni.” The *letter p* makes the /p/ sound. Watch me as I write the uppercase *letter P*. I start at the top and drop down. Then I bump out at the top. Now you try it.

REPEAT with the lowercase *letter p* in the word “pizza.” After, **INVITE** children to reread the message with you.

After

INVITE children to find all the *letter p*'s in the message. **CIRCLE** them.

Let's find all the *letter p*'s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter p*! Who wants to point to one in the message?

PLAY “I Spy” and describe objects in the classroom that begin with the /p/ sound.

So many things in our classroom start with the /p/ sound. Let's put our “I spy” goggles back on. I'm going to describe something in the classroom that starts with the /p/ sound. See if you know what it is!

I spy with my little eye...

something we draw and write on. [paper]

something we dip a brush in and use to make beautiful art. [paint]

something we use to cook on a stove. We have a pretend one at the dramatic play center. [pan/pot]

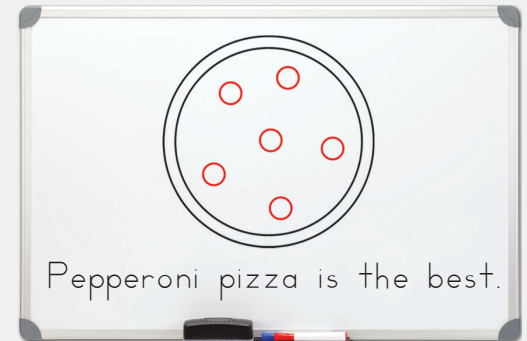
RESTATE the name and sound of the *letter p*.

Today we listened to the sound the *letter p* makes, talked about what it looks like, and found it in our message. We learned that “pizza” begins with the /p/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to tell their neighbor what kind of pizza they like to eat.

/p/, /p/, /p/, pizza! Tell us what kind of topping you like on your pizza?



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter p* on the *Blueprint* website.
- Letter ring – write the uppercase *letter P* on one side of an index card and the lowercase *letter p* on the other; add this to the letter ring after the lesson.
- Download and print an image of a pizza.

Letter Formation

- Uppercase *letter P*: drop down, bump out
- Lowercase *letter p*: curve around, make a tail

Voiced vs. Voiceless Sounds

Some sounds are voiced, which means if you put your hand gently on your voicebox, you can feel it vibrate. Other sounds are considered voiceless. Your voicebox should not vibrate when you say it.

Pronouncing the Sound

When you make the /p/ sound you squeeze your lips together tightly and then let out a quick puff of air. This is a voiceless sound. Be sure not to say /puh/ or /pah/.

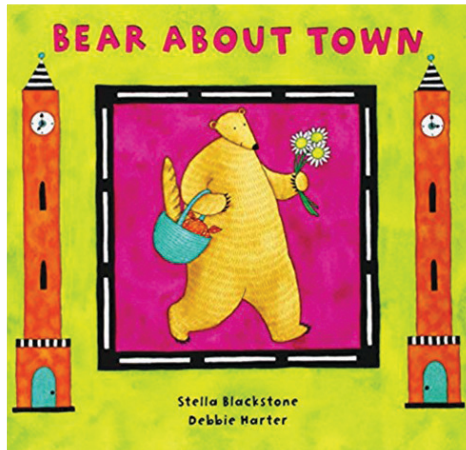
Interacting with the Message

Children were asked to find the *letter p* in the message. Are there any other letters children can find in the message? Invite them up to point out a letter that they know. Then draw a circle around it. Remember to draw the circle yourself (children's writing won't be as precise as yours) to visually reinforce that circles indicate letters. What do children know about the letter they found? Do they know the sound it makes? Do they know any words that begin with it?



Keep It Going

- At transition times, tell children to listen for the names of objects that begin with the sound /p/. Show children an object. Invite them to sign “yes” if the object begins with the sound /p/ and sign “no” if the object does not.
- While reading with children at the library center, invite them to look closely at the illustrations. Can they find objects that begin with the /p/ sound? Mark those spots with a sticky note.



Make & Prepare

- Draw a picture of a bear, laminate, and attach it to a craft stick to make a puppet
- Review the ASL sign for “I remember” on the *Blueprint* website.

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

town - another word for neighborhood

cinema – a movie theater

bakery- a shop that sells bread, cake, and other treats

Supporting Multilingual Learners

Both this read aloud and the next have the words in English and Spanish. If you or another adult are able, point out and read the Spanish text. Otherwise, choose a few Spanish words to highlight.

The Word “About”

In English, the word “about” is used in different ways: as an adverb, a preposition, and to express approximation as in “about this much.” The title *Bear about Town* may be confusing for children. Here the expression “about town” means “going around from place to place.” Paraphrase by saying “Bear is going around town” in order to scaffold the concept.

Keep It Going

- Encourage children to make their own Bear puppet at the Art Center. There will be several opportunities for them to use the puppet during lessons in Week 1.

Before

SHOW Bear puppet. **INTRODUCE** the book. **MODEL** making a connection.

Look who came to join us! Say, “Hello, Bear!” We are going to read a book about Bear. The title is *Bear about Town*, and it is written by Stella Blackstone and illustrated by Debbie Harter. Bear reminds me of the teddy bears and other stuffed animals we brought to school. I’m signing “I remember” because I’m making a connection between the book and my own life.

DEFINE the word “town.” **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 this book, Bear goes around his town, visiting different places. A town is another word for neighborhood. Can you say “town?” Let’s add “town” to the list of words we are learning. Do you know any other words that mean the same thing?

PROMPT children to sign “I remember” when they make a connection to a place in their own community.

Notice when we read about a place that you remember seeing or visiting in your town or community. When you make a connection to the book, sign “I remember.”

During

PAUSE after “bakery.” **DISCUSS** what a bakery is. **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]. **PROMPT** them to sign “I remember” if they are making a connection.

Where is Bear going? Yes, he is visiting the bakery in his community. What is a bakery? Look inside the windows. What do you see? Yes, a bakery is a shop that sells bread, cake, and other treats. Let’s add “bakery” to the list of words we are learning. Do you know any words that mean the same thing?

Can you remember seeing or going to a bakery?

Sign “I remember” when you make a connection to a place in Bear’s community.

PAUSE after “film.” **DEFINE** “cinema.” **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]. **PROMPT** them to sign “I remember” if they are making a connection.

Bear is going to watch a film, or a movie, at the cinema. The cinema is the theater where you watch a movie. Let’s add “cinema” to the list of words we are learning. Do you know any other words that mean the same thing?

Can you remember going to the cinema or movie theater?

If you are making a connection, sign “I remember.”

PAUSE after “And plays with his friends until dark.” **INVITE** children to share their connections. **ENCOURAGE** them to use the sentence stem, “I remember…”

If you would like to share about a connection you have, sign “I remember.” You can say, “I remember…” and tell us about a place you went in your community.

After

POINT OUT the map at the end of the book. **ASK** children to name some places Bear visits. **INVITE** them to make connections to places in their own community.

Look at this map of Bear’s community! This map shows the places he visited around his town. What are some places in Bear’s community?

Think about the connections you made to the places in Bear’s community. What places have you seen or been to in our own local community?



Build Interest

DISPLAY various photos of your community. **DISCUSS** what children notice.

We have walked around and explored our community. Here are some pictures of places we have seen. Take a look!

USE what you know about each child's language skills to include and extend their participation.

- Gesture: Can you point to the [park, fire station, etc.]?
- Yes/No: Is this the [park, fire station, etc.]?
- Either/Or: Is this the [park, fire station, etc.] or the [park, fire station, etc.]?
- Open-ended: What do you notice? What are the names of these places? How did you know that this is the [park, fire station, etc.]? How are they different? How are they the same?

Build Understanding

SUMMARIZE what children noticed about the buildings and places in the communities.

Wow! It is fun to think about the different places in our community. I heard you say...

FOCUS on the environmental print and signs. **CHOOSE** one place in the community, such as the fire station, and discuss the environmental print and signs in the picture.

Many places in the community have letters, words, and signs that help people know what they are. Let's take a closer look at the fire station. What writing or signs do you notice on this building [point]?

Build Experience

GIVE children time to look through the photographs for environmental print and signs. **INVITE** children who speak the same home language to share with each other in their home language as support.

Let's keep looking for letters, words, or signs in the photographs.

What do you see?

What are the letters, words, or signs telling you about this place in the community?

RESTATE that you can observe signs in different places.

We are learning that a community has many different places. Some of the places in our community are.... Some of these places even have signs on them so you know what they are.

Materials

- Photos from your local community

Building Background Knowledge

Talk about walking trips you have taken in your local community. Look through photographs of these shared experiences together.

Stretch Their Thinking

Ask children to talk about other locations they know in the community that aren't represented in the pictures.

Listen/Look For

- What do children know about their community?
- Do children recognize any letters, words, or signs in the pictures?

Positional Words

In your discussions with children about places in the community and maps, you will be using and encouraging children to use positional vocabulary to describe the location of different features, objects, and places ["Oh look! The sign is on top of the store."]. Act out positional words or use gestures to clarify their meaning.



T in STEM

Extend children's understanding of the tools and technology used in daily living. What technology was used to take the photographs you used in the lesson? A digital camera! Discuss what else cameras are useful for.



Keep It Going

- Invite children to help you take photos of signs within the school, on the school grounds, and in the immediate area surrounding the school (if permitted). Print the images and create a book of signs that children can read together at the library center!

Greeting Time

Children learn the rest of the “Hello, Neighbor” greeting.

Creative Arts: Creative Movement and Dance

REVIEW the first part of “Hello, Neighbor.”

It’s time to greet each other! Do you remember our greeting, “Hello, Neighbor?” Let’s do it together! Please stand up next to your neighbor.

Hello, neighbor! What do you say? [Cross the midline to shake hands.]

It’s going to be a wonderful day! [Wave both hands.]

TEACH the rest of the greeting. **MODEL** saying the words and doing the movements with another adult.

Now we are going to add more! Watch and listen as my neighbor and I show you how it goes!

Clap your hands. [clap once]

And boogie on down. [twist your body down]

Give a little bump. [gently bump hips or fists with your partner]

And turn around! [spin around once]

GUIDE children to practice each step. Then **DO** the whole greeting.

It’s your turn! Follow along with us, step by step. Clap your hands...

Now let’s practice the whole greeting together!

Material

- *Blueprint Songbook*

Executive Function

Adding on new verses to a familiar song or chant, or altering it somehow, as we do with the Greeting, helps develop children’s working memory, one element of executive function.



Movement Time

Children stop walking on a path when they see the STOP sign.

Physical Development: Gross Motor Skills

SHOW and talk about a STOP sign.

The words in our greeting told us how to move our bodies. In our community, signs sometimes tell us what to do. One sign you might see in our community is this one [hold up STOP sign]. Do you know what this sign says? What does it mean?

TELL children they will walk on the path again and then stop when they see you hold up the STOP sign.

We are going to play our walking game again. You are going to try to balance on the straight paths. But when I hold up the STOP sign, what will you do? Right, you need to freeze or stop walking. When I lower the STOP sign, then you can keep moving.

INVITE a child to demonstrate how to play.

[Name], can you show us how to play? [Name] walks on the path, trying to keep their feet on it. But when they see me hold up the STOP sign... Yes, [name] stops moving. When I lower the STOP sign, [name] keeps walking.

GUIDE small groups of children to take turns walking and stopping.

When it is your turn to walk along the path, try your best to stay on the straight line. Look out for the STOP sign!

Make & Prepare

- Download and print a STOP sign. Print in color or color it red. Laminate and attach it to a craft stick.

Additional Materials

- Two to four straight paths from Day 1 Movement

Remember to Save

- Save the STOP sign to reuse in Week 3.

Keep It Going

- Spend more time observing and describing the STOP sign. Ask children why they suppose all STOP signs are red (the bold color is easy for drivers to see). Why is it all uppercase letters? Introduce or review its shape, how many sides it has, and other attributes they notice.



Talk Time

Children identify familiar environmental signs.

Literacy: Print Concepts

EXPLAIN that signs can label places in the community.

We just played a walking game with a STOP sign. There are lots of signs all over our community. Many stores and restaurants have signs on their buildings. The words on these signs tell us what kind of place is inside. Signs can tell us the name of the store or restaurant.

POINT OUT some signs in *Bear about Town*.

In our book *Bear about Town*, there are many signs around his local community. Let’s take a look...

SHOW a photo of one familiar sign. **ASK** children about the sign and the place itself.

Let’s look at some signs from places in our local community. What does this say? How do you know? What type of store is it? What can you do there? What can you buy there?

ENCOURAGE children to continue identifying two to five common store signs.

You can read so many store signs! These signs tell us what kinds of places are in our local community.

Make & Prepare

- Mark the pages in the book *Bear about Town* where Bear goes to the bakery, cinema, and park.

Additional Materials

- Photos of signs in your community

Environmental Print

Recognizing environment print allows children to begin paying attention to words and letters. While this “reading” relies mainly on memory skills, rather than on decoding, the success children feel prepares them to be readers.

Before

WELCOME all the bears to the lesson.

I brought my Bear puppet, and I see you brought yours! Welcome, Bears.

TELL children they are going to play the game “Where Is Bear?” **OFFER** clues about Bear’s location, and children can guess where Bear is in the community.

My Bear told me he wants to play the game “Where Is Bear?” [Put your hand above your eyes to gesture searching]. Bear thinks it would be fun if we gave you clues and information, and you guessed where he is in the community. Let’s try it!

USE the Bear puppet to tell a short book.

“I want to eat a bowl of cereal, but I don’t have any milk. I went to a place where I can buy some milk. Where am I?”

GIVE children time to think and then share their ideas.

Yes, Bear could be...

You named different places Bear could be in the community. Bear could be buying milk in any of those places because they all sell milk. You listened carefully to the clues and then thought about where Bear was. Did you like the game “Where Is Bear?” I’ll write the name of our game in the message today.

During

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

Here is a picture of Bear. He is tall and furry. He has claws that are pointy. What else should I add?

Suggested message: “Where Is Bear?”

PAUSE to focus on concepts of print (concept of a word).

I am going to write, “Where is Bear?” That would match my picture. Help me count how many words I am going to write [count and hold up one finger for each word]. Three words! I am ready to write.

WRITE the message. The **POINT** to the words, and count them again. **INVITE** children to reread the message with you.

After

CONTINUE playing “Where Is Bear?” **ADAPT** the examples below to mirror places in the children’s community. **ENCOURAGE** them to share their thinking when they answer.

Bear wants to know if you want to play “Where Is Bear?” again?

Bear wrote his friend a letter. He needs more stamps. He walks to a place he can buy stamps and send his letter. Where is Bear?

Bear had lots of fun painting with his friends. But now his clothes are all covered with paint. Bear takes a walk to a place where he can wash his clothes. Where is Bear?

RESTATE that the game helped us think about places in the community.

Today we played the game “Where Is Bear?” We listened to clues or information that helped us find where Bear was in the community. Some of us had different ideas for where Bear was. That’s okay because there are many places in the community where Bear can go.

REREAD the message one more time.

[Transition] **INVITE** children to tell you where their bear wants to go.

Where does your bear want to go in our community? As you leave the rug, please share.



Materials

- Bear puppet from *Bear about Town*
- Children’s bear puppets (from the art center)
- Collect visuals related to the examples you use in the lesson (e.g. milk container, envelope).

More Than One “Right” Answer

Children may have different answers to the clues you give in this lesson. Encourage them to share their thinking, as there may be several answers to the clue that make sense.



Supporting Multilingual Learners

Be cognizant of those multilingual learners who may be newcomers to the country. They may benefit from an explicit introduction to institutions and government affiliated places of business, such as the post office, library, municipal buildings, or city hall.

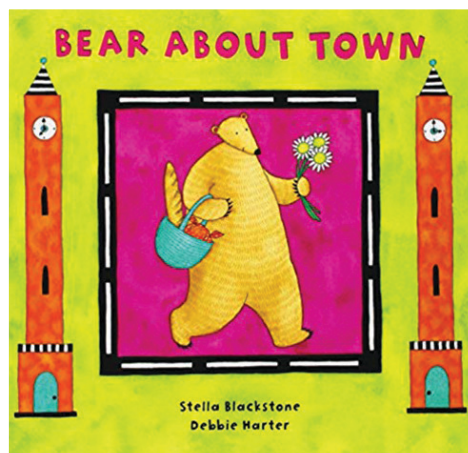
Concepts of Print

Consider using a green and red dot to mark the left and right sides of the message board so that students can quickly zoom in to the green dot on the left side to begin reading the message.



Keep It Going

- Gather children in a small group. Using pictures from their community have children match pictures of objects to the location. For example, milk with the grocery store, money with bank, stamps with the post office, etc.
- Use the Bear puppet and a box to develop children’s positional language. Put him inside the box and ask, “Where is Bear?” Continue to place him in and around the box, reinforcing language such as on top of, in front of, behind, as you ask “Where is Bear?”
- While we focus mainly on buildings and stores in this lesson, invite children to also observe the nature in their community. Make a collection of some natural objects they find though be sure to remind children not to collect living things like grass or plants that are still growing.



Make & Prepare

- Draw a bear on a small sticky note.

Additional Materials

- Children's bear puppets (from the art center)
- Unit Chart: "Words We Are Learning"

Words We Are Learning

map: a special drawing of an area



Position Words

Let this learning filter into the school day, modeling positional words and encouraging children to use them. Centers, transitions, and meals are opportunities to describe where things are located. For example: "The napkin fell under the table," or "Stand behind the bookcase." Positional vocabulary is a key understanding for children, as they observe the world around them.

Maps and Math

Working with maps helps children develop spatial visualization. This is the ability to mentally manipulate two- and three-dimensional objects. People use this skill all the time – when imagining how a sewing pattern will look when it's complete or how an unassembled bookcase looks when still in its box.

Supporting Multilingual Learners

Explicitly teach the word "store" to children who are 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

WELCOME the bear puppets. **INVITE** children to pretend to follow Bear and act out visiting each place.

Hold up your bear puppets! Hello, Bears! It's time to read *Bear about Town*.

On each day of the week, Bear visits a different place in his community. Let's pretend to follow Bear around town. Look carefully at the picture of each place as if you are there with Bear. We will act out what he does in each place.

During

PAUSE after reading each page. **MODEL** and **GUIDE** children to act out an activity for each place Bear goes. Below are some suggestions:

- Walk in place on the sidewalk.
- Eat bread at the bakery.
- Go swimming at the pool.
- Laugh at the movie theater.
- Lift weights at the gym.
- Hug a teddy bear at the toy shop.
- Lick ice cream at the park.
- Dig in the sandbox at the playground.

PAUSE after reading the last page. **KEEP** the map pages open. **HAVE** children sit back down.

After

DEFINE the word "map." **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).

We pretended to visit different places in Bear's community. All of these places are pictured on this map of his town. Do you know what a map is?

A map is a special drawing of a place that helps you see where everything is. Let's add "map" to the list of words we are learning. Do you know any words that mean the same thing?

ASK children to find some locations on the map. **ENCOURAGE** them to tell how they identify the place.

Look carefully at this map of Bear's community. Which places do you see? How do you know?

MODEL moving the bear on the sticky note from his house to the bakery on the map. **DESCRIBE** how you identify the bakery. **NARRATE** as you move bear.

Let's use this map to show where Bear goes. Here he is in front of his house. He wants to go to the bakery. Where is the bakery on the map? Well, this building has bread and cakes in the window. So it must be the bakery!

Watch how I help Bear walk from his house to the bakery. He is going down the street, around the clock tower, and along the path...

GUIDE children to identify places on the map and to move the bear from place to place.

It's time for Bear to watch a film at the cinema, or the movie theater. Let's think about what the picture of the cinema would look like on the map. Can you find a building with two doors and a big sign with lights for the film title? Who can come move Bear to the cinema?

Now Bear wants to go swimming at the pool. Who can find the pool on the map? How do you know that is a picture of the pool?

Can you help Bear get from the movie theater to the pool?

What other places are in Bear's neighborhood? Where should he go next?

Build Interest

CONNECT to places in your local community. **ASK** children how they could use boxes and other materials to create a place in the community.

We've been thinking about the places that make up our community. We looked at some pictures of different buildings [show] and noticed [review children's ideas].

- If we were going to make one of these places using boxes and other materials [show], which one would you want to make?
- Why do you want to make that one?
- How could we get started?

Build Understanding

SUMMARIZE children's ideas.

You had some good ideas about what we could do and how we could use these materials. I heard you say...

CHOOSE one place in the community to create together.

Let's make a plan! Let's decide what we are going to make.

- What place should we create?
- What would we need to make it?
- How would people know what place this is?
- What could we use to show the windows? Doors?

INVITE children to make a plan about how they will participate.

Let's think about how we can each contribute to creating that place.

How will you help? What part do you want to make? What other materials will you need?

BEGIN building.

Let's build!

Build Experience

NARRATE what you see children doing as they use the materials. **INVITE** collaboration by encouraging them to make decisions together. **COMPARE** the structure the children build with the image of the actual place.

How is what we created similar to the real place? How is it different?

Do you think people will know what it is when they look at it? Why or why not?

SUMMARIZE by saying "Together, we... (list actions children did e.g. placed, glued, cut). **RESTATE** that a community is made up of many different places.

We are learning that a community has many different places. Today we worked together to make the _____.

Make & Prepare

- Cut out shapes of varying sizes.
- Shoe boxes or other cardboard boxes (one per group)

Additional Materials

- Photographs of the community
- Construction paper
- Scissors
- Other relevant craft materials, collage, and recycled materials, such as cardboard tubes, magazines, etc.

Building Background Knowledge

Review the names of places in the community.

Stretch Their Thinking

Invite children to add more details that they notice in the pictures like environmental print signs.

Listen/Look For

- Do children know the names of places in their community?
- How do they describe what they want to do?
- Do children collaborate and work with others?
- Do they use direction words?

Process Over Product

Be careful not to focus on the "end" product or worry about having children create a "perfect" model. It's the process and thought put into the project that matters.



Keep It Going

- Invite children to recreate other places in their community or completely new places. Let children know where materials will be housed and procedures for using them.

Greeting Time

Children say “Hello, Neighbor” in Spanish.

Social Studies: Self and Society

LAUNCH a new Unit Chart: “Ways to Say Hello.” **ADD** “Hola.”

Hello, neighbors! Sometimes people in a community speak different languages. Do you know anyone who speaks a language other than English? What other ways do you know to say hello?

Do you know how to say hello in Spanish?

Hola! Can you say that? Hola! Let’s add “Hola” to this chart called “Ways to Say Hello.”

CHANGE the words of the greeting to “Hola, neighbor” or “Hola, vecino.” **MODEL** it with another adult.

When we greet our neighbors today, let’s say hello in Spanish. We can say, “Hola, vecino!”

Hola, vecino! What do you say?

It’s going to be a wonderful day!

Clap your hands.

And boogie on down.

Give a little bump.

And turn around!

GUIDE children to greet each other in new partnerships.

Make & Prepare

- Begin the Unit Chart: “Ways to Say Hello.”

Additional Material

- *Blueprint Songbook*

Highlight Home Languages

We are highlighting ways to say hello in different languages. Focus first on languages spoken by children in your class. Invite children to teach you and others the pronunciation. Remember to model being a language learner: show enthusiasm when multilingual children share their languages with you and each other.

**Movement Time**

Children jump over beanbags while walking along a path.

Physical Development: Gross Motor Skills

SHOW children the paths. **PLACE** beanbags on the paths for children to jump over. **MODEL** the game.

Now that we have greeted our neighbors, let’s play another walking game together! I am going to add beanbags to each path. You will need to jump over the beanbags.

Watch as I walk on the straight path. Try to place one foot right in front of the other. When you see a beanbag, jump over it and try to land back on the path.

GUIDE small groups of children to take turns walking and jumping over the beanbags.

When it is your turn to walk along the path, try your best. Place one foot right in front of the other. You can open your arms out wide to help you focus and balance. Jump over the beanbags!

Make & Prepare

- Two to three beanbags (or other items) per walking path

Additional Material

- Two to four straight paths

Keep It Going

- Suggest children walk on the path while balancing a beanbag on their heads. This is great for developing body awareness and control.

**Talk Time**

Children collaborate on selecting and creating the new dramatic play center—a store.

Social Studies: Marketplace

SHOW the book *Bear about Town*. **REVIEW** places in the book. **SHOW** photos of specific places in your community.

That walking game reminds me of how Bear walks around his community. He visits different places, like the bakery and the toy store [show relevant pages].

We have stores in our community too...

INVITE children to select a store they want to create at the dramatic play center.

Why don’t we turn our dramatic play center into a store? Which store should we make? How will we decide?

INVITE children to suggest how to create the store. **DISCUSS** what children might do at the store.

We are going to have our own store [name] for our dramatic play center!

- What signs do we need? Who will make them?
- How can you use these items at the store?
- What other items might we need? How could we get them?
- What job can you pretend to have?

This store is a special place in our community. Get ready to work and play here, vecinos!

Make & Prepare

- Make space for the new dramatic play center. Collect some items to launch it, but leave room for children to co-design it. See Centers: “Dramatic Play” (page 15) for more suggestions.

Additional Materials

- Photos of stores in your community
- Chart paper and markers
- The book *Bear about Town*

Dramatic Play Center

Include children in design conversations. Encourage them to make the signs and add props. Invite children to think about where they can get other items they brainstormed. Guide them to see families, school staff, and stores as resources.

Before

REVIEW the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. **DESCRIBE** a time you walked around your neighborhood (adapting the lesson so it fits your community).

We have been talking about our community. I like to take walks in our neighborhood just like Bear [show]. I took a walk and went to different stores. I walked to the grocery store and bought some nuts. Then I walked to the hardware store and bought some nails. Finally, I walked home. I was so tired after all that walking. I needed a nap.

FOCUS on words that begin with the /n/ sound.

Neighborhood, nuts, nails, nap. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /n/. Does anyone in our class have a name that begins with the /n/ sound?

DESCRIBE how to form the *letter n* as you write the letters in the corner of your board.

INVITE children to skywrite the letters. Optionally, teach the ASL sign.

The *letter n* makes the /n/ sound. To write an uppercase *letter N*, I start at the top and drop down. Then I slide down and jump up. Now you write it with your finger in the air. This is the lowercase *letter n*. I drop down and make a hill. Now you try it. While I write today, please look for the *letter n*. We are going to learn how to read it together.

During

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

Here is a picture of me. I was so tired after all my walking that I needed a nap. Look how my head is down on the table. What shapes do you see?

Suggested message: “Next, I needed a nap.”

PAUSE to focus on phonological awareness (/n/ in the word “next”).

I hear the /n/ sound in the beginning of the word “next.” The *letter n* makes the /n/ sound. Watch me as I write the uppercase *letter N*. I start at the top and drop down. Then I slide down and jump up. Now you try it.

REPEAT with the lowercase *letter n* in the word “needed.” After, **INVITE** children to reread the message with you.

After

INVITE children to find all the *letter n*'s in the message. **CIRCLE** them.

Let's find all the *letter n*'s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter n*! Who wants to point to one in the message?

Play “Sign for the Sound.” **ASK** children to sign “yes,” if a word you say begins with the /n/ sound, or “no” if it does not.

We are becoming experts in the *letter n*. Let's practice listening for words that begin with the /n/ sound. I'll say a word. If the word starts with the sound /n/, sign “yes.” If the word does not begin with /n/, sign “no.” Let's try one together: the word is “noodle.” What should we do? Yes, the word “noodle” does begin with /n/ so we should all sign “yes.”

CONTINUE playing. Then **RESTATE** the name and sound of the *letter n*.

Today we listened to the sound the *letter n* makes, talked about what it looks like, and found it in our message. We learned that “nap” begins with the /n/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to say hello to their neighbor using one of the words on the Unit Chart: “Ways to Say Hello.”

Say hello to your /n/, /n/, /n/ neighbor right now. Give them a high five and say hello or hola.



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter n* on the *Blueprint* website.
- Letter ring – write the uppercase *letter N* on one side of an index card and the lowercase *letter n* on the other; add this to the letter ring after the lesson.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

Additional Materials

- Bear puppet
- Unit Chart: “Ways to Say Hello”

Letter Formation

- Uppercase *letter N*: drop down, slide down, jump up
- Lowercase *letter n*: drop down, make a hill

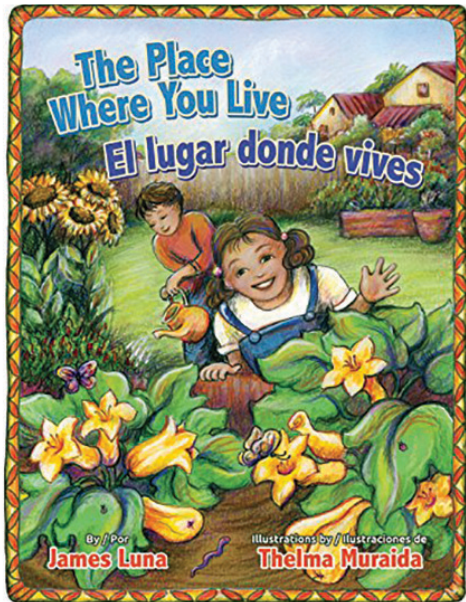
Pronouncing the Sound

When you make the /n/ sound, you open your mouth a little and put the tip of your tongue on the bump behind your top teeth. Push the sound out of your nose and hold it. This is a voiced sound. Be sure not to say /nuh/ or /nah/.



Keep It Going

- While on the playground, invite children to find objects that begin with the sound /n/. Can they find a nail that was used to help with the construction of some of the playground equipment or benches? Maybe there is a nest in the tree or a net on the basketball hoop? Encourage children to share what they find with you.
- Gather children in a small group. Provide each child with magnetic letters p and n. Encourage children to look closely at their letter. Can they tell you the name of the letter? Can they tell you the sound the letter makes? Invite children to sort objects that begin with these letters.



Make & Prepare

- Create a sentence strip that says, “I see.”
- Download and print the corresponding ASL visual for “I see.”
- Familiarize yourself with how to make the ASL sign for “I see” on the *Blueprint* website.

Additional Material

- Anchor Chart: “Readers Can Say”

James Luna

The author of this book has a website that you can explore: <http://www.moonstories.com>. It includes a brief biography and activities related to the book.

Oral Language and Writing

Children learn to express themselves orally before they are able to do so on paper. By modeling and guiding children to practice orally describing and elaborating, we are building a skill they can apply later to their writing. The ability to describe with detail, or elaborate, is a foundational writing skill.

Supporting Multilingual Learners

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

Responding to Children

A sense of pride and belonging in one’s community and culture is important in building children’s self-esteem and confidence. While communities are all different (some neighborhoods have more public infrastructure or child-friendly areas than others), highlighting positive aspects of your children’s local community is important.



Before

CONNECT to *Bear about Town*. **INTRODUCE** the book.

In *Bear about Town* [show book], Bear visited places in his community. Today we will read a book about another community. The title is *The Place Where You Live*. The author is James Luna, and the illustrator is Thelma Muraida.

ASK children what they see on the front cover. **INTRODUCE** the ASL sign for “I see.” **RECAP** their responses. **POINT** to examples in the picture.

Look carefully at the illustration on the front cover. What do you see [point to your eyes]? You can sign “I see” like this [demonstrate]. Let’s practice signing “I see” now. What do you see on the front cover?

Yes, we see children outside. We see many colorful flowers and green grass. We see butterflies and worms. We see a house behind them. Maybe it’s their home or house where they live.

ASK children what they see on the back cover. **PROMPT** them to use the sign and sentence stem, “I see...” **RECAP** their responses. **POINT** to examples in the picture.

Let’s look at the picture on the back cover to find out more. What do you see? If you would like to share, sign “I see.” You can say, “I see...”

We see more houses and other buildings. We see people and pets walking and riding a bike. We see different cars.

When we observed the illustrations on the covers, we discovered a lot about this neighborhood!

TELL children to continue looking at the pictures to discover more about this community.

As we read *The Place Where You Live*, look carefully at the illustrations. Let’s discover more about this community.

During

PAUSE after the page that begins “This is the school...” **INVITE** children to share what they see. **REMIND** them to use the sign and sentence stem, “I see.” **RECAP** and **ELABORATE** on their descriptions. **POINT** to examples in the picture, as you talk about them.

What do you see in this community? If you would like to share, sign “I see” [demonstrate]. You can say, “I see...”

We see a school! We see children playing outside. Some are playing ball [point], and some are on the monkey bars [point]. We see a yellow school bus [point] on the street. We also see houses and other buildings near the school. I wonder if the children at the school live in one of these houses? Did they ride the bus to school?

Our observations are helping us discover more about this neighborhood!

PAUSE after the page that begins “These are the carts...” **ASK** children what they see. **INVITE** them to share using the sign and sentence stem, “I see.”

What are you observing here in this community? If you would like to share your observations, sign “I see” [demonstrate]. You can say, “I see...”

After

INVITE children to share where they would like to go in this community.

When we looked carefully, we learned more about the community in this book. Think about your observations. Lean and tell a partner what you saw.

Now let’s all share. What is one place you would like to go in this community? Why?

ADD the sentence stem “I see” to the Anchor Chart: “Readers Can Say.”

Asking questions and wondering is one way to think and talk about books. Let’s add “I see” to our chart “Readers Can Say.”

Build Interest

CONNECT to the map at the back of the book *Bear about Town*. **ACTIVATE** children's background knowledge around maps.

We read the book *Bear about Town* [show]. Bear visits lots of places in his town. We used the map at the back of the book to find all the places bear visits during the week [refer to the map in the book]. We added "map" to our Unit Chart: "Words We Are Learning." [point]

- Where else have you seen a map?
- Have you ever used a map?
- What do you know about maps?

Build Understanding

DISPLAY copies of a simple map. **DISCUSS** what a map is and how you use it. **USE** what you know about each child's language skills to include and extend their participation.

Here is another map for us to look at [show].

- Gesture: Point to the map. Can you find a [triangle, square, etc.]? Can you find the [park, fire station, etc.]? Do you see any signs?
- Yes/No: Is this a map? Is this a [triangle, square, etc.]? Is this the [park, fire station, etc.]? Is this a sign?
- Either/Or: Is this the [park, fire station, etc.] or the [park, fire station, etc.]? Is this a [triangle, square, etc.] or a [triangle, square, etc.]?
- Open-ended: What do you notice about this map? What shapes do you notice? What places are on the map? How do you know what they are? Do you see signs, or are there special markings on the buildings? How would you use this map?

SUMMARIZE what children know about maps.

Maps are special drawings that show what an area looks like. They often have shapes on them like circles and squares [point]. Maps sometimes show where places are located. I also heard you say...

Build Experience

NAME two places on the map. **GIVE** children time to trace paths between these places on the map. **POINT OUT** children's use of positional vocabulary (e.g., up, down, next to, right, left, in front of, behind). **EXPLORE** similarities and differences between the paths children create to get between two places.

If I want to use this map to go between two places, what would I do?

Can you trace how you would go on the map?

Is there another way to get there?

Let's continue using our fingers to trace paths on the map between different places. How many paths can you trace between two places?

RESTATE that maps are special drawings of an area.

Maps are special drawings of an area. Some maps are drawings of neighborhoods, like in *Bear about Town*. We can trace a path from one place to another on a map to show how to get to different places.



Make & Prepare

- Download and print examples of simple maps.
- Gather any other maps you have collected or families have donated.

Additional Materials

- The book *Bear about Town*
- Unit Chart: "Words We Are Learning"



Remember to Save

- Examples of maps for Small Group: Day 4

Building Background Knowledge

Review the names of neighborhood places, including the ones children might find in the map examples.

Stretch Their Thinking

Ask children to describe their path to a partner. Encourage them to follow the verbal directions.

Listen/Look For

- What do children know about maps?
- What paths do children trace on their maps?
- Do children use positional words? Which ones?

Teaching Maps

Young children need exposure and experience with maps to grow their understanding that maps represent real places in the real world. There are many characteristics maps share: maps and globes often use symbols and reduce the size of actual places. Additionally, maps are typically created using a "bird's eye view," looking down at something from above. These are concepts you might choose to weave into your discussions.

Adapting the Lesson

If your children need more time with this activity, or any activity, feel free to extend them over more than one day.



Keep It Going

- Use online satellite maps to view your school and/or local community on a computer or smart board.

Greeting Time

Children practice saying “hello” in a classmate’s home language.

Social Studies: Self and Society

CHANGE the words of the greeting based on your children’s home languages. **INVITE** children to assist in the pronunciation and teach their neighbors. **ADD** this greeting to the Unit Chart: “Ways to Say Hello.” If this does not apply, refer to the book *Healthy Kids* and select a language from one of the countries represented such as Thailand (which was also the setting for the book *Hush*).

Hello, /n/, /n/, /n/ neighbors! We talked about the letter *n* and the sound it makes, /n/.

We noticed that our books *Bear about Town* [show] and *The Place Where You Live* [show] told the story in English and Spanish.

In our classroom community, we also have neighbors who speak languages other than English. For example, [child’s] family speaks [name of language]. Do you know how to say hello in [identified language]?

Can you all say that with me? Let’s add that... to our Unit Chart: “Ways to Say Hello.”

GUIDE children to do to the “Hello, Neighbor” greeting, using this language.

Make & Prepare

- Familiarize yourself with how to say hello in the language of the child you are featuring. Or, refer to the book *Healthy Kids* and select a language from one of the countries represented, such as Thailand (which was also the setting for the book *Hush*), and use online resources to check pronunciation.

Additional Materials

- The book *Bear about Town*
- The book *The Place Where You Live*
- Unit Chart: “Ways to Say Hello”
- *Blueprint Songbook*



Movement Time

Children stop to squat while walking on a path.

Physical Development: Gross Motor Skills

SHOW children the paths. **TELL** them when they see an “X” they should squat. **MODEL** the game.

Now that we have greeted our neighbors, let’s play another walking game together! Here are the paths that we will walk on. What do you see that is different about them?

Yes, I added some “X’s” to them. Today when you walk on the path, each time you see an “X,” bend your knees and squat like this [demonstrate]. We learned how to squat when we practiced frog pose (refer to page in the book *Blueprint Yoga*).

Watch as I walk on the straight path. Try to place one foot right in front of the other. When you see an “X,” bend your knees and squat like this. Then stand up and continue walking until you come to the next “X.”

GUIDE small groups of children to take turns walking and squatting.

Make & Prepare

- Add about three “X’s” to each of the paths.

Additional Material

- Two to four paths

Reinforcing Vocabulary

The word “squat” was introduced in Unit 2 when children learned about the frog yoga pose. Making connections between children’s experiences with new vocabulary is one way to reinforce it.

Talk Time

Children role-play interactions at the store.

Social Emotional: Social Awareness and Relationships

CONNECT to *The Place Where You Live*. **DISCUSS** what the store clerk and little girl might be saying to one another.

We just greeted or said hello to each other and had fun together. That gets me thinking about our book *The Place Where You Live* [show book]. Let’s look at this illustration closely. What do you think the little girl [point] and the store clerk [point] are saying to one another?

Yes, they may be saying hello and thank you. They are probably being polite and friendly to one another. That’s one way people in a community take care of each other.

EXPLAIN that in the store at the dramatic play center, children can be polite and friendly neighbors.

In our dramatic play center, we have created one important place in our community: the [name] store. When you pretend to work at or to visit the store, you can be polite and friendly too.

ROLE-PLAY pretend interactions at the store.

You see a neighbor enter the store. What can you say? What can you do?

You see a “customer” search through a basket of items? What can you say? What can you do?

You go to the checkout to pay for your items. What can you say? What can you do?

Those are all great ways to be polite and friendly neighbors!

Materials

- Mark the page in *The Place Where You Live* where the children are inside a store.
- Gather some items from the store you created at the dramatic play center.

Interacting With Children

Consistently use polite language such as “please,” “thank you,” and “you’re welcome.” This demonstrates respect for children and models ways they can interact with each other and with members of their community.

Supporting Multilingual Learners

Role-playing is a great way to encourage children’s use of their home languages. Discussing polite and friendly terms that neighbors use allows children to learn each other’s home languages and cultures.



Before

GENERATE excitement about the new dramatic play center.

Our dramatic play has turned into a [community store], an important place in our community. What items do we have in our store so far?

SHOW paper bags that you are going to add to the dramatic play store.

I found all these paper bags at home and thought you would enjoy using them at the store.

- What could we use these paper bags for?
- How could we use them in the store?
- What could we imagine these bags becoming?

Today we are going to make a list of all the ways we can think of to use paper bags in the dramatic play store. Watch as I begin our list. Then you can share all your creative ideas!

During

[Draw and write on chart paper.]

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

I am going to draw a paper bag. What kind of lines should I use: straight or curved?

Suggested chart title: “Paper bags can be...”

PAUSE to focus on the writing structure (creating a list).

Today we are going to write a list of your ideas. Our list needs a title! At the top of the paper, I’m going to write the words “Paper bags can be...” Then you can share all the wonderful ideas you have, and I will write them underneath.

WRITE the chart title. **INVITE** children to reread the chart title with you.

After

PASS around some paper bags. **INVITE** children to share what they can do with them in the dramatic play store.

Let’s pass these bags around. What could you use these bags for at the store? What do you imagine they can become?

CHART children’s responses.

I’m going to write down all your ideas here [gesture to the list].

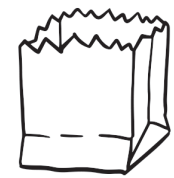
RESTATE that we can use our imaginations to think of creative ways to make paper bags useful.

Today we made a list of the ways we can use these bags in the dramatic play store. A paper bag can become anything you imagine!

REREAD the message one more time.

[Transition] **INVITE** children to share their plans about the dramatic play center.

What are you excited about doing at the dramatic play center? What are your plans?



Paper bags can be...

Note: The message should be written on chart paper, so you can keep it as a reference tool.

Make & Prepare

- Bring in as many different sized paper bags as possible.

Additional Materials

- Chart paper or large construction paper
- Markers

Rotating Materials at Your Centers

Use your judgment in determining how often to rotate materials at your centers. Children need practice with the materials that are there, and they find security in routine. However, conflict can arise due to boredom, so refresh play areas as needed. Introduce new props. Rotate materials to keep things interesting. When you notice that the children are no longer enjoying themselves or are attending for shorter periods of time, it’s time to re-envision the center.

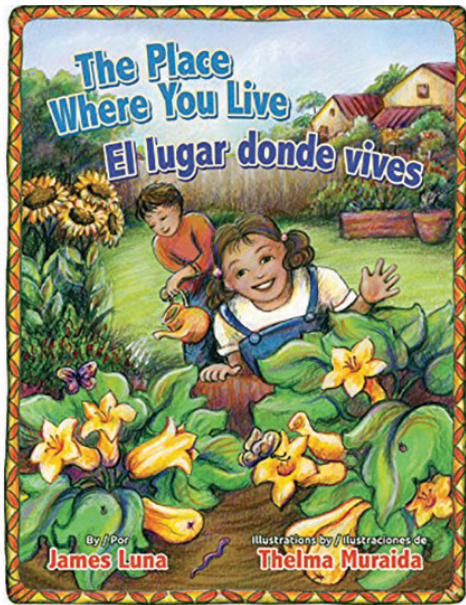
“Yes, and...”

Jump into children’s imaginary play by responding like an improvisational actor to the scene, roles, and actions that children set up. As an idea is expressed, show that you hear and value the idea with a “Yes, and...” Add on and embellish their ideas in the spirit of building on, without trying to guide the play yourself. Put them in charge and see where they take you. You will learn a great deal about them as originators and booktellers. Children will learn to collaborate to build on the ideas of others.



Keep It Going

- Revisit children’s use of the paper bags while they are playing. Are they making some of the things they brainstormed? If so, point it out. Are they using the bags in new ways? Add their new ideas.
- Have any of the children seen paper bags at the grocery store or another place in their community? Talk about how you can recycle paper bags. Do they know what it means to recycle? Engage in a conversation about what it means to recycle and why it’s important. Tell them that they are recycling the bags in the dramatic play area by reusing the bags in different ways.



Make & Prepare

- Review the ASL sign for “I remember” on the *Blueprint* website.
- Write the word “glad” on a sticky note to add to the Anchor Chart: “Feelings.”

Additional Materials

- The book *Bear about Town*
- Anchor Chart: “Feelings”
- Anchor Chart: “Readers Can Say”

Be Sensitive

This book portrays a more traditional, two-parent family living in a suburban community. Consider how children who come from single parent families, or another type of family not reflected in this book, may react. Additionally, while the community in this book features parks, green areas, and homes with yards, many neighborhoods and areas do not. Do not ignore these disparities between the families and communities of the book and those of your children; point out ways that children can play and engage in their community without places like parks, and invite children to discuss how their family is made up differently.

Genre

In addition to the title, author, and illustrator, you can extend children’s learning about books by choosing one other concept to explain, such as the genre. Talk with children about what genre or type of book you are reading. Common genres include: counting, ABC, folktale, poetry, nursery rhyme, wordless, picture book, and informational/nonfiction. This read aloud is a bilingual picture book.

Before

SHOW the map in *Bear about Town*. **INVITE** children to recall some places Bear visited.

Bear visited many places in his town. Do you remember some of the places shown on this map?

TELL children to notice the places in the community in *The Place Where You Live*. **PROMPT** them to sign “I remember” when they make a connection to a place in their own local community.

As we read *The Place Where You Live* today, notice the different places in this neighborhood. Think about if you remember seeing or going to some of these places in your own local community. When you make a connection to a place in the book, how can you show it?

Yes, you can sign “I remember” [demonstrate]. Let’s all practice signing that now.

During

INVITE children to join in reading the repeating line as you read.

The line repeats: “here in the place where you live.” Please join in reading that part of the book!

PAUSE after the page that begins “This is the store....” **MODEL** making a connection. **REMIND** children to sign “I remember” when they make a connection.

Here is a place in this community. This store sells snacks and drinks. I remember going to a grocery store like this too. I am signing “I remember” because I am making a connection to this part of the book. You can sign “I remember” when a place in the book reminds you of a place in your own community.

PAUSE after the page that begins “This is the park....” **INVITE** children to sign “I remember” if they are making a connection.

What place is this in the neighborhood? Yes, it is a playground at a park! Can you remember going to a playground or park in your community? If you are making a connection to this part of the book, sign “I remember.”

PAUSE after the page that begins “Here are the arms....” **DEFINE** “glad.” **ADD** the word to the “Feelings” chart beside the word “happy.” **PROMPT** children to sign “I remember” if they are making a connection.

After spending the day in their local community, how do these family members feel? Yes, they feel glad. What does “glad” mean? How do you know?

Yes, “glad” is another word for happy! Can you show a glad expression on your face? Who can find the word “happy” on our “Feelings” chart? Can you add the word “glad” right next to it? Now we know these two words mean similar things.

Can you remember feeling glad with your family members? If you are making a connection, sign “I remember.”

After

INVITE children to reflect on and share their connections to the community in the book. **PAGE** through the pictures as needed. **REMIND** children to sign “I remember.” **ENCOURAGE** them to use the sentence stem “I remember...”

We made connections as we read *The Place Where You Live*. Think about some of the places in this neighborhood. We can look back through the pictures to help us remember...

What are some places you remember seeing or going to in our local community? If you would like to share your connection, sign “I remember.” You can start by saying, “I remember...”

It sure is fun to explore our community!

Build Interest

CONNECT to learning about maps. **ASK** children to share what they know about maps.

We have been looking at maps [show]. What are you learning about maps?

Yes, a map shows where things are located, like places in a community. They are made up of shapes like squares, rectangles, and circles [point].

ASK children how they might draw a map of a classroom center, such as the library. **ENCOURAGE** them to think about what they need to do in order to draw the map.

What if we wanted to draw a map of a place in our classroom, like the library? What do you think map-makers do before they draw their map? How do they know what to include?

Build Understanding

SUMMARIZE children's thinking.

I heard you say...

TAKE a walking tour of the classroom library (or another center or meeting area).

Let's take a walk around our classroom library and talk about what we see.

USE positional words—such as *between, in front of, behind, next to, left, right, near, far, etc.*—to describe the location of major furniture items and materials in the library.

There are a lot of different items here. Where are these things located? I see the lamp is next to the rug. What do you see?

Build Experience

ASK children what shapes they could use to represent different objects in the library. **COLLABORATE** with children to build a map out of shape cut-outs.

We noticed a lot of different objects in our library and where they were located. I heard you say the bookcase was next to the rug.

- Which of these shapes looks most like the bookcase [show shapes]? How do you know?
- Which of these look most like the rug? How do you know?
- Where could we put these shapes so they look like we are building a map of our library?

GIVE children time to work together to create the rest of the map of the library. **RESTATE** that a map shows what an area looks like. **NAME** the objects you represented in the map of the classroom library.

Maps help us see what an area looks like. Here is our map of the classroom library! Who would like to describe some of the objects we placed on our map?

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

Make & Prepare

- Cut out shapes of varying sizes.

Additional Materials

- Examples of maps
- Large piece of paper
- Construction paper
- Scissors
- Glue

Remember to Save

- Save the map children create for Small Group: Day 5.

Building Background Knowledge

View and discuss example maps from three previous small groups to reinforce the concept that maps show where places are located.

Stretch Their Thinking

Add other details to the map such as labels.

Listen/Look For

- What objects do children name in the classroom library?
- What positional words do children use to describe where objects are located?
- Are children using but confusing positional or prepositional words?
- How do children collaborate on making a map of the library?

Did You Know?

Professional architects and builders would call this center map a floor plan because it shows the layout of the center and the items inside it. Their floor plans would also include more technical details such as symbols to indicate the materials used. Floor plans are used for planning and design purposes. While this drawing is a simple physical representation of a familiar space, it makes a great introduction to map-making for children.

Greeting Time

Children practice saying “hello” in another classmate’s home language.

Social Studies: Self and Society

CHANGE the words of the greeting based on your children’s home languages. **FEATURE** a different child to assist in the pronunciation and teach their neighbors. **ADD** this greeting to the Unit Chart: “Ways to Say Hello.” If this does not apply, refer to the book *Healthy Kids* and select a language from one of the countries represented.

Hello, neighbors! We are learning so many different ways to greet each other.

We have children in our classroom community who speak languages other than English. For example, [child’s] family speaks [name of language]. Do you know how to say hello in [identified language]?

Can you say that with me? Let’s add that to our Unit Chart: “Ways to Say Hello.”

GUIDE children to do the “Hello, Neighbor” greeting using this language.

Movement Time

Children walk backward on a path.

Physical Development: Gross Motor Skills

TELL children that they will walk backward on the paths. **MODEL** the game.

Now that we have greeted our neighbors, let’s take another walk. But let’s do it backward! Do you like to walk backward?

Watch as I try walking backward. Try to keep your feet on the path like this [demonstrate]. Use your arms for balance if you need it.

GUIDE smaller groups of children to take turns walking backward. **COMBINE** walking backward and walking on heels or tiptoes for an extra challenge.

Talk Time

Children discuss acting kindly.

Social Studies: Being a Community Member

STATE that one way community members take care of each other is by acting kindly. **REFER** to the book *The Place Where You Live*.

It’s fun to play games with each other! In our classroom community we try to take care of each other too. That’s what people in a community do. In the book *The Place Where You Live* people in the community try to take care of each other too. Look at this illustration. What do you see?

Yes, these neighbors are trading food. That’s one way they are treating each other kindly.

DISCUSS children’s experiences with kindness. **USE** Elijah or Sayeh, the social emotional puppets, to share examples of kindness you have seen children exhibit.

When have you been kind to someone? Elijah has noticed you being kind, too. For example...

Thank you for sharing those ways of being kind! When we act kindly, we take care of each other.

ADD the responsibility “Act kindly.”

Let’s add this responsibility to our Power of 3. We take care of each other when we act kindly. That’s the Power of 3 [sign]!

Make & Prepare

- Familiarize yourself with how to say hello in the language of the child you are featuring or choose a new way based on your children’s interests.

Additional Materials

- Blueprint Songbook*
- Unit Chart: “Ways to Say Hello”

Keep It Going

- Expand children’s knowledge of other common phrases in languages other than English. Introduce “Ways to Say Please” or “Ways to Say Thank You.” In Unit 10, we teach children “Ways to Say Goodbye.”

Material

- Two to four paths

Pedestrian Safety

Model and guide children to stay safe while walking around their local community. Remind them to always walk with a grown up. When walking outside with children during the school day, establish safe practices, such as always stopping to listen and look both ways before crossing the street at a designated crossing point.

Make & Prepare

- On a sentence strip, write “Act kindly.”
- Download, print, and attach the corresponding image to the sentence strip.
- Review the ASL sign for “Power of 3” on the *Blueprint* website.
- Mark the page in *The Place Where You Live* where the neighbors are trading food.

Additional Materials

- Sayeh and Elijah, the social emotional puppets
- Anchor Chart: “Power of 3”

Keep It Going

- Start a Kindness Tree that has a trunk and bare branches. Give children a leaf or sticker to add to the tree when they are “caught” being kind. As kindness grows, the tree flourishes.

Before

CONNECT to learning about places in the community. **REFER** to the book *The Place Where You Live*. **FOCUS** on the letter *l*.

We have been talking about places you can go in a community. Let's take a look at the book *The Place Where You Live*. Here the boy is in the library. We also have a library in our community [show photo]. How many of you have been to the library?

What sound do you hear at the beginning of the word "library?" What letter makes the /l/ sound? Yes, the letter *l*.

DESCRIBE the letter *l* formation as you write the uppercase and lowercase letters in the left corner of your board. **INVITE** children to skywrite the letters. **Optionally**, review the ASL sign.

The letter *l* makes the /l/ sound. To write an uppercase letter *L*, I start at the top and drop down. Then I make a bridge at the bottom. Now you write it with your finger in the air. This is the lowercase letter *l*. I start at the top and drop down. Now you try it.

FOCUS on the letter *b*.

What can you get at the library? Yes, books [show books]. What sound do you hear at the beginning of the word "books?" What letter makes the /b/ sound? Yes, the letter *b*.

DESCRIBE the letter *b* formation as you write the letters in the right corner of your board. **INVITE** children to skywrite the letters. **Optionally**, review the ASL sign. **Then let children listen for the /l/ and /b/ sounds.**

We know so many letters and sounds! Listen for the /l/ and /b/ sounds in the message today. I'm going to write the letter *l* and the letter *b*.

During

DRAW a library and a book. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

First I want to draw a building that looks like our library. How should I begin? Next I want to draw a book. Should I draw it open or closed?

Suggested Labels: "library," "book"

PAUSE to focus on phonological awareness (/l/ in the word "library" and /b/ in the word "book").

The letter *l* makes the sound /l/. I want to write a lowercase letter *l*. I start at the top and I drop down. Now you try writing it with your finger in the air. I'll write the rest of the letters in the word "library" now.

REPEAT with the letter *b* in the word "book." **INVITE** children to reread the labels with you.

After

PLAY the game "Matching Sounds." **SHOW** a picture of an object. **ASK** children to identify its beginning sound and match it to one of the targeted sounds (/l/ or /b/). **ADD** the picture to the side of the board that shows the same letter.

Let's play the game "Matching Sounds." I will show you a picture. We will name what we see in the picture and think about the beginning sound. Does it start with the same sound as the word "library" or the same sound as the word "book?" Whisper your answer in the palm of your hand like this [demonstrate]. Then we'll add the picture to the board. Let's try one together.

Here's a picture. What is it? What sound does it begin with? Does it begin with the same sound as the word "library?" Does it begin with the same sound as "book?" Whisper your answer in the palm of your hand. Who wants to add it to the board?

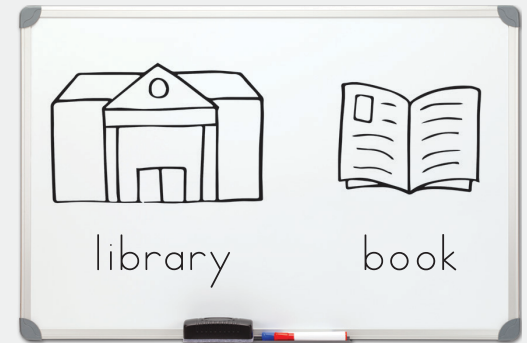
CONTINUE playing. **Then SUMMARIZE** the activity.

Today we sorted words by whether they began with the /l/ or the /b/ sound. We are learning so many sounds and letters!

REREAD the message one more time.

[Transition] **INVITE** children to tell you a word that begins with either /l/ or /b/.

Share another word you know that begins with either /l/ or /b/.



Make & Prepare

- Mark the page in the book *The Place Where You Live* where the boy is reading.
- Have a photo of your local library ready to share.
- Review the standard pronunciation for the letter *l* and the letter *b* on the *Blueprint* website.
- Review the ASL signs for the letter *l* and the letter *b* on the *Blueprint* website.
- Download and print images of words that begin with the letter *l* (lion, leaf, lamp, ladder) and the letter *b* (balloon, butterfly, bee, bird).

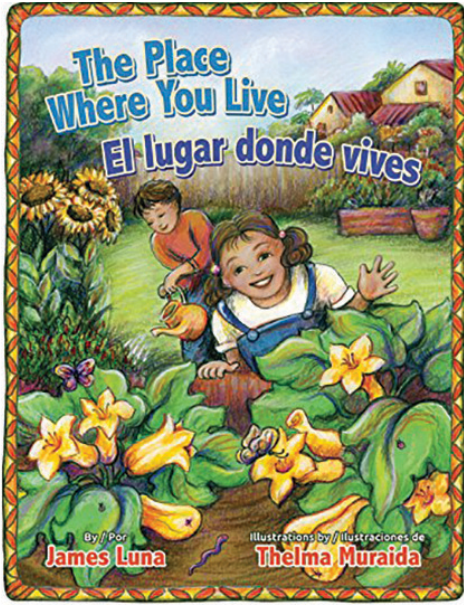
Letter Formation

- Uppercase letter *L*: drop down; make a bridge
- Lowercase letter *l*: drop down, not too far
- Uppercase letter *B*: drop down; bump out; bump out
- Lowercase letter *b*: drop down, bump out



Keep It Going

- While reading with children at the library center, encourage them to look closely at the illustrations in *Bear about Town* and *The Place Where You Live*. Invite children to point to pictures that begin with the sounds /b/ or /l/. Encourage them to say the name of the picture and the initial sound [ex. b-b-bakery]. Mark those spots with a sticky note.
- Gather children in a small group. Provide each child with magnetic letters, b or l, or an object/picture that begins with a sound, /b/ or /l/. Encourage children to look closely at their letter or object. Can they tell you the name of the letter/object? Can they tell you the sound the letter makes? The initial sound of their picture? Invite children, one by one, to find another child in the group who has the object/picture that matches the letter.



Materials

- Anchor Chart: “Power of 3”
- Unit Chart: “Ways to Say Hello”

Build Connections

In some communities, you may not have the same individual stores and particular green spaces featured in the read-aloud books. Use what is available in your community to build connections. For example, if there isn't a baseball field in your community like the one in the book, you can make a connection to another sports area, like a basketball court or soccer field.

Plan Stopping Points

Remember to use sticky notes to jot down the points you want to make and the questions you want to ask. Then place these notes in your read-aloud book on the corresponding pages, so that you are prepared for the lesson.

Be a Model

Be a model for taking care of your community members in the classroom, throughout the school, and in your local community. Remember to demonstrate friendliness, politeness, and respect in your interactions with children as well as adults. Use words such as “please,” “thank you,” and “you're welcome,” and say them in a genuine, warm, and calm voice.

Before

REFER to the “Power of 3.” **ASK** children to name ways to take care of each other in the classroom community.

We have been reading and talking about communities. People in a community take care of each other. In our classroom community, we take care of each other. Look at our “Power of 3” chart. What are some ways that we can take care of each other?

Yes, we can play together, be helpful, and act kindly.

CONNECT to the local community. **SET THE FOCUS:** Notice how the community members take care of each other in the book.

In our local community we can take care of each other, too. As we read *The Place Where You Live* today, notice how the community members in this book take care of each other. Are they playing together? Are they being helpful? Are they acting kindly? Let's read to find out!

During

ENCOURAGE children to join in reading the repeating line: here in the place where you live.

PAUSE after the page that begins “This is the neighbor...” **DISCUSS** how the community members are taking care of each other.

These neighbors live in homes right next to one another. How are the neighbors taking care of each other?

Yes, they cooked food for each other. Isn't that kind? As they share the meals with each other, they are smiling and being polite and friendly. These community members sure are acting kindly.

PAUSE after the page that begins “This is the field...” **DISCUSS** how the community members are taking care of each other.

What are these community members doing? How are they taking care of each other?

The community members who are playing baseball are working together as a team. They are playing together and being helpful. And the community members who are watching the game also are acting kindly. They are cheering for the players and helping them do their best!

PAUSE after the page that begins “These are the lawns...” **DISCUSS** how the community members are taking care of each other.

How are these community members taking care of each other?

They are playing outside together! People and even pets [point to the dog] in a community take care of each other by having fun. How do you like to have fun with your community members?

After

REVIEW how we can take care of each other by greeting community members. **ADD** new ways to say hello to the Unit Chart: “Ways to Say Hello.” **ENCOURAGE** children to say hello using one of the new greetings.

The community members in this book take care of each other. They play together, help each other, and act kindly. In our community we can take care of each other, too.

One way we can act kindly is by greeting our friends and neighbors. Saying hello to others in your community is polite and friendly. Are there any other ways to say hello that we can add to our chart?

In a moment, each of us will say hello to another member of our classroom community. Think about how you will choose to say hello. Ready? Turn to a partner and use your new greeting!

Build Interest

INVITE children to review the library map. **ASK** how a map can be used.

Learners, we are learning that maps show us where things are located. We made this map of our library [show].

What do you see on our library map?

Where are things located?

What would you tell someone about using this map?

Build Understanding

SUMMARIZE children's thinking.

I heard you say ...

EXPLAIN that a map can be used to locate objects. **WORK** with children to put a picture of a common object on the map, name the location, and then find the object in the library.

Sometimes, when people look at a map, they learn where things are. Let's try it! I drew a picture of a lamp and added it to the map. Where is the lamp according to the map?

Yes, the map shows us the lamp is on the bookcase. We can use our map to find the lamp. It should be on the bookcase. Let's investigate!

Were we correct?

Build Experience

INTRODUCE the idea of a treasure hunt.

Wow! Using maps is so much fun. Now let's practice using our map and go on a treasure hunt! I have hidden a toy in the library. I will show you where it is on the map, and then you can go find it.

ADD a sticky note to the map to show where you have hidden the "treasure."

I am adding a sticky note with a picture of a toy car to our map. Where is it on the map?

INVITE children to describe where they think the toy car is.

Yes, it looks like it's behind the chair. Let's go on a treasure hunt for the toy car!

INVITE children to go find the treasure. **REPEAT** with other objects you have hidden. **RESTATE** that we can use maps to find things.

We are learning that maps are drawings of areas. We can use a map to learn where things are!

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

Make & Prepare

- Hide a few "treasures" (toy cars, etc.) in the classroom library. Prepare sticky notes with a picture of each "treasure" you hide.

Additional Materials

- Maps you created in Small Group: Day 4

Building Background Knowledge

Review positional words and how they are used to describe the location of items on maps.

Stretch Their Thinking

Invite children to place the treasure in the library, and then use a sticky note to represent its location on the map.

Listen/Look For

- What do children recall about maps?
- Are children using positional vocabulary related to maps?
- Can children read the map to find the treasure?

Growing Mathematicians

Working with maps supports children's mathematical development, especially their ability to look for and make use of structure. They are learning what maps are, how they are structured and how to use them. Children use their developing spatial awareness and corresponding language to look at maps carefully, interpret them, and to use them, in this case, to find a treasure.

Responding to Children

Are children able to identify the position of an object using appropriate language (e.g., in/out, over/under, inside/outside, etc.)? If yes, challenge them to follow more than one spatial direction ("Can you find the toy that is next to the car and under the puzzle?"). If not, play games, especially using gross motor opportunities, where children find objects and talk about spatial words ("Can you find the toy under the slide?").

Keep It Going

- Invite children to draw their own map of spaces in the classroom. They can hide their own treasures and work to decipher each other's sketches. For new English learners, these kinds of authentic interactions set the stage for vocabulary exchange and the type of meaningful negotiation that occurs when communication is the goal.

UNIT 3 WEEK

2

Be Sure To...

- Name and discuss community helpers in your local community.
- Give children practice sorting and counting.
- Teach the *letter h*.
- Introduce the beats or syllables in a word.

Materials

- Clean bottle caps

Books

- *Daniel's Good Day*
- *The Place Where You Live*
- *Keeping You Healthy*
- *Kitty Cat, Kitty Cat, Are You Going to School?*
- *Trashy Town*

Charts

- Anchor Charts
 - "We Can Describe"
 - "Power of 3"
 - "Readers Can Say"
 - "Cheers"
- Unit Charts
 - "Words We Are Learning"
 - "Kindness" (make)
 - "Ways to Say Hello"

What are community helpers?

Community helpers are people who work to take care of the community. There are many types of jobs, such as mail carrier and trash collector.

Children discuss several jobs common to local communities. They talk about how these jobs contribute to the well-being of the community. They make connections between their own classroom responsibilities and those of community helpers. They also discuss what it means to act kindly and the importance of treating neighbors and other community members with kindness. In math, children practice sorting, counting, and matching quantities of objects to numbers.

Keep in Mind

- Children will need to bring in a toy car for lessons in Week 3. Let families know.
- Start planning to invite families to visit the classroom and see their children present their Community Maps and participate in reading the class book during Week 4!



Words We Are Learning

busy
a lot going on

full
when there is no more room inside something

empty
when there is nothing inside something



Anchor Words for Multilingual Learners

- job
- help



From the Songbook

"In a Community"

- Copy the poem, and send home to families.
- Ask children to name the community helpers described in the poem (e.g. community helpers who use machines).
- Invite children to take turns performing it with a partner. They can take turns saying each line or say certain lines together.



Working with Families

Send this tip home in an email:

We are reading the book *Trashy Town*, which is about how Mr. Gilly, the trash collector, cleans up his neighborhood. What responsibilities do you have at work or at home? Talk to your child about all the ways you contribute to taking care of your family and the community.



Trips & Visitors

Plan a visit to a post office or ask a mail carrier to stop by for a visit. Invite local members of the community to your classroom to talk about their jobs.



Remember | <https://clibblueprint.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 roll a ball to each other. <i>Social Emotional: Social Awareness and Relationships</i>	Children roll a ball and say words that begin with the sound /b/. <i>Literacy: Phonological Awareness</i>	Children roll a ball and count. <i>Math: Numbers and Number Sense</i>	Children roll a ball and say words that rhyme with “ball.” <i>Literacy: Phonological Awareness</i>	Children roll a ball and name jobs in the community. <i>Social Studies: Being a Community Member</i>
Movement Time	Children review how to play “Simon Says.” <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children play “Simon Says” using positional words. <i>Literacy: Vocabulary</i>	Children play “Simon Says” using a prop. <i>Literacy: Vocabulary</i>	Children play a variation of the game: “Mr. Gilly Says.” <i>Literacy: Vocabulary</i>	Children play “Mr. Gilly Says” using a prop. <i>Literacy: Vocabulary</i>
Talk Time	Children discuss jobs they know and why they are important. <i>Social Studies: Being a Community Member</i>	Children discuss ways to act kindly. <i>Social Emotional: Social Awareness and Relationships</i>	Children name which community helper can solve a problem. <i>Social Studies: Being a Community Member</i>	Children discuss why we throw away trash. <i>Social Studies: Being a Community Member</i>	Children discuss the need for new classroom jobs. <i>Social Studies: Being a Community Member</i>
Message Time Plus	Children use clues to solve a riddle. <i>Literacy: Comprehension</i>	Children use clues to solve another job riddle. <i>Literacy: Comprehension</i>	Children learn about the letter <i>h</i> . <i>Literacy: Phonological Awareness</i>	Children learn about syllables. <i>Literacy: Phonological Awareness</i>	Children begin work on a class book. <i>Literacy: Writing</i>
Intentional Read Aloud	Children identify members of the community. <i>Social Studies: Being a Community Member</i>	Children discuss how people take care of others in their community. <i>Social Studies: Being a Community Member</i>	Children join in reading repeated words. <i>Literacy: Fluency</i>	Children identify places in the community. <i>Social Studies: Geography</i>	Children use the sentence stem “I wonder” to ask questions. <i>Literacy: Comprehension</i>
Small Group	Children count and compare quantities of plastic pennies. <i>Math: Operations and Algebraic Thinking</i>	Children match 10 frames that show the same number. <i>Math: Numbers and Number Sense</i>	Children sort and count bottle caps. <i>Math: Patterns and Attributes</i>	Children count and compare quantities of bottle caps. <i>Math: Numbers and Number Sense</i>	Children fill 10 frames using bottle caps. <i>Math: Numbers and Number Sense</i>
Reflection Time	People in a community have different jobs. What job would you like?	How did you act kindly today?	If you were a trash collector, what would you do?	How do you take care of our community environment?	What is a community helper?

Centers to Launch

See Pages 14-25

- Science Center | Job Listening
- Sensory Table | Trash Collecting
- Sensory Table | Filling Cups
- Writing Center | Letters and Cards



Greeting Time

Children roll a ball to each other.

Social Emotional: Social Awareness and Relationships

RECAP how neighbors take care of each other. **STATE** that we will roll a ball and greet each member of the community. **INTRODUCE** the chant.

Hello, neighbors! In our classroom community we try to take care of each other. Today we will greet each other by rolling this ball to a neighbor in our circle. We can take care of each other by making sure that everyone in our classroom community is greeted. We can say: "Find someone and roll the ball; say hello to one and all!" Can you say that with me?

SHOW children how to open their hands when they need a turn. **MODEL** rolling the ball to a child. **GUIDE** children to roll the ball to someone in the circle until everyone has had a turn.

Here is one way we can make sure everyone has a turn. Please open your hands [demonstrate] to show that you need a turn. When it is your turn to roll the ball, look for a neighbor with open hands. Watch as I gently roll the ball to a neighbor who needs a turn.

Now [name], look for a neighbor with open hands. Roll the ball to welcome another person into our classroom community. Say hello [refer to Unit Chart: "Ways to Say Hello"]! After you have a turn with the ball, you can put down your hands.

Make & Prepare

- Choose a ball that children can hold and roll easily and safely.

Additional Material

- Unit Chart: "Ways to Say Hello"

Fine Motor Skills

When children aim and roll a ball to someone, and when they have to catch or receive a ball, they are strengthening their hand-eye coordination. This fine motor skill not only is important for children's physical development, but also serves as a key prerequisite for learning how to hold a pencil and write.

Movement Time

Children review how to play "Simon Says."

Social Emotional: Self-Regulation and Responsible Behavior

REVIEW how to play "Simon Says." **EMPHASIZE** the positional words: "forward" and "backward."

Neighbors greet each other, and they also like to have fun together. Let's play a game! Who can remind us how to play "Simon Says?"

Yes, I will start. I will be Simon and tell you to do different movements. But only do the movement when I say, "Simon Says!" I will use words that tell you to go forward [point] and backward [point]. Be sure to watch and listen for the words that tell us in which direction to move.

Here we go:

Simon says stand up.

Simon says make space for your neighbors.

Simon says face forward [point forward].

Simon says turn to face backward [point backward].

Turn forward again. Oops, I didn't say, "Simon Says!"

Simon says turn to face forward again.

Simon says please sit back down.

PLAY several rounds. **INVITE** children to take a turn leading the game.

Who would like to be Simon now?

Promoting Executive Function

When children play "Simon Says," they are dealing with multiple instructions simultaneously. They must do what they are being asked if the caller says "Simon says." If the caller doesn't say those words, they should not do the action. This takes a lot of self-awareness and self-control.

Talk Time

Children discuss jobs they know and why they are important.

Social Studies: Being a Community Member

CONNECT to classroom jobs.

Playing games like "Simon Says" is fun. We have lots of fun in our classroom community. But we also do work. We have jobs like Schedule Keeper. When we read *The Place Where You Live* [show book], we saw many of the neighbors working at their jobs as well.

SHOW the page that feature jobs in the book *The Place Where You Live*.

For example, this person is a store clerk [point]. She helps you find what you need in a store and helps you with your purchases.

This man is working. His job is selling snow cones from his cart [point].

DISCUSS jobs children know, including those in the school building, such as custodian. **STATE** that every job helps to take care of the community in some way.

Think about a grown up you know who works. Do you know where they work? What is their job? What other jobs do you know? What jobs do people have here in our school?

Jobs are a big responsibility. Everyone's job in the community is important because it helps in some way.

Make & Prepare

- Mark the pages in *The Place Where You Live* that show the store clerk and the man selling snow cones. Be ready to share them.

Jobs in the Community

Keep in mind that community members have a variety of jobs, more than will be explicitly addressed in the books that are read in this unit. Invite children to share other jobs they know and welcome families and community members with a range of jobs into your classroom.

Supporting Multilingual Learners

Explicitly review the words "help" and "job" to children who are new English learners. Use gestures, pictures, and/or directly translate it into the children's home language use an online translation tool. This will support their comprehension of the thematic content.



Before

CONNECT to the Talk Time discussion about jobs. **BROWSE** through past read alouds and **INVITE** children to name some jobs.

In Talk Time, we started thinking and talking about people in our community and their jobs. We looked at the book *The Place Where You Live* and talked about some of the jobs in the community. Many other books we have read together show people doing their jobs.

Let's name the jobs we see in some of these books.

SHOW children the pages you marked in both books. **INVITE** them to discuss the jobs each person has. Then **TELL** children they will use clues in the message to name the job.

In the message today, I'm going to draw and write clues about one of these jobs. Remember, clues are pieces of information that help you figure something out. You can use these clues to guess the job. Ready?

During

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

Here is a picture of a tool I use in my job. This tool helps me listen to your heartbeat. What shapes do you see?

Ok, that was the picture clue. Now I will write a sentence with word clues.

Suggested message: "I keep people healthy."

PAUSE to focus on concepts of print (the direction print moves).

When I begin writing, I write the first word on the left side of the board, and then I go to the right [gesture with your hand].

WRITE the message. Then **INVITE** children to reread the message with you.

After

INVITE children to guess the job.

Who thinks they know what job I was describing? I drew a picture clue [point]. I wrote some word clues [sweep your finger under the words]: "I keep people healthy." Take a moment to think about what job I just described. Now whisper in your hand and make a guess about the job you think I was describing.

GIVE children time to share.

Yes, it was a doctor. How did you know?

What else could I have drawn to give you a clue that the job was a doctor?

RESTATE that there are different jobs in the community.

Today we used clues to figure out which job I was describing. Jobs are the work people do. There are lots of different jobs people have in our community and in our books.

REREAD the message one more time.

[Transition] **INVITE** children to pretend to use their stethoscope.

Pretend that you are a doctor helping a patient. Place your stethoscope around your neck. Hold the part you use to listen to someone's heart. Lub-dub, lub-dub, lub-dub. That's a healthy heart!



Make & Prepare

- Collect the book *Keeping You Healthy* from Unit 2. Mark the page that begins "Many people in your community have jobs helping others..." with a sticky note.
- Collect the book *Kitty Cat, Kitty Cat, Are You Going to School?* from Unit 1. Mark the page that begins "Kitty Cat, Kitty Cat, your day at school is done..." with a sticky note.

Additional Material

- The book *The Place Where You Live*

Self-Talk

During Message Time Plus®, it is suggested that you describe what you are doing and thinking as you draw. This is an example of "self-talk." Self-talk occurs when you intentionally describe what you are thinking, doing, or experiencing. While it is helpful for all your children, it is especially powerful for new English learners to help them make connections between actions and new vocabulary in English. Use self-talk often throughout your day to broaden children's language experiences.



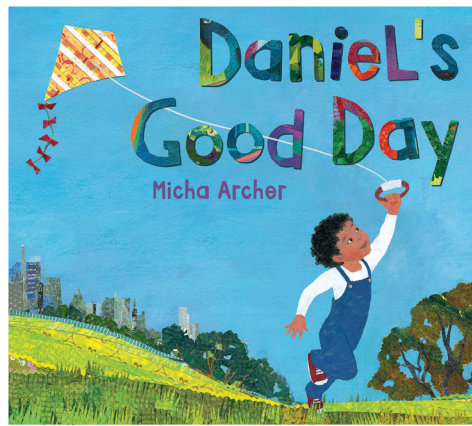
T in STEM

Extend children's understanding of the tools and technology used in daily living. The stethoscope is a common piece of technology used on a daily basis by physicians.



Keep It Going

- While reading with children in the library center, look through books about jobs in their community. What kinds of jobs do they see? How are they helping the community? Mark their favorite with a sticky note.
- Join children at the dramatic play center store. What are some of the jobs children are pretending to have at the store? What tools and/or equipment do they use? What if someone wants to apply for a job there? What do they need to know?



Materials

- The books *Bear about Town* and *The Place Where You Live*
- Unit Chart: “Ways to Say Hello”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

busy: a lot going on

Responding to Children

It is important to plan your stopping points in a read aloud, but be mindful of the children’s needs and responses. If they are truly engaged and need to talk, make time for them to do so. Be flexible with the implementation of your lesson and always consider teachable moments.

Keep It Going

- Are children particularly interested in one of the jobs mentioned in this book or another job they have learned about? Create a concept map to extend children’s language concepts. Write the job in the middle of a circle and children’s answers all around it. Some questions you use can include: What do I do? How do I help? What tools do I use? What uniform do I wear? Where do I work?



Before

CONNECT to the communities in *Bear about Town* and *The Place Where You Live*.

We have been reading books about neighbors who explore their local communities [show books]. Today we are going to read about another neighborhood. The title of this book is *Daniel’s Good Day*. It is both written and illustrated by Micha Archer.

SHOW the cover. **ASK** children what they notice. **PROMPT** them to greet Daniel.

Take a look at the front cover. What do you notice?

This is Daniel [point]. Can you say hello to Daniel? You can choose from our “Ways to Say Hello” chart.

SET THE PURPOSE: To find out who are some members of Daniel’s community.

Just like we said hello to Daniel, it is polite and friendly to greet people in your community. As Daniel goes around his neighborhood, he sees other members of his community. As we read *Daniel’s Good Day*, notice the people that Daniel greets in his neighborhood. Let’s follow along with Daniel and meet some members of his community.

During

PAUSE after “‘Wagging tails,’ the mail carrier says.” **ASK** children to name some members of Daniel’s community. **FLIP** back through the pages as needed. **POINT** to each person that children name and briefly talk about their job or role in the community. See the example below.

Daniel is greeting many members of his community. Who are you noticing in his neighborhood?

Are some of these community members working at their jobs? Which jobs did you notice?

Yes, this person is a mail carrier [point]. Their job is to deliver mail to others in the community. Have you ever seen someone doing this job in our community?

Let’s keep reading to see who else lives, works, and has fun in Daniel’s community.

PAUSE after “‘Busy sidewalks and friendly faces.’” **TALK** about what job this community member does.

Who is this community member that Daniel is greeting [point]? What is his job?

Yes, this community member works at a newsstand. His job is to sell newspapers and magazines to neighbors who want to read them. What does the newsstand seller say makes his day good?

He says, “Busy sidewalks and friendly faces.” He enjoys greeting polite and friendly neighbors like Daniel.

DEFINE “busy.” **ADD** it 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).

But why would the newsstand seller like the sidewalks to be busy? What does the word “busy” mean?

When something is busy, there is a lot going on. The sidewalks are busy where there are lots of community members walking around. The newsstand seller likes when many neighbors stop at the newsstand. Let’s add “busy” to the list of words we are learning. Do you know any other words that mean the same thing?

After

ASK children to recall some members of Daniel’s community.

Daniel greets many different people in his community. These community members live, work, and have fun together. Which community members do you remember Daniel greeting?

RECAP how each person tells what makes their day good. **INVITE** children to share what makes their day good.

What question does Daniel ask everyone?

Yes, he asks each person what makes their day good. Each person gives a different answer. They think of something that makes them feel happy. What makes your day good?

Build Interest

INVITE children to explore plastic pennies.

We have been talking about people and places in our community. Our dramatic play center is a store. We have a cash register at this center [point] and some pennies like these [show].

- Have you been playing with these?
- Can you show me one way you use them?
- What do you notice about them?
- Where have you seen or used real pennies?

Build Understanding

INVITE children to think and talk about how many pennies they can scoop out in one handful.

Let's put these pennies in a bowl. I wonder how many pennies I can scoop out at one time [form hand into a scoop to demonstrate]. How many can you scoop out? Do you think we would all scoop out the same amount of pennies? How can we find out?

I heard you say...[summarize what the children said].

MODEL how to scoop and count the pennies.

Ok, I'll go first. I'll gently place my hand in the bowl and take a handful. Look at the pennies in my hand. Can you tell how many I have just by looking?

Let's count how many I have. How should I count these pennies? Can someone help?

GIVE children time to share ideas about counting and help you count.

Do you think you will scoop out the same number of pennies as I did? More pennies? Less pennies? Why?

INVITE a child to scoop out a group of pennies and count them. **ASK** questions to encourage children to compare the quantities. **USE** comparative vocabulary, such as "more," "less," and "equal to." **USE** what you know about each child's language skills to include and extend their participation.

Let's have someone else scoop a handful.

- Gesture: Point to the pennies. Point to the group that has more pennies. Point to the group that has less.
- Yes/No: Does this group have more pennies? Does this group have less? Are these groups the same? Are they different?
- Either/Or: Does this group have more pennies, or does it have less? Are these groups the same, or are they different?
- Open-ended: How can we compare these two groups? How many pennies did you scoop? Do you have an equal, or the same, amount as I have? Who has more? Who has less?

Build Experience

INVITE the rest of the children in the group to scoop and compare. **COMPARE** the quantities using words such as "more than," "less than," and "equal to."

Let's keep going! Let's make sure each of you scoops out a handful of pennies. We will count them, and then we will compare how many each of us scooped out.

- How many pennies can you pick up?
- Did anyone scoop out the same or equal number of pennies as you?
- What if we used our other hand? Would the results be the same or different? Should we try it?

RESTATE that, when you look at two groups of objects, you can compare them.

Today we scooped out handfuls of pennies. We counted them and then compared the amounts. When we compare, we use the words "more than," "less than," and "equal to" to describe the groups.

Materials

- Plastic pennies or another counting tool (a set of at least 20); make sure your counting tools are identical in shape and size.
- Bowls

Building Background Knowledge

Review and practice counting strategies [e.g. touch and count, line up and count].

Stretch Their Thinking

Invite children to figure out how many pennies they have altogether when they combine their pennies with someone else's pennies.

Listen/Look For

- What counting strategies do the children use?
- Do children accurately count the pennies?
- How do children compare the quantities?
- Are new English learners using key words such as money, pennies, more, less, the same?



Counting Accuracy

In this activity, children are developing their one-to-one correspondence, which is important for counting accurately. Even if they do count objects with one-to-one correspondence, children may not know that the last number they counted is equal to the number of objects in the set. This is called cardinality. Remind children that the last number they say when they count a group of objects tells them how many are in that group.



Keep It Going

- Invite children to add pennies to a piggy bank or a can with a slot in the top to support fine motor skills development.

Greeting Time

Children roll a ball and say words that begin with the sound /b/.

Literacy: Phonological Awareness

HIGHLIGHT the initial sound in the word “neighbor.” **REVIEW** the chant.

Hello, neighbors! I hear the sound /n/ at the beginning of the word “neighbors.” N is for neighbors.

Neighbors in a community greet each other. Let’s use this ball to greet everyone in our classroom community. We can say: “Find someone and roll the ball; say hello to one and all!” Can you say that with me?

ASK children what sound they hear at the beginning of “ball.” **SHOW** objects that begin with /b/.

What sound do you hear in the beginning of the word “ball”? Yes, /b/. B is for ball. What other words begin with /b/? Yes, “banana” begins with the /b/ sound.

TEACH children how to play “B for Ball.” Say a word that begins with /b/ and roll the ball to someone who needs a turn.

We are going to play a game called “B for Ball.” When you have the ball, say a word that begins with /b/. Watch as I say, “B for bat,” and then gently roll the ball to a neighbor with open hands who needs a turn.

FORM smaller groups of two to four children. **REMIND** children that we take care of each other by taking turns.

Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.

Additional Materials

- Several balls that children can roll easily and safely (one per small group)
- Familiar classroom items that begin with the letter *b* [e.g. ball, banana, bear]

Pronouncing the Sound

The /b/ sound (like the sound /p/) is made by producing a quick puff of air (bump your lips together, and burst them apart). It is a voiced sound. When isolating the /b/ sound be sure not to distort it by saying “buh.” Think about the word “bat.” It is not sounded out “buh-a-tuh.”

Movement Time

Children play “Simon Says” using positional words.

Literacy: Vocabulary

STATE that we will use paper plates in a game of “Simon Says.” **EMPHASIZE** positional words: “on” and “off.”

We just played “B for Ball.” Now let’s play “Simon Says!” Each of you will have a plate [distribute them]. Listen for the positional words that tell you where to move your plate. For example, we will hear words that tell us to move the plate on a part of our body [put the plate on your head] or off [take the plate off].

- Simon says please stand up and make space for your neighbors.
- Simon says place your plate on your belly.
- Simon says place your plate on your head.
- Gently place your plate on the floor. Oops, I didn’t say, “Simon says!”
- Simon says gently place your plate on the floor.
- Simon says put one foot on the plate.
- Take your foot off the plate. Oops, I didn’t say “Simon says!”
- Simon says take your foot off the plate.
- Simon says please sit down.

PLAY several rounds. **INVITE** children to take a turn leading the game. **ASK** a volunteer to collect the plates.

Materials

- Paper plates (one per child)

Remember to Save

Save the paper plates. They will be used frequently throughout the unit.

Supporting Multilingual Learners

In addition to learning positional words, new English learners will need support learning how to give directions. Model giving commands with words like go, pass, cross, keep going, continue, stop at, etc.

Talk Time

Children discuss ways to act kindly.

Social Emotional: Social Awareness and Relationships

CONNECT to the Power of 3.

Having fun is one thing community members do together. People in a community take care of each other. In our community, how do we take care of each other as part of our Power of 3 [sign]?

One way we take care of each other is by acting kindly [point].

INVITE children to hold Sayeh and/or Elijah, the social emotional puppets, as they share their ideas around kindness. **CHART** children’s ideas on a new Unit Chart: “Kindness.”

Who wants to hold Sayeh and share what they know about kindness?

- What does it look like when someone acts kindly?
- What does it sound like when someone acts kindly?
- What can people say when they want to be kind?

You shared a lot of great ideas about how to act and speak kindly. People in communities take care of each other by acting kindly and saying kind things.

Make & Prepare

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

Additional Materials

- Anchor Chart: “Power of 3”
- Sayeh and/or Elijah, the social emotional puppets
- Chart paper and markers to make the new Unit Chart: “Kindness”

Keep It Going

- We have taught children how to “Kiss Their Brains” to celebrate good thinking. Now be on the lookout for acts of kindness in your classroom, and teach children to “Kiss Their Heart” when you see one occurring.

Before

CONNECT to learning about jobs in the community. **REFER** to the book *Daniel's Good Day*. **INVITE** children to focus on the crossing guard's clothing.

There are many different jobs people can have! Look at this page in the book *Daniel's Good Day*. What is the crossing guard wearing [point]?

Yes! We see the crossing guard is wearing a special hat [point] and vest [point]. The vest is bright so cars can see him even if it's dark outside.

TELL children they are going to use clues to guess another job.

Today I am going to write a message where I describe some clothes another special community helper wears. Can you guess the job I'm describing?

During

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

I am going to draw a helmet. Now I will draw boots. How many should I draw? Why? These are part of this special community helper's uniform. These are my picture clues. Now I will write a sentence with word clues.

Suggested message: "I put out fires."

PAUSE to focus on phonological awareness (/p/ in the word "put").

Put. Say that with me: put. What sound do you hear at the beginning of the word "put?" /p/. What letter makes the /p/ sound? Yes, the *letter p* makes the /p/ sound. When I write the lowercase *letter p*, I make a tail and bump out. Now you try writing it with your finger in the air.

FINISH writing the message. **INVITE** children to reread the message with you.

After

ASK the children to guess the job you described in your picture.

Who thinks they know what job I was describing? I drew some picture clues [point]. I wrote some word clues [sweep your finger under the words]: "I put out fires." Take a moment to think about what job I just described. Now whisper in your hand and guess the job you think I was describing.

GIVE children time to share.

Yes, it was a fire fighter. How did you know?

INVITE children to come up to the board to draw some more clues.

What else could I have drawn to give you a clue that the job was a firefighter? Who wants to come up and draw another clue?

Why do you think being a firefighter is an important job in the community? What other jobs do you know or are you learning about that people have that help our neighborhood?

REVIEW the idea that community helpers do good things around the neighborhood.

Community helpers are important in the neighborhood. They help people in many ways.

REREAD the message one more time.

[Transition] **INVITE** the children to pretend to use their hose to put out a fire.

Pretend you are a fire fighter helping to put out a fire. Hold your hose in both your hands. The water is strong! Turn on the hose and spray that fire out! Look! The fire is almost out. Let's count backward from five and then turn off our hose. Five, four, three, two, one, off! Great job fire fighters.



Make & Prepare

- Have the book *Daniel's Good Day* ready. Mark the page that shows the crossing guard with a sticky note.

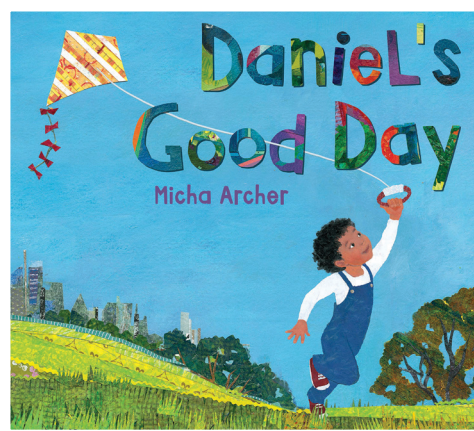
"Pause to focus on..."

MTP 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. We offer a suggested topic for the "Pause to focus on..." for each lesson. Adapt this to meet the needs of your individual children.



Keep It Going

- While children are waiting in line, play a variation of the game from the lesson. Orally, give them clues about a job in their community. Encourage them to think about what job that might be and share with you.
- Invite children to think of the kind of hat and boots a firefighter would need if the firefighter was a T-Rex or a mouse! Challenge them to make these using loose parts at the science center.



Make & Prepare

- Write “Stir It Up” 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

- Anchor Chart: “Power of 3”
- Anchor Chart: “Cheers”

Build on Children’s Interests

If children are excited about other community jobs, such as police officers, firefighters, or librarians, build on that excitement. Linger on what they are interested in.

Power of 3

Continue to recognize and celebrate when you see children putting these responsibilities into action. Remember to take photographs of children “caught” in the act of being responsible and add them to the “Power of 3.” Refresh these photographs regularly.



Before

CONNECT to the “Power of 3.” **ASK** children to name ways to take care of each other.

We read the book *Daniel’s Good Day*. In this book, Daniel greets many different members of his community. Being polite and friendly is one way that community members take care of each other.

Take a look at our “Power of 3.” How else can members of a community take care of each other?

Community members can act kindly in many ways. They can be polite and friendly. They can help each other. Each and every member of a community can help to make it a good place to live, work, and have fun together.

SET THE FOCUS: Notice how the community members take care of each other in the book.

As we read *Daniel’s Good Day* today, notice how the community members in this book take care of each other. Let’s read to find out how these neighbors act kindly and help their community.

During

PAUSE after “‘Bees on flowers,’ the gardener says.” **ASK** children how Daniel is acting kindly. **DISCUSS** how the bus driver and the gardener help to take care of the community.

How is Daniel acting kindly? Yes, he is using polite words and being friendly, as he says hello to other members of his community. Who is Daniel greeting here? How does the bus driver take care of others?

Yes, the bus driver’s job is to drive passengers around the neighborhood. She brings people where they need to go. Isn’t that so helpful? Thank you, bus driver!

How does the gardener take care of the community? The gardener takes care of the plants to help them grow. Can you pretend to smell the flowers? When neighbors pass by this beautiful garden, how do you think it makes them feel? Why? The gardener makes her community beautiful and helps others feel happy to be there.

PAUSE after “‘Everybody home safe,’ says the crossing guard.” **DISCUSS** how the crossing guard takes care of others.

What community member is Daniel greeting? How does the crossing guard take care of others in his community?

Yes, the crossing guard’s job is to help people cross the street. He shows the cars and trucks when to stop driving, so that neighbors can walk safely. The crossing guard is acting kindly by keeping others in the community safe.

PAUSE after “‘Lots of people seem to be having a good day everywhere.’” **DISCUSS** how the community members are taking care of each other.

How are these community members taking care of each other? Yes! They are playing outside together! Community members take care of each other by having fun in their neighborhood!

After

REVIEW how community members take care of each other.

The community members in this book take care of each other. They each help to make their community a good place to live, work, and have fun.

CONNECT to the baker page. **TEACH** children the cheer “Stir It Up.” **ADD** it to the Anchor Chart: “Cheers.”

Do you remember this community member? What is his job? Yes, the baker’s job is to make delicious cakes and other treats. How does this take care of the community? Neighbors feel happy when they eat the baker’s treats and celebrate together!

Let’s celebrate too by trying a new cheer called “Stir It Up.” Just like the baker, stir your cake mix with your big spoon [demonstrate] and say, “Now we’re cooking!”

Before

WARM UP by orally counting to 10. Then **COUNT** to 10 again using your fingers.

Are you ready to do some counting today? Let's warm up our brains by counting to 10. Ready?

Now let's count to 10 again. This time we'll use our fingers too.

SHOW one additional finger each time so that, when you are saying three, they are seeing three fingers.

During

SHOW a blank 10 frame.

I just heard you count the numbers, one to 10, in order. We can use a tool called a 10 frame to also help us count [point]. Do you remember this tool?

SHOW a model of a 10 frame (for example, the number six). **ASK** children what number it shows.

Here is a 10 frame. What number does it show? How do you know?

SHOW two matching models of 10 frames. **ASK** children if they match.

Here are two 10 frames. What numbers do they show? Do they show the same number or different numbers? How do you know?

SHOW three 10 frames, two of which are the same. **ASK** children to find the matching 10 frames.

Here are three 10 frames. Which ones show the same number? How do you know?

After

TEACH children how to play "Match the 10 Frames." Place several 10 frames cards face down. Select two cards. If they match, you keep them. If they do not, you turn them over again. Choose cards to match the skills of the children in your group.

We are going to play a game with some of these cards. The game is called "Match the 10 Frames." To play, we place the cards face down. Then we turn over two cards at a time. We check to see if we have a match. If it is a match, keep the cards. If it isn't a match, then turn the two cards 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 cards are located to make a match.

INVITE children to help you set up the 10 frames cards to play a game of memory.

Let's set up our memory game using these 10 frames cards. Will you help?

ASK open-ended questions to encourage children to share what they are doing. Then **SUMMARIZE** working with 10 frames.

What number does that 10 frame show?

Are those two cards a match? How do you know?

Do you remember where you saw a matching 10 frame?

Today we used 10 frames to find matching numbers. How did you know which 10 frames matched?



Make & Prepare

- Download and print "Match the 10 Frames" game cards (two sets).
- Download and print a blank 10 frame.



Build Background Knowledge

Have children count small quantities of objects. Review that the last number they say is equal to the number of objects in the set.

Stretch Their Thinking

Invite children to sequence the 10 frames from lowest to highest number.

Listen/Look For

- Do children identify the quantity of dots automatically, or do they count the dots?
- Do children count one number for each box as they count?
- Can children find the matching quantities?

Responding to Children

Are children able to use their fingers or draw dots to represent numbers accurately? If so, encourage them to represent the number a different way (by using two hands or by drawing boxes). If not, check children's understand of smaller numbers (e.g., find two of something in the room). Model using multiple representations, such as saying the number two while showing two fingers and having two children stand up.



Family Engagement

Send children home with the materials they need to play "Match the 10 Frames" with their family members. Download and print the directions for the game and a set of cards.

Greeting Time

Children roll a ball and count.

Math: Numbers and Number Sense

REVIEW the chant. **WARM UP** by counting to 10.

Hello, neighbors! Neighbors in a community greet each other. We will use this ball to greet everyone in our classroom community. Let's say our chant: "Find someone and roll the ball; say hello to one and all!"

Today we will play a game with the ball called "Count the Rolls." Let's warm up our brains by counting to 10.

TEACH children how to play "Count the Rolls." **Count and roll the ball to someone who needs a turn.**

We are going to pass the ball and count. Watch as I gently roll the ball to a neighbor who needs a turn and say, "one." Then they will roll the ball to another neighbor and say, "two." I wonder: what is the highest number we can count?

FORM smaller groups of two to four children. **REMIND** children that we take care of each other by taking turns.

Let's get into smaller groups and play "Count the Rolls!" Remember, in our classroom community we take care of each other. One way we take care of each other is by taking turns. Make sure everyone in your group gets a turn.

Materials

- Several balls that children can roll safely and easily (one per small group)

Keep It Going

- When children are outside, set up targets at varying distances-- short, medium, long-- and invite them to roll balls so they get as close as possible to those targets. This will help children learn about the relationship between the amount of force they exert and the corresponding movement of the object. For an extra challenge, use balls of different sizes or weights.

Movement Time

Children play "Simon Says" using a prop.

Literacy: Vocabulary

STATE that we will use paper plates in a game of "Simon Says." **EMPHASIZE** positional words, such as "in front," "behind," and "above."

Let's play another game together: "Simon Says!" We will use our plates again [distribute plates]. Listen for the words that tell you where to move your plate. We will hear words that tell us to hold the plate in front of our body [show], behind our bodies [show], and above our bodies [show].

Simon says stand up and make space for your neighbors.

Simon says hold your plate in front of your belly.

Simon says hold your plate behind your back.

Place your plate above your head. Oops, I didn't say, "Simon says!"

Simon says place your plate above your head.

Simon says please sit back down in your circle spots.

PLAY several rounds. **INVITE** children to take a turn leading the game. **ASK** a volunteer to collect the plates.

Materials

- Paper plates (one per child)

Keep It Going

- Play "Simon Says" outside to engage children in more gross motor play. Continue to use positional words. Invite children to stand behind the slide or in front of the benches.

Talk Time

Children name which community helper can solve a problem.

Social Studies: Being a Community Member

REFER to *Daniel's Good Day*. **INTRODUCE** a game: "Who Can Help?"

Helping is one way people in a community take care of each other. In our book, *Daniel's Good Day*, we read met different community helpers. Each job is important because it helps to take care of the community in some way. We are going to play a game about community jobs called "Who Can Help?"

NAME the job that each hat belongs to. **INVITE** a few children to wear the hats.

We have the special hats some community helpers wear while they do their jobs. Raise a helpful hand if you would like to wear the hat of the mail carrier, the baker....

PRESENT some scenarios. **ASK** children to name which job can help.

Now let's think about which community worker can help us solve some problems:

- The tree at the park is on fire! Who can help?
- I need to send a letter to my cousin all the way in China. Who can help?
- I need to buy some fresh baked bread. Who can help?

Each job helps to take care of the community. Let's kindly say, "Thank you!" to our community helpers for doing their jobs. Thank you!

Make & Prepare

- Download and print out pictures of the hats and helmets associated with community jobs (e.g. firefighter, mail carrier). Attach them to sentence strips. Then attach the ends of the sentence strips to form a circle so the hats can be worn.

Additional Material

- The book *Daniel's Good Day*

Remember to Save

- Save these hats for Day 8: MTP. Then add them to the dramatic play center.

Before

REVIEW the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **HIGHLIGHT** how hats are worn by some community helpers. **REFER** to *Daniel's Good Day*.

There are so many different kinds of jobs that people can have. Sometimes we can name a person's job by looking at what they are wearing. Special shirts, pants, and even hats help people do their job. We just played a game using hats [show props]. Some community helpers wear hats on their heads as part of their uniforms such as this baker [show book]. These hats are helpful.

FOCUS on words that begin with the /h/ sound.

Helpers, hats, heads, helpful. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /h/. Does anyone in our class have a name that begins with the /h/ sound?

DESCRIBE how to form the *letter h* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. **Optionally, teach the ASL sign.**

The *letter h* makes the /h/ sound. To write an uppercase *letter H*, I drop down and drop down again. Then I make a bridge. Now you write it with your finger in the air. This is the lowercase *letter h*. I drop down and make a hump. Now you try it. While I write today, please look for the *letter h*. We are going to learn how to read it together!

During

DRAW a picture of the baker's hat. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is a picture of a baker's hat. What do you notice about it? Yes, it is tall and poufy. Why do you think a baker wears a tall and poufy hat?

Suggested message: "Hats are helpful."

PAUSE to focus on phonological awareness (/h/ in the word "hats").

I hear the /h/ sound in the beginning of the word "hat." The *letter h* makes the /h/ sound. Watch me as I write the uppercase *letter H*. I drop down and drop down again. Then I make a bridge. Now you try it.

REPEAT with the lowercase *letter h* in the word "helpful." **INVITE** children to reread the message with you.

After

INVITE children to find all the *letter h*'s in the message. **CIRCLE** them.

Let's find all the *letter h*'s. Put on your "I spy" goggles like this [demonstrate], and look for the *letter h*! Who wants to point to one in the message?

PLAY "Sort for the Sound." **PLACE** two sorting mats on the floor. **ASK** children to sort objects into two groups: those that begin with the /h/ sound, and those that do not.

Look at this collection of objects. Let's sort them into two groups [point to the two mats]. We can place objects that begin with the /h/ sound on this mat [point]. We can place objects that do not begin with the /h/ sound on this mat [point]. Here is a hat, /h/. Does the word "hat" begin with the *letter h*? Yes. This hat belongs with the /h/ group. Who wants to select the next object for us to sort?

CONTINUE playing. **Restate** the names of all the objects in the *letter h* group. Then **RESTATE** the name and sound of the *letter h*.

Today we listened to the sound the *letter h* makes, talked about what it looks like, and found it in our message. We created a group of objects that begin with the /h/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to put on an imaginary hat.

Let's put an imaginary hat on our head and practice the sound the *letter h* makes. /h/, /h/, /h/.



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter h* on the *Blueprint* website.
- Letter ring – write the uppercase *letter H* on one side of an index card and the lowercase *letter h* on the other; add this to the letter ring after the lesson.
- Have the book *Daniel's Good Day* ready. Mark the page with the baker on it.
- Collect familiar objects that begin with letter h (e.g., toy horse, hat, heart) and some that do not.

Additional Materials

- Hat props from Talk Time
- Two pieces of construction paper or sorting mats

Letter Formation

- Uppercase *letter H*: drop down, drop down, make a bridge
- Lowercase *letter h*: drop down, make a hill

Pronouncing the Sound

When you make the /h/ sound, you open your mouth and push air out from your throat, almost as if you are fogging a mirror. This is a voiceless sound; make sure you do not say /ha/ or /huh/.

Responding to Children

If children choose an object that does not begin with the targeted letter, ask them to name the object they have selected. It is possible that the child calls the object by a different name or is using their home language. If it is a different sound, review the sound you are focusing on, name a few words that start with the sound, and compare to the word/object they have selected.



Keep It Going

- Gather children in a small group. Say four words that begin with the /h/ sound. Invite them to tell you the first sound. Now say three words that begin with the sound /h/ and one that does not. Have the children tell you which word did not start with the /h/ sound.

Build Interest

CONNECT to the read aloud *Trashy Town*.

We are reading about Mr. Gilly in the book *Trashy Town* [show]. We know he helps to take care of his community by keeping it clean. One way we can help keep our community clean is by reusing materials. That means we use materials more than once instead of throwing them away.

INVITE children to observe the bottle caps. **DISCUSS** what they notice. **REFER** to the Anchor Chart: “We Can Describe.”

Instead of throwing away these bottle caps, I thought we could reuse them. Take a look at them. What do you notice? You can use the chart “We Can Describe” [point] to help you describe the bottle caps.

Build Understanding

RESTATE the features that children observed.

Some of bottle caps are the same, and some are different. I heard you say....

INVOLVE children in choosing one feature to sort the bottle caps by (ridged or non-ridged, word or no words, etc.).

We can sort our bottle caps, or put them into groups, based on the features you noticed. Let’s choose one way to sort these bottle caps. What should we choose?

Ok! Let’s sort the bottle caps into two groups. One group will be the bottle caps that have words on them [show]. The other group will be the bottle caps that don’t have words [show].

CREATE two yarn circles on the table.

I’ll make two circles on the table with yarn [show]. Which circle should we put the bottle caps with words? What about the bottle caps with no words? Okay learners, let’s sort these bottle caps together!

GIVE children time to sort the bottle caps. **ASK** guiding questions. **COUNT** and **LABEL** the groups.

Why did you put that bottle cap in that circle?

How many bottle caps are in each sorting circle?

Are the two groups equal? Which group has more bottle caps? Which has less?

Build Experience

CONTINUE to sort. **INVITE** children to select a different feature by which to sort the caps (you may need more than two circles). **USE** what you know about each child’s language skills to include and extend participation. **COUNT** and compare the number of bottle caps in each sorting circle.

We just sorted the bottle caps into two groups: bottle caps with words, and bottle caps without words. There are many more ways we can sort our bottle caps! Who has another idea?

Let’s try it! Tell us which bottle caps we should put in each circle. After we sort, we can count and label the groups.

- Gesture: Point to a bottle cap with this [feature]. Point to a bottle cap that does not have this [feature].
- Yes/No: Does this bottle cap have [feature]? Is this bottle cap [feature]? Are these bottle caps the same? Are they different?
- Either/Or: Does this bottle cap have [feature], or does this bottle cap [feature]? Are these bottle caps the same, or are they different?
- Open-ended: How do you want to sort the bottle caps? What feature do you want to choose? How many bottle caps are in each group? Which group has more bottle caps? How do you know?

RESTATE that to sort objects or bottle caps, you choose a feature or attribute.

There are so many ways to sort our bottle caps. Today we chose... [summarize the ways the group sorted the bottle caps].

Make & Prepare

- Collect at least 40 clean bottle caps or another recycled material of varying color, shape, and size.
- Cut two lengths of yarn that are long enough—approximately three feet—to create two circles for sorting the bottle caps.

Additional Material

- The book *Trashy Town*
- Anchor Chart: “We Can Describe”



Remember to Save

- Bottle caps for Small Group: Days 9 and 10

Building Background Knowledge

Look closely at one bottle cap and review relevant descriptive language: color words, size words, texture words.

Stretch Their Thinking

Do children notice that certain bottle caps have more than one attribute in common? Encourage them to sort by two features.

Listen/Look For

- What do children notice about the bottle caps?
- Can children name their sorting categories?

Developing Vocabulary

- Continue to add new vocabulary to the Anchor Chart: “We Can Describe” for children’s reference. Add words, for example, that describe the function and purpose of objects.
- Encourage multilingual learners to share descriptive words from their home language. New English learners may still be working on describing the features they observe. Explicitly name the features selected.



Robust STEM Activities

If your school recycles, link to standards around Earth and Space Science. Show children how to recycle items made of materials like paper and plastic. Point out the recycling bin, and help them to recognize the recycling symbol. Also, encourage children to look at the items we recycle and think about how we can reuse them. For example, can the milk cartons be made into buildings for the block center? Can the scraps of paper be used to make signs in the art center? What other creative uses can the children find for the recyclable materials?

Greeting Time

Children roll a ball and say words that rhyme with “ball.”

Literacy: Phonological Awareness

PROMPT children to say the chant. **INVITE** them to brainstorm words that rhyme with “ball.”

Hola, neighbors! There are many ways to say hello [point to chart]. We have been greeting each other by passing this ball [show]. Please join me in saying our chant “Find someone and roll the ball; say hello to one and all!”

What do you notice about the words “ball” and “all”? Yes, they rhyme! What other words do you know that rhyme with “ball?”

TEACH children how to play “Rhyme Time.” Say a word that rhymes with “ball” and then roll the ball to someone who needs a turn.

We are going to play a game called “Rhyme Time.” When you pass the ball, say a word that rhymes with “ball.” Watch as I gently roll the ball to a neighbor who needs a turn and say, “call.” Now they will roll a ball to another neighbor and say a word that rhymes with “ball.”

FORM smaller groups of two to four children. **REMIND** children that we take care of each other by taking turns.

Let’s get into smaller groups and play “Rhyme Time!” Remember, in our classroom community we take care of each other. Make sure everyone in your group gets a turn.

Materials

- Several balls that children can roll easily and safely (one per small group)
- Unit Chart: “Ways to Say Hello”

Responding to Children

When asking children to generate rhyming words, they are bound to name words that are not real words. If a child is generating a rhyming word, validate their success. For example, in this case, if a child says “jall” acknowledge, “Yes, ‘ball’ and ‘jall’ do sound the same at the end!” However, even though “jall” does rhyme, we do want to let children know that it is “jall” is a silly word not actually a real word.

Movement Time

Children play “Mr. Gilly Says.”

Literacy: Vocabulary

PRETEND that Mr. Gilly from *Trashy Town* needs our help. **EMPHASIZE** positional words: “in front,” “behind,” and “above.”

Neighbors, look who else is joining our classroom community! It’s Mr. Gilly from our book *Trashy Town* [show puppet]! Mr. Gilly sure is silly! “Gilly” and “silly” rhyme!

Instead of playing “Simon Says” let’s play “Mr. Gilly Says.” So, only follow the instructions when you hear “Mr. Gilly says.” And remember to listen for words that tell which direction to move. We will hear words that tell us to move our hands in front of our body [show], behind our bodies [show], and above our bodies [show].

Mr. Gilly says stand up and make space for your neighbors.

Mr. Gilly says lift one foot in front of your body.

Mr. Gilly says lift one foot behind your body.

Mr. Gilly says reach two hands in front of your body.

Reach two hands behind your body. Oops, I didn’t say, “Mr. Gilly says!”

Mr. Gilly says reach two hands behind your body.

Mr. Gilly says reach two hands above your head.

Mr. Gilly says please sit back down.

PLAY several rounds. **INVITE** children to take a turn leading the game.

Material

- Mr. Gilly puppet

Keep It Going

- Invite children to make their own Mr. Gilly puppet.
- Two mice appear on each of the pages in the book *Trashy Town*. Encourage children to locate them in the illustrations.
- Create a concept map for Mr. Gilly. Use some of these questions to guide you: What do I do? How do I help? What tools do I use? What uniform do I wear?



Talk Time

Children discuss why we throw away trash.

Social Studies: Being a Community Member

REVIEW how trash collectors help keep their community clean.

We just played a game with Mr. Gilly from *Trashy Town* [show book]. When he does his job as a trash collector, how does he help his community? Yes, trash collectors help keep their community clean.

ASK children what could happen if people did not throw away their trash.

But what if people in a community didn’t put their trash into trashcans for the trash collector? Where would all of their trash end up? What would happen to the community? Yes, there would be trash all over the community.

CONNECT to taking care of the classroom environment. **ADD** the responsibility “Throw away trash.”

How can we make sure our community stays clean?

Yes, we need to throw away our trash. Let’s add this responsibility to our Power of 3. We can take care of our classroom environment. We can: “Throw away trash.” That’s the Power of 3 [sign]!

Make & Prepare

- On a sentence strip, write “Throw away trash.”
- 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

- The book *Trashy Town*
- Anchor Chart: “Power of 3”



Before

TEACH children about beats or syllables in a word. **MODEL** breaking a word into its beats or syllables through movements. **ASK** children to match your movements.

Learners, let's talk about cubes. Sometimes you can have just one cube like this [show]. Sometimes you can have two cubes linked together [show].

Words are like cubes. Sometimes a word has one beat like the word "hat" [point to the one cube]. Sometimes a word can have two beats or syllables like the word "baby" [point to each cube in the two cube chain as you say it].

I want to teach you a way you can separate words into their beats or syllables. I am going to say a word and then separate each of the beats or syllables in the word. I'd like you to match my movements.

Let's try it. The word is "hat." Put your hands on your head. Say "hat."

That word just has one beat. Let's try a word with two beats or syllables. The word is "baby."

Put your hands on your head and say "ba-"

Put your hands on your shoulders and say "-by"

That word has two beats or syllables.

REPEAT with the words "gilly" and "pizza."

Each of those words has two beats or syllables. We can count the beats or syllables in words by taking them apart. Watch as I use some words with different beats or syllables in the message.

During

DRAW a picture of a Mr. Gilly next to a trash can. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I'm going to draw Mr. Gilly. How should I start?

Suggested message: "He picks up garbage."

PAUSE to focus on phonological awareness (beats or syllables in the word "garbage").

"Gar..bage." I hear two beats or syllables, "gar...bage." Let's count out the beats or syllables together. "Gar-" touch your head. "-bage" touch your shoulders. That's two!

INVITE children to reread the message with you.

After

INVITE children to segment the beats or syllables in some words, matching your movements (head, shoulders, knees, toes). Most of the examples below have two beats or syllables.

Let's practice! I will say some words, and we will practice finding the beats or syllables. We put our hands on our heads for the first beat. Then we put our hands on our shoulders for the second beat. If there is a third beat, we can touch our knees.

- Trashy
- Doctor
- Town
- Around

RESTATE that words have beats or syllables.

We are learning that words are made up of beats or syllables. Words can have one, two, or even three beats or syllables. Let's reread our message again!

REREAD the message one more time.

[Transition] **INVITE** children to use the movements to break their own names into beats or syllables.

Now let's try this with our names. How many beats or syllables are in your name?



Materials

- The book *Trashy Town*
- Linking cubes

Syllable Awareness

Help children raise their awareness of the sound and structure of words. Finding the beats in a word, and attaching these to movements, helps make this activity playful.

Head, Shoulder, Knees, and Toes

This familiar movement, based on the song, can be useful in teaching children to segment, or break apart, syllables. When they touch a different part of their body for each syllable, they can more easily segment and count how many syllables a word has. To blend syllables, they can simply sweep their hands down their body, starting from their heads.

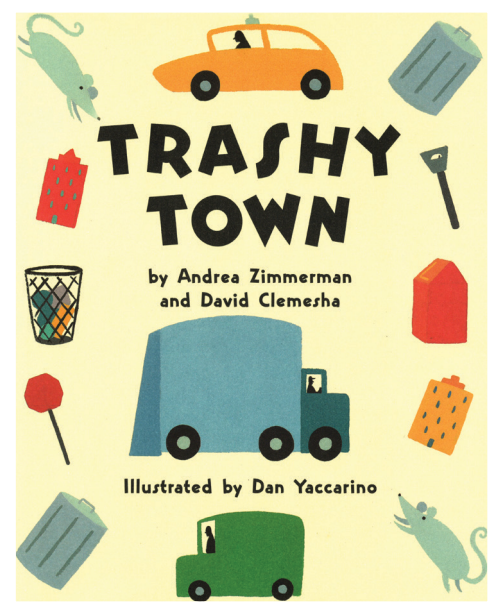
Adapting the Lesson

Younger learners may not be ready for activities involving syllables though you can try it with their first names.



Keep It Going

- During transitions, invite children to practice tapping out beats, such as the beats in their name and their classmates' names.



Make & Prepare

- Have a piece of butcher paper, oak tag, or a felt board for the Community Map.
- Bring materials to create a picture of the school building on the map (e.g. rectangular cutouts, paper, markers, etc.).

Additional Material

- Unit Chart: “Words We Are Learning”

Interacting With Children

Relating new concepts to previous experiences is one important way to help children learn new content. In this lesson, we reference learning about places in the community. When working and playing with children, be sure to include connections to previous shared experiences. Try starting with, “Remember when we...”

Launching the Unit Project

Begin your Community Map. Throughout the unit, children are invited to add to the map. They can add important places or areas in the community, such as vehicles, road signs, people and other living and non-living things that they might find nearby.

Reading Critically

Raise children’s awareness of how authors and illustrators portray members of a community. For instance, in this book everyone in the community is white. There are no people of color. Ask children to compare their community to this one. How are the people the same? How are they different? Who is missing from this community? Books can serve as a jumping off point for discussing issues of race, culture and diversity. Encouraging children to notice and wonder helps them become critical readers and thinkers.

Before

MODEL and INVITE children to pretend to get ready for work as trash collectors.

We are enjoying reading *Trashy Town*. Do you remember what Mr. Gilly’s job is? How would you like to be a trash collector?

Let’s pretend we are trash collectors getting ready for work. Put on your coveralls to protect your clothes from getting dirty. Wear work gloves because you will be handling trash cans. Also wear boots to protect your feet in case one of those cans falls down. And put a cap on your head because you will spend a lot of time outside.

Are you ready to work? See the trash can by the school? Pick it up and smash it down. I wonder where else we need to collect trash? Where will we go next?

SET THE FOCUS: To identify places in Mr. Gilly’s community.

Our favorite trash collector, Mr. Gilly, goes from place to place around his community. As we read *Trashy Town* today, notice the different places Mr. Gilly goes. Does he have some of the same places in his community that we have in ours? Let’s read to find out!

During

ENCOURAGE children to join in on the repeating parts again.

PAUSE after Mr. Gilly stops at the school.

Mr. Gilly just stopped at the school. A school is a place in his community. Do we have a school in our community?

PAUSE after Mr. Gilly stops at the park.

Where is Mr. Gilly? Yes, he is at the park in his town. Do we have a park in our community?

CONTINUE to pause at each place Mr. Gilly stops. INVITE children to identify it and then decide if they have the same place in their community.

After

REVIEW that a map is a tool for finding out where places are. REFER to the Unit Chart: “Words We Are Learning.”

Mr. Gilly visits many places in Trashy Town. We have some of the same places in our local community!

Let’s make a map of places in our community. Who can find “map” on our chart of words we are learning?

What are maps? Why are they helpful?

Yes, maps are tools. They help people get around because they show where places are located.

LAUNCH the Unit Project: Community Map.

Let’s design a map of our community. Think about the places you know. What place should we add first?

Yes, our school should be on our Community Map. That’s an important place because we work and play here every day. Where should we put our school on the map? How can we show our school on the map? Who can help make it?

ENCOURAGE children to continue adding to the map during Center Time.

What else is near to our school? What other places should we add to our map?

You can help create some of these places at Center Time! We can add more places to our Community Map.

Build Interest

SHOW the bottle caps. **INVITE** children to explore.

We sorted these bottle caps [show] and noticed so many details about them. What were some features you noticed?

Build Understanding

INVITE children to think and talk about how many bottle caps they can scoop out in one handful.

Let's put these bottle caps in a bowl. I wonder how many bottle caps I can scoop out at one time [form hand into a scoop to demonstrate]. How many can you scoop out? Do you think we would all scoop out the same amount of bottle caps? How can we find out?

I heard you say...[summarize what the children said].

MODEL how to scoop and count the bottle caps.

Ok, I'll go first. I'll gently place my hand in the bowl and take a handful. Look at the bottle caps in my hand. Can you tell how many I have just by looking?

Let's count how many I have. How should I count these bottle caps? Can someone help?

GIVE children time to share ideas about counting and help you count.

Do you think you will scoop out the same number of bottle caps as I did? More bottle caps? Less bottle caps? Why?

INVITE a child to scoop out a group of bottle caps and count them. **ASK** questions to encourage children to compare the quantities. **USE** comparative vocabulary, such as "more," "less," and "equal to." **USE** what you know about each child's language skills to include and extend their participation.

Let's have someone else scoop a handful.

- Gesture: Point to the bottle caps. Point to the group that has more bottle caps. Point to the group that has less.
- Yes/No: Does this group have more bottle caps? Does this group have less? Are these groups the same? Are they different?
- Either/Or: Does this group have more bottle caps, or does it have less? Are these groups the same, or are they different?
- Open-ended: How can we compare these two groups? How many bottle caps did you scoop? Do you have an equal, or the same, amount as I have? Who has more? Who has less?

Build Experience

INVITE the rest of the children in the group to scoop and compare. **COMPARE** the quantities using words such as "more than," "less than" and "equal to."

Let's keep going! Let's make sure each of you scoops out a handful of bottle caps. Then we will count them. Then we will compare how many each of us scooped out.

- How many bottle caps can you pick up?
- Did anyone scoop out the same or equal number of bottle caps as you?
- What if we used our other hand? Would the results be the same or different? Should we try it?

RESTATE that when you look at two groups of objects, you can compare them.

Today we scooped out handfuls of bottle caps. We counted them and then compared the amounts. When we compare, we use the words "more than," "less than," and "equal to" to describe the groups.

Materials

- Bottle caps
- Bowls

Building Background Knowledge

Review and practice counting strategies (e.g. touch and count, line up and count).

Stretch Their Thinking

Invite children to figure out how many they can scoop out compared to another person. Encourage them to use the vocabulary more and less.

Listen/Look For

- What counting strategies do the children use?
- Do children accurately count the bottle caps?
- How do children compare the quantities?

Supporting Individual Children

If children scoop and count a huge handful of the item you are working with, use this as a chance to problem solve. Ask them what they can do to count that large of a quantity. You might count the bottle caps together or give them the option to try again and scoop a smaller amount.

Responding to Children

Are children able to compare quantities in two sets of objects using appropriate vocabulary (e.g., more, less, greater than, fewer, equal to, etc.). If so, give them larger quantities to compare. If not, practice comparing quantities using a number line. Continue to practice their verbal number sequence.

Supporting Multilingual Learners

We use the strategy of "Layered Questioning" in the "Build Understanding" section of the lesson. This strategy involves scaling the discussion to each child's language ability. Children who are still focusing on understanding English will be able to show what they know through actions and gestures. Others who are more proficient will be able to answer increasingly more complex questions, or just chime in with their ideas.

Keep It Going

- Put the bottle caps in water and introduce kitchen tools for them to scoop with, such as spoons, tongs, or ladles, to give them hands-on practice with authentic materials.

Greeting Time

Children roll a ball and name jobs in the community.

Social Studies: Being a Community Member

INVITE children to share a job they know in the community.

We have been talking about different jobs people do in our community. What's one job you know someone has in our community?

TEACH children how to play "Helping Hands." Name a community helper and then roll the ball to someone who needs a turn.

Today we are going to play a game called "Helping Hands." When you roll the ball, say a job you know in our community. Watch as I roll the ball to [name] and name a job I know: teacher. [Name], now you roll the ball to another neighbor and say a job you know in the community. Who is a helping hand?

FORM smaller groups of two to four children. **REMIND** children that we take care of each other by taking turns. **INVITE** children to say the chant.

Let's get into smaller groups and play "Helping Hands!" Remember, in our classroom community we take care of each other. Please make sure everyone in your group gets a turn.

Can we say our chant? "Find someone and roll the ball; say hello to one and all!"

Materials

- Several balls that children can roll easily and safely (one per group)

Keep It Going

- Take this activity outside. Roll the ball and invite children to name things they see (e.g. trees, squirrels, buildings) or hear (e.g. birds, planes, buses) in their community.
- Another way to build community and citizenship is to encourage children to notice, identify and interact with local flags and the flag of the United States. You might also say the Pledge of Allegiance and/or add a moment of silence.



Movement Time

Children play "Mr. Gilly Says" using a prop.

Literacy: Vocabulary

STATE that we will use paper plates in a game of "Mr. Gilly Says." **EMPHASIZE** positional words: "around," and "next to." **MODEL** each positional word before the game.

Let's welcome Mr. Gilly back to our classroom community [show puppet]! How does Mr. Gilly help his community?

Yes, he helps by collecting trash. Now he wants to play a game of "Mr. Gilly Says." We are going to use our plates [distribute plates]. Listen for the words that tell where to move your plate. We may hear words that tell us to move our plates around something [show], or next to our bodies [show].

Mr. Gilly says stand up and make space for your neighbors.

Mr. Gilly says move your plate around your head.

Mr. Gilly says move your plate next to your knees.

Put your plate next to your feet the floor. Oops, I didn't say, "Mr. Gilly says!"

Mr. Gilly says place your plate next to your feet on the floor.

Mr. Gilly says walk around the plate.

Mr. Gilly says please pick up your plate and sit back down.

Mr. Gilly wonders: Who might help collect the plates?

Materials

- Paper plates (one per child)
- Mr. Gilly puppet

Kind Words as Special Tools

Children have been learning about tools and kindness. Provide them with words they can use to be polite and show kindness to others: Excuse me, pardon me, may I, could you, please, thank you, you're welcome, etc.

Talk Time

Children discuss the need for new classroom jobs.

Social Studies: Being a Community Member

ENCOURAGE children to reflect on ways they take care of the classroom. **INVITE** them to brainstorm solutions to the problem of trash not being thrown away.

Mr. Gilly [show puppet] works to keep his community clean. How do we take care of our classroom environment?

Yes, one way we take care of our environment is we throw away trash [point]. But sometimes we might forget to throw out trash! How can we solve this problem? Is there a classroom job that can help?

CREATE a new classroom job: Cleanup Crew. **DISCUSS** how the Cleanup Crew can use kind words. **ASK** children what tools this job needs.

Let's add "Cleanup Crew" to our classroom jobs. The Cleanup Crew's job is to remind us to clean up and throw trash away. What kind words can our Cleanup Crew use to do their job?

People often use tools to help them do their jobs. What tools will the Cleanup Crew use? Do we have everything they need? Do we need to make anything?

INVITE children to suggest other classroom jobs.

Have you noticed any other problems in our classroom? What kind of job would help to solve the problem? What other jobs do you think we need in our classroom community?

Make & Prepare

Download and print "Cleanup Crew" job icon. Add it to your job chart.



Additional Materials

- Mr. Gilly puppet
- Anchor Chart: "Power of 3"

Additional Classroom Jobs

In addition to more typical classroom jobs, such as line leader and door holder, here are some suggested jobs that speak directly towards building a positive classroom culture:

- Greeter - welcomes guests in the room
- Kindness Recorder - shares when they see acts of kindness
- Encourager - supports classmates with kind words and cheers

Before

CONNECT to learning about community helpers. **REFER** to the books *The Place Where You Live* and *Daniel's Good Day*. **ASK** children what job they would want.

We have been learning about the people in communities and the jobs they do. In *The Place Where You Live* [show] we were introduced to some of the neighborhood helpers [point]. We learned the names of a lot of different community helpers in the book *Daniel's Good Day* [show].

I kept thinking about the job a mail carrier does [point]. I think that is a job I would like. What about you?

TELL children that they are going to make a class book.

Writers, we are going to create a class book about what job we would like to do. Everyone will get a page to draw themselves doing a job. Watch me show you how I would make my page in our class book.

During

PLAN ALOUD and then **DRAW** a picture of you as a mail carrier. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I would like to be a mail carrier. I know a mail carrier needs something to hold all the letters and packages they deliver to the neighbors. Here is a bag that I carry across my body. I'm going to make it like a rectangle, enough to hold all the mail! What other details can I add to my picture?

Suggested message: "I would like to be a mail carrier."

PAUSE to focus on phonological awareness (/m/ in the word "mail").

Mail. Say that with me: mail. What sound do you hear at the beginning of the word "mail?" /m/. What letter makes the /m/ sound? Yes, the *letter m* makes the /m/ sound. When I write the lowercase *letter m*, I drop down and make a hill. Then I make another hill. Now you try writing it with your finger in the air.

FINISH writing the message. **INVITE** children to reread the message with you.

After

GIVE children time to brainstorm and plan. **INVITE** children who speak the same home language to share with each other in their home language as a support. **REFER** to images from the read alouds if children need ideas. **SHARE** other resources.

Writers, it is your turn to begin your page of our class book. Remember how I got started. First, I thought about what job I would like. What job would you like?

Then, I planned what I was going to draw. What will you draw?

Last, I wrote about my drawing. What will you write?

DISTRIBUTE clipboards with paper and crayons. **INVITE** children to work on their page. **CIRCULATE** and **ASSIST** as necessary. **If children need more time, let them know that they can finish their page at the writing center.**

RESTATE that our class book will tell us about the different jobs we would like.

By making this class book, we will learn about all the different jobs our classroom community members would like. I can't wait to find out what job you would want!

REREAD the message one more time.

[Transition] **INVITE** children to continue writing on the topic at the writing center.

You can continue to write about different jobs you might like to have at the writing center.



Materials

- Clipboards (one per child)
- Blank paper for writing
- Writing materials (pencils, markers, crayons, etc.)
- Magnetic letters
- Books featuring jobs: *Daniel's Good Day*, and *The Place Where You Live*
- Resources such as magazines or brochures that feature various jobs; your children should be able to cut images from these resources.



Supporting Multilingual Learners

Invite children who speak the same home language to brainstorm together. Thinking and speaking in both languages solidifies their learning.

Class Book: Community Helpers

Children can continue to add pages to this book as the unit progresses, and they explore this topic. Plan on inviting families to hear the class book on Day 19.



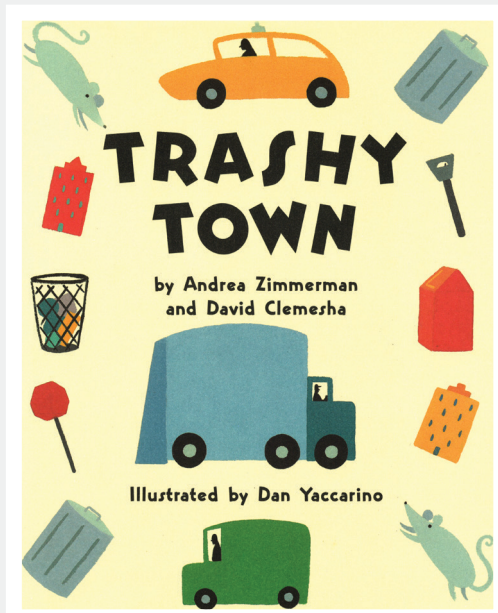
Family Engagement

Download and print "Featured Class Book." Send home for children to share and brainstorm with their family members. For multilingual learners, talking in their home language about ideas from the English classroom will help solidify and extend their learning. Children can bring this information to the classroom to share with their classmates and use it as they create one or more pages for the class book.



Keep It Going

- Join children at the writing center. Encourage them to share what they are writing about. Invite children to read their page by telling you what the pictures mean. Offer specific feedback by restating what they did and why it was effective. "You said you want to be a firefighter. I see you drew a picture [point]. Here is the helmet and here are the boots. You drew what the fireman wears. You are showing what you know about firefighters."



Make & Prepare

- Bring in a new toy or other unfamiliar item.
- Create a sentence strip that says “I wonder.”
- Download and print the corresponding ASL visual for “I wonder.”
- Familiarize yourself with how to make the ASL sign for “I wonder” on the *Blueprint* website.

Additional Material

- Anchor chart: “Readers Can Say”

I Wonder...

This idea of encouraging and listening to children’s wonderings is foundational to many things, including inquiry-based science explorations. You can build upon children’s wonderings and help them take the lead in determining what they investigate.

I Wonder about the Authors

The sleeve on this book contains information about the authors. It turns out the authors have had other occupations, including taxi driver and truck driver. Model how, when we wonder about the authors of the books we read, we can find information about them on the book sleeve.

Responding to Children

Some children may wonder about something that seems off topic but is nevertheless important to them. If a child asks a question that seems unrelated to the book, respond to their wondering first, and then ask guiding questions to help them connect their thoughts back to what you are reading. For example, if a child says, “I wonder what I am going to eat for lunch,” talk to them about their lunch. Then connect it back to the book and say, “Do you wonder what Mr. Gilly had for lunch?”

Before

SHOW a new toy, turning it on all sides. **INVITE** children to ask questions about it. **REPHRASE** their questions using the sentence stem “Oh, you wonder...”

Check out my new toy! Do you want to know more about it? What do you want to know?

Oh, you wonder...

EXPLAIN that we also wonder about books. **INTRODUCE** the ASL sign for “I wonder.”

We sure had lots of questions about this toy I brought in! When we read books, we also can have lots of questions. One way you can ask a question when you read is by saying, “I wonder...” Repeat after me: I wonder.

Here is how you can show “I wonder” using sign language [demonstrate]. Can you sign “I wonder” too?

CONNECT to *Trashy Town*. **MODEL** asking a question using the sentence stem “I wonder.” **INVITE** children to ask questions. **ENCOURAGE** them to use the stem “I wonder.”

When I looked at the cover of *Trashy Town* today, I was thinking about Mr. Gilly and his job as a trash collector. It made me ask myself a question. I wonder [demonstrate sign] why Mr. Gilly decided to become a trash collector? When you look at the cover, what do you wonder?

PROMPT children to sign “I wonder” when they think of other questions about the book.

As we read, you will think of other questions. When you wonder about something, you can sign “I wonder.”

During

PAUSE after the page that says “Mr. Gilly drives on” for the first time. **MODEL** signing “I wonder.” **SHARE** what you are wondering about using the sentence stem “I wonder.”

Readers, I am going to pause here and use my “I wonder” sign. I am wondering how Mr. Gilly got so strong! He can lift up two heavy garbage cans! Remember to listen and look for something you are wondering about, too.

PAUSE one to two times. **ACKNOWLEDGE** children signing that they have questions. **INVITE** a few children to share. **ENCOURAGE** them to use the sentence stem “I wonder.”

I am noticing some readers signing “I wonder.” They are thinking about a question. If you would like to share what you are wondering about, keep signing “I wonder.” You can say, “I wonder...”

After

INVITE children to turn and talk about their questions. **ENCOURAGE** them to use the sentence stem, “I wonder...” For children who are learning English, it may be challenging to express what they wonder out loud in their new language. Offer children the option to share in their home language, and/or use the book to point to a part that made them wonder.

Mr. Gilly is responsible. He takes care of his community by taking away the trash. But I wonder what happens to the trash after it goes in the truck? Think about what else you are wondering. In a moment, we will turn and talk about our questions. When it is your turn to talk, you can say, “I wonder...”

ADD the sentence stem “I wonder” to the Anchor Chart: “Readers Can Say.”

Asking questions and wondering is one way to think and talk about books. Let’s add “I wonder” to our chart “Readers Can Say.”

Build Interest

GIVE each child a blank 10 frames and some bottle caps. **GIVE** them time to explore the materials.

We have used 10 frames [point] and bottle caps [point]. Take some time to explore these materials. We are going to play a game with them shortly.

Build Understanding

TEACH children the game “Fill Me Up.” **Roll the dice and fill a 10 frame with the corresponding number of bottle caps until the frame is completely filled.**

Today we are going to use these 10 frames and bottle caps to play a game called “Fill Me Up.” The goal of this game is to fill the 10 frames exactly, without going over. Let me show you how to play.

First, you roll the dice gently on the table. Look to see what number it shows. I wonder if you will know the number just by looking at it. Then fill your 10 frames with that many bottle caps. Keep rolling until your 10 frame is filled up. Ready?

PLAY one round together. **ROLL** the dice and fill the 10 frames accordingly. **DISCUSS** how many more bottle caps are needed to fill in the 10 frames. **DISCUSS** what happens when you get close to filling the frame.

I rolled a three. How should I place the bottle caps?

How many boxes are filled?

How many more boxes do I need to fill?

Can I roll that with one roll of the dice?

What should we do if we roll a number that is too high?

CONTINUE playing until the 10 frames is filled.

Build Experience

GIVE children time to roll dice and fill their 10 frames. **ASK** questions, as children work to encourage them to share their thinking and learning. **USE** what you know about each child's language skills to include and extend their participation.

Here are dice for each of you. Roll and fill your 10 frames.

- Gesture: What number did you roll? Show me with your fingers. How many more do you need to fill the 10 frames? Show me with your fingers.
- Yes/No: Did you roll a three? Did you roll a five? Do you need six more to fill the 10 frame? Do you need two more?
- Either/Or: Did you roll a three or a five? Do you need six more or two more?
- Open-ended: What number did you roll? How are you showing it on your 10 frames?

RESTATE that 10 frames are counting tools to help us arrange numbers up to 10.

Today we used 10 frames. Here are some things I noticed happening... [share children's experiences, learning, and wonderings.]



Make & Prepare

- Download and print blank 10 frames (one per child).

Additional Materials

- Bottle caps
- Dice



Building Background Knowledge

Review subitizing. Show flash cards of dots arranged as if they were on dice. Invite children to practice identifying the number without counting.

Stretch Their Thinking

Ask children to think about how many more they need to fill the 10 frame after each roll.

Listen/Look For

- Do children show one-to-one correspondence?
- Do they understand the concept of “how many more?”
- What happens when they roll a number that puts them over?

Scaffold their Learning

If children can roll, figure out what number they need and add that many to their 10 frame one per spot; consider asking them to count on. For example, “You have three filled in. You rolled a two. Let's try counting on... three, four, five!”

Responding to Children

Are children able to accurately use one-to-one correspondence to count objects? If so, have them practice counting larger sets or working on cardinality (knowing that the last number counted equals the quantity of objects in the set). If not, hold their hand while modeling how to touch objects while counting. You can also play matching games, like putting one object in an opaque jar while saying one number at a time.



Keep It Going

Brainstorm ways to use the bottle caps with children. They are great for sink and float activities. They can be added to any building activities. If you attach magnets to them, children can explore which objects are made of metal and which are not. Offer children some bottle caps in which you have punched or drilled holes in them; they can run small sticks through them as axles for buildable cars.

UNIT 3

WEEK 3

Be Sure To...

- Name and discuss vehicles in your local community.
- Invite children to be on the lookout for wheels. Discuss their function and purpose.
- Give children opportunities to sort.
- Teach the *letters s and v*.

Books

- *What Do Wheels Do All Day?*
- *The Bus for Us*
- *Daniel's Good Day*
- *Trashy Town*
- *The Wheels on the Tuk Tuk*
- *Blueprint Songbook*

Charts

- Anchor Charts:
 - “Readers Can Say”
 - “We Can Describe”
 - “Cheers”
 - “Feelings”
 - “Kindness”
 - “Power of 3”
- Unit Chart: “Words We Are Learning”
- Unit Project: Community Map

What vehicles are in our community?

Vehicles are all around us. There are many types of vehicles such as buses and cars and other things with wheels in our community.

After investigating the important jobs and responsibilities that exist within a community, children learn about the vehicles that help us do those jobs. During read alouds, children are introduced to a variety of different community vehicles. They explore the uses of wheels and they identify familiar objects that move using wheels. They also use scientific inquiry to investigate how toy cars can move. They practice identifying problems and predicting possible solutions, and build obstacle courses for their cars.

Keep in Mind

- Remind families to send in a toy car.
- In Week 4, we suggest using materials that you have gathered from nature with children (e.g. pebbles and acorns). Make a plan for gathering them if you don't already have them here in your classroom.
- Remember to have the class 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 listen to the class book and celebrate the completion of the Community Map and children's learning across the unit. Send out invitations so families can prepare accordingly. Create your own, or download and print samples from the Blueprint website.



Words We Are Learning

vehicle
something that you drive

tow
to pull a vehicle

pedal
to push or press away with your feet

spin
to go around in a circle

sip
to drink a little bit at a time



Anchor Words for Multilingual Learners

- move
- drive
- wheel



From the Songbook

“The Wheels on the Bus”
This song will be featured in Greeting Time. Copy the lyrics and send home to families.



Working with Families

Post this on your bulletin board:
Cars and trucks can be fascinating for children. Take pictures of the vehicles you see in your community and send them in digital or print versions. We are learning more about the things we can find in our community!



Trips & Visitors

Does your school have a crossing guard outside? Invite the crossing guard to visit your classroom and talk about their job as a community helper.

Continue to invite and welcome family and local community members to talk about their jobs.



Remember | <https://cliblueprint.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 share something special about themselves. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children sing “The Wheels on the Bus.” <i>Creative Arts: Music</i>	Children sing “The Wheels on the Ice Cream Truck.” <i>Creative Arts: Music</i>	Children sing “The Wheels on the Taxi.” <i>Creative Arts: Music</i>	Children sing “The Wheels on the Tuk Tuk.” <i>Creative Arts: Music</i>
Movement Time	Children pretend to drive trash trucks. <i>Creative Arts: Dramatic and Performance Art</i>	Children pretend to drive a bus forward and backward. <i>Creative Arts: Dramatic and Performance Art</i>	Children pretend to drive ice cream trucks and follow a crossing guard. <i>Creative Arts: Dramatic and Performance Art</i>	Children pretend to drive taxis and follow a STOP sign. <i>Creative Arts: Dramatic and Performance Art</i>	Children pretend to drive a tuk tuk. <i>Creative Arts: Dramatic and Performance Art</i>
Talk Time	Children discuss different vehicles. <i>Social Studies: Geography</i>	Children graph how they get to school. <i>Math: Measurement and Data</i>	Children explore wheels and their uses. <i>Science: Scientific Inquiry and Practices</i>	Children add on to a list of items to bring on a trip. <i>Approaches to Learning: Initiative and Curiosity</i>	Children discuss how community members act kindly. <i>Social Emotional: Social Awareness and Relationships</i>
Message Time Plus	Children learn the word “vehicle.” <i>Literacy: Vocabulary</i>	Children learn about the <i>letter s</i> . <i>Literacy: Phonological Awareness</i>	Children play the game “Hook and Pull the Letter.” <i>Literacy: Phonological Awareness</i>	Children learn about the <i>letter v</i> . <i>Literacy: Phonological Awareness</i>	Children sort objects by the number of wheels. <i>Math: Patterns and Attributes</i>
Intentional Read Aloud	Children name different kinds of vehicles. <i>Social Studies: Being a Community Member</i>	Children join in reading the repeating lines. <i>Literacy: Fluency</i>	Children identify things that move with wheels. <i>Science: Engineering and Technology</i>	Children explore what wheels help people do. <i>Science: Engineering and Technology</i>	Children observe an Indian community. <i>Social Studies: Self and Society</i>
Small Group	Children sort toy cars. <i>Math: Patterns and Attributes</i>	Children explore different ways they can make their toy car move. <i>Science: Physical Sciences</i>	Children solve a problem: how to get toy cars out of ice. <i>Approaches to Learning: Initiative and Curiosity</i>	Children build an obstacle course for their toy cars. <i>Science: Engineering and Technology</i>	Children build a new obstacle course for their toy cars. <i>Science: Engineering and Technology</i>
Reflection Time	What type of vehicle would you like to drive?	Would you like to drive a tow truck? Why or why not?	Where did you see wheels today?	What is your favorite thing that has wheels on it? Why?	What vehicles are in our community?

Centers to Launch

See Pages 14-25

- Art Center** | Painting With Wheels
- Block Center** | Make That Car Go!
- Math Center** | Paper Plate Wheels
- Science Center** | Car Wheels
- Science Center** | Hooks
- Writing Center** | Car Letters
- Writing Center** | Ice Cream Order
- Writing Center** | Letter Detectives



Greeting Time

Children share something special about themselves.

Social Emotional: Self-Awareness and Self-Concept

SHOW the Mr. Gilly puppet. **INVITE** children to share something special about themselves with Mr. Gilly.

Can you greet Mr. Gilly? There are many ways to say hello [refer to chart].

We met Mr. Gilly when we read the book *Trashy Town* [show]. We learned all about his job as a trash collector. Mr. Gilly helps keep his community clean. That makes him special.

Each member of a community is different and special. So now Mr. Gilly wants to learn more about us. Let's tell Mr. Gilly one thing that is special about ourselves.

MODEL an example.

Hola, Mr. Gilly. I'm [name]. I like to read books about trucks.

Materials

- Mr. Gilly puppet
- The book *Trashy Town*

Responding to Children

If children find it challenging to think of something to say about themselves, ask questions to prompt their thinking. Invite them to talk about what they like to do in school, at home, or outside.

Keep It Going

At the library center, ask children what other characters from books they would like to make puppets out of and why.



Movement Time

Children pretend to drive trash trucks.

Creative Arts: Dramatic and Performance Art

DISTRIBUTE paper plates to use as steering wheels. **INVITE** children to pretend to drive trash trucks on the "road" to the town "dump." **GUIDE** them to turn their plates like steering wheels.

Thank you for sharing about yourself with Mr. Gilly. Now let's pretend to drive trash trucks just like Mr. Gilly!

Imagine you are a trash collector getting ready to drive to the town dump.

Everyone stand up and get into your trash truck.

Close the door: Boom!

Fasten your safety belts: Click!

Grab your steering wheel with both hands.

Here is the road we need to follow to get to the dump. Start driving this way toward the dump. Turn your steering wheel.

Once you arrive at the dump, empty out the trash you collected around town.

It's time to turn your truck around and drive back home. You made it. Great truck driving, neighbors!

ASK for a volunteer to collect the "steering wheels."

Make & Prepare

- Use masking tape to create a road from the rug to the "dump" or end place. Try to include at least one turn. For ease, have it loop back to your rug area.
- Have a paper plate for each child to use as a steering wheel.

Remember to Save

- Keep the road setup and the paper plates. Next time, add to the route, or change it as needed.

Supporting Multilingual Learners

Explicitly teach the word "drive" to children who are 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 discuss different vehicles.

Social Studies: Geography

DISCUSS what children know about cars, trucks, and other modes of transportation in their community. **USE** a few questions from the suggested list below.

We just pretended to drive trash trucks.

- Have you ever seen a trash truck around our community?
- What other trucks have you seen in our community? Where have you seen them?
- What else have you seen on the road?
- How else do people get around our community?
- How do you like to get around?

We know there are lots of people and places in our community. People have different ways of getting around. We are going to talk more about how people can get around our community!

Responding to Children

You will probably find that children repeat each other's answers. Be kind about it and make connections. For example, you can say, "Wow you have the same idea as [name]...if you think of something else, let us know." Or, you can say, "Wow, you and [name] both thought of a pickup truck!"

Before

INTRODUCE the word “vehicle.” **COUNT** the beats or syllables in the word.

We have our toy cars and trucks with us. Let’s hold them up. A car is a type of a vehicle. Say that with me: vehicle. Let’s park our cars on the ground and stand up. Let’s count out the beats: ve-hi-cle [touch head, shoulders, knees]. How many beats is that? Yes, three beats. Let’s sit back down.

DEFINE the word “vehicle.” **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).

A vehicle is something that people drive. Vehicles help to move people and things from one place to another place. Lots of people use vehicles to get around, both for work and for fun. Mr. Gilly [show the cover of the book *Trashy Town*] used his trash truck to get around. There are lots of vehicles in our community. Let’s add the word “vehicle” to the list of words we are learning. Do you know any words that mean the same thing?

Did you ride in a vehicle on your way to school today?

What kind of vehicle?

Watch as I draw a car, one of the vehicles we talked about. Park your own car in front of you while I write.

During

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

Now I’m going to draw one vehicle you mentioned – a car. A car has wheels. What shape should I make the wheels?

Suggested message: “A car is a vehicle.”

PAUSE to focus on vocabulary (the word “vehicle”).

I want to write the word that means something that people drive and helps move them from one place to another. What word do I want to use? [encourage children to recall the word “vehicle.”] Yes, “vehicle” is another word for something people drive!

INVITE children to reread the message with you.

After

INVITE a volunteer to find the word “vehicle” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “vehicle” in the message?

How do you know that is the word “vehicle?” What does it mean?

SHOW the objects you collected. **INVITE** children to sign “yes” if the object you show is a vehicle or sign “no” if it is not. **DO** one together so everyone understands the activity.

I brought some objects to the rug. I will hold up one object. If I show you an object that is a vehicle, make the sign for “yes” [demonstrate]. If the object is not a vehicle, make the sign for “no” [demonstrate]. Let’s try one together.

What am I holding up? Yes, it’s a dump truck. Is this an example of a vehicle? Let’s sign “yes.” A dump truck is something that people drive. It helps move people around our community. Let’s try another...

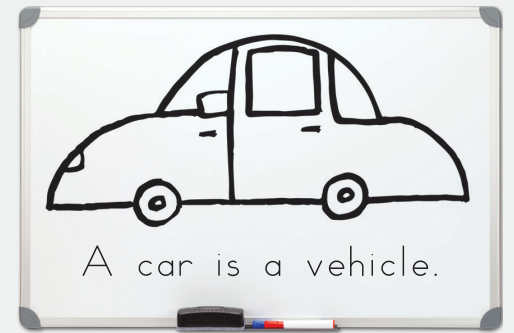
RESTATE that vehicles are found in our community.

Today we talked about the word “vehicle.” There are many types of vehicles. They help people get around the community.

REREAD the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don’t you teach someone in your family what the word “vehicle” means? Let’s rehearse what you might say and do. Tell your partner what a vehicle is.



Make & Prepare

- Bring a collection of items to the lesson, some that are vehicles and some that are not.
- Invite children to bring their toy cars to the lesson; have extras available for children who don’t have theirs.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

Additional Materials

- The book *Trashy Town*
- Unit Chart: “Words We Are Learning”



Words We Are Learning

vehicle: something that people drive



Supporting Multilingual Learners

Explicitly review the word “move” to children who are 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.

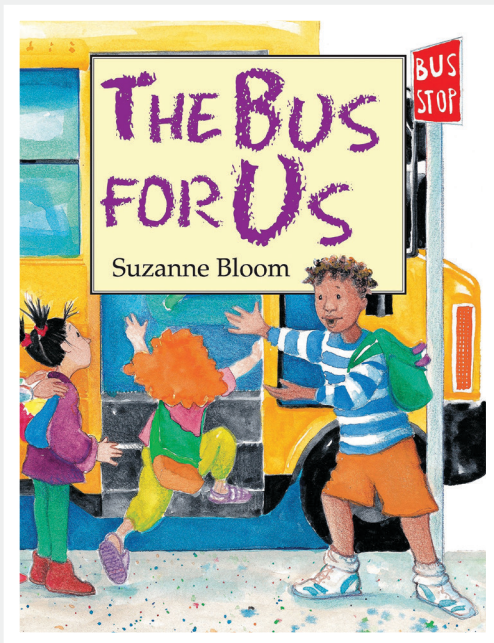
Multisyllabic Words

We tap out the beats in the word “vehicle” at the beginning of the lesson. Encourage children to continue tapping out the beats in words during different times of the day. Should you get to a word with more than four syllables, invite children to problem solve. Say, “We’ve tapped our head, shoulders, knees, and toes but this word has more than four beats. What should we do?” Possible solutions include adding a body part, such as eyes, or touching the floor.



Keep It Going

- Join children in the math center. Invite them to survey a few classmates to find out their favorite vehicle and graph their results. Can they use the new vocabulary word, “vehicle,” when sharing their results?
- If you have a view of a sidewalk or road from your classroom or playground, hold a “wheel watch.” Invite children to look for objects that have wheels going by (strollers, bikes, etc.). Invite them to keep a record of what they see or how many things with wheels they see.



Make & Prepare

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

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”
- The book *Trashy Town*

Words We Are Learning

tow: to pull a vehicle



Supporting Vocabulary Development

In this lesson we explain the difference between two homophones. Homophones are words that are pronounced the same way, but are spelled differently and have different meanings. In this lesson, we highlight the words “tow,” meaning to pull a vehicle and “toe,” as in a digit on your foot. Use movements to support children’s comprehension as you refer to these words.

Suzanne Bloom

The author of this book has a website that you can explore, <http://www.suzannebloom.com>. It includes more information about the author as well as links to her other works.

Before

REFER to “vehicle” on the Unit Chart: “Words We Are Learning.” **ASK** children to name vehicles they know.

We are talking about different vehicles we might see in our local community. What is a vehicle?

Yes, a vehicle is something that people drive. What kinds of vehicles do you know?

SHOW the front cover. **ASK** children what kind of vehicle they see. **PROMPT** them to use the sign and sentence stem “I see.”

Today we are going to read a book about children who see different kinds of vehicles in their local community. The title is *The Bus for Us*. It is written and illustrated by Suzanne Bloom. Take a look at the picture on the front cover. What kind of vehicle do you see?

If you would like to share, please sign “I see” [demonstrate]. You can say, “I see...”

We see a yellow school bus! Have you ever seen a school bus like this in our community?

SET THE FOCUS: To notice the different vehicles the children see in their community.

As we read *The Bus for Us*, look and listen carefully. Let’s read to find out what other kinds of vehicles the children see in their community. You may see some vehicles that you have observed in our community, too!

During

PAUSE after “No, Tess. This is a tow truck.” **ASK** children what kind of vehicle they see. **REMINDE** them to use the sign and sentence stem, “I see.” **TALK** about what a tow truck does.

What kind of vehicle do Tess and Gus and you see? You can sign and say, “I see...”

We see a tow truck. Have you ever seen a tow truck in our community? What does a tow truck do?

Yes, a tow truck uses this big hook [point] to pull another vehicle. A tow truck can move another vehicle from one place to another by towing, or pulling it.

DEFINE “tow.” **EXPLAIN** how it is different than the word “toe.” **ADD** “tow” 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).

Can you say that word “tow?” The word “tow” sounds like we could be talking about a “toe” on our feet [point to your toe], doesn’t it? But here the word “tow” means to pull a vehicle [demonstrate the action of pulling]. Can you pretend to tow a vehicle like this [demonstrate]?

Let’s add “tow” to the list of words we are learning. Do you know any other words that mean the same thing?

PAUSE after “No, Tess. This is a garbage truck.” **CONNECT** back to the book *Trashy Town*. **INVITE** children to name what kinds of vehicles they have seen so far.

This garbage truck reminds me of Mr. Gilly in *Trashy Town* [show book]! A garbage or trash truck is one kind of vehicle we can see around our community. What other kinds of vehicles are you noticing in this book? If you would like to share, sign “I see.” You can say, “I see...”

After

INVITE children to lean and tell a neighbor what kind of vehicles they saw in the book.

We saw so many kinds of vehicles in this book! Lean and tell a neighbor what kind of vehicles you saw...

There are many vehicles in our communities! People in a community move and get around in different ways.

Build Interest

CONNECT to learning about vehicles. **INVITE** children to share their toy car that they brought to school. **DISCUSS** what they notice. **REFER** to the Unit Chart: “We Can Describe.”

We are talking about vehicles in our community. You brought your own vehicle to school – your toy cars. Let’s take a look at them. Why did you bring in this car?

Now let’s look closely at all our cars. What do you notice about them? How are they the same? How are they different? You can use the chart “We Can Describe” [point] to help you describe the toy cars.

Build Understanding

RESTATE the features children observed.

Some of the toy cars are the same and some are different. I heard you say....

INVOLVE children in choosing one feature to sort the toy cars by (e.g. with or without stripes, with number or without numbers).

We can sort our toy cars, or put them into groups, based on the features you noticed. Let’s choose one way to sort these toy cars. What should we choose?

Ok! Let’s sort the toy cars into two groups. One group will be the toy cars that have stripes on them [show]. The other group will be the toy cars that don’t have stripes [show].

CREATE two yarn circles on the table.

I’ll make two circles on the table with yarn [show]. Which circle should we use for the toy cars with stripes? What about the toy cars with no stripes? Okay learners, let’s sort these toy cars together!

GIVE children time to sort the toy cars. **ASK** guiding questions. **COUNT** and **LABEL** the groups.

Why did you put that toy car in that circle?

How many toy cars are in each sorting circle?

Are the two groups equal? Which group has more toy cars? Which has less?

Build Experience

CONTINUE to sort. **INVITE** children to select a different feature to sort by (you may need more than two circles). **USE** what you know about each child’s language skills to include and extend participation. **COUNT** and compare the number of toy cars in each sorting circle.

We just sorted the toy cars into two groups: toy cars with stripes, and toy cars without stripes. There are many more ways we can sort our toy cars! Who has another idea?

Let’s try it! Tell us which toy cars we should put in each circle. After we sort, we can count and label the groups.

- Gesture: Point to a toy car with this [feature]. Point to a toy car that does not have this [feature].
- Yes/No: Does this toy car have [feature]? Is this toy car [feature]? Are these toy cars the same? Are they different?
- Either/Or: Does this toy car have [feature], or does this toy car [feature]? Are these toy cars the same, or are they different?
- Open-ended: How do you want to sort the toy cars? What feature do you want to choose? Which circle should we put the toy cars in? How many toy cars are in each group? Which group has more toy cars? How do you know?

RESTATE that to sort objects or toy cars, you choose a feature or attribute.

There are so many ways to sort our toy cars. When we organize objects, like our cars into groups, it is called sorting! Today we chose... [summarize the ways the group sorted the toy cars].

Materials

- Toy cars children brought to school
- Extra toy cars for children who need them
- Anchor Chart: “We Can Describe”
- Yarn

Building Background Knowledge

Invite children to look closely at one car together to build their vocabulary around its features.

Stretch Their Thinking

Invite children to sort cars by two features (for example, all red cars with racing stripes).

Listen/Look For

- How do children describe their toy car?
- What do children notice about the features of the toy cars?
- How do children suggest sorting?
- How do children count and compare quantities?
- Are children able to explain how they sorted?
- What descriptive words did they need support with?



Growing Scientists

Classifying is one of the ways children make sense of their world. When you observe children, you will see the creative ways children put together or separate objects in their world to understand their relationship to one another. When playing with cars, for example, children create groups based on all types of categories, such as color, shape, details. Invite children to think about why items might belong together in a group. Ask: are they different? Are they the same? Encourage children to re-sort, choosing different rules or properties to guide their thinking.

How Sorting Develops

Sorting develops on a continuum. Meet children where they are. First, children learn that objects have attributes (e.g., color, length). Then they can match objects that are similar looking in terms of these attributes (e.g., color). After that or around the same time, children begin to sort and to be able to verbalize the attributes they used to sort. Later on, they can sort by attributes or characteristics that are not necessarily visible (e.g., fun to play with; mammals); they can make their own sorting rules; and they can sort by more than one attribute.

Greeting Time

Children sing “The Wheels on the Bus.”

Creative Arts: Music

ACTIVATE children’s knowledge about buses.

Mr. Gilly [show book] drives a trash truck. Tess and Gus are waiting for a school bus in *The Bus for Us* [show]. Have you ever taken a ride on a school bus? Have you taken a ride on any other type of bus?

INTRODUCE the first verse of the song “The Wheels on the Bus.” **SHOW** children how to move their hands in circles when the words “round and round” are sung.

Do you know the song “The Wheels on the Bus?” If you do, please sing along!

The wheels on the bus go

round and round,

round and round,

round and round.

The wheels on the bus go

round and round

all through the town.

SING additional verses if children are familiar with the song.

What other parts of the bus can we sing about?

Materials

- The books *Trashy Town* and *The Bus for Us*
- *Blueprint Songbook*

**“The Wheels on the Bus”**

Here are other common phrases used in the song:

- The wipers on the bus go swish, swish, swish.
- The doors on the bus open and close.
- The windows on the bus go up and down.
- The driver on the bus says, “Move on back.”

Movement Time

Children pretend to drive a bus forward and backward.

Creative Arts: Dramatic and Performance Art

DISTRIBUTE “steering wheels.” **INVITE** children to pretend to drive a bus on a bumpy road.

How would you like to drive a bus? Imagine you are a bus driver getting ready to pick up your passengers at the bus stop.

Please stand up and get into your bus.

Close the door: Boom!

Fasten your safety belt: Click!

Grab your steering wheel with both hands.

Here is the road we need to follow to get to the bus stop. Start driving forward this way toward the bus stop. What a bumpy road! Do you feel yourself bouncing up and down in your seat? Bumpity bump!

GUIDE them to drive backward and “beep.”

Oops, we missed the bus stop! We need to stop and back up. Can you look back over your shoulder and slowly drive backward? Say, “beep, beep, beep” as we back up.

Here we are at the bus stop! We can pick up all our passengers and take them where they need to go. Thank you, bus drivers!

ASK for a volunteer to collect the “steering wheels.”

Materials

- Road made out of masking tape on the classroom floor
- A paper plate for each child to use as a steering wheel or objects they made themselves for use as a steering wheel

Use the Calm Corner

Are children excited after “driving the bus?” Select an activity from the Calm Corner, such as a Mindful Moment, to help them focus and get ready for the next activity.

Talk Time

Children graph how they get to school.

Math: Measurement and Data

SHOW the completed graph “How Do You Get to School?”

A bus is one kind of vehicle. There are different ways that people get from place to place in our community. Each of you answered this question: How do you get to school? You added a sticky note to the picture that shows how you get to school. Do you walk, ride in a car, or take a school bus?

GUIDE children to compare the rows of sticky notes. **POINT** as you reference the rows. **USE** a few questions from the suggested list below.

Let’s look at our graph to find out more about how we get to school.

- Which row is the longest? How do you know?
- Which row is the shortest? How do you know?
- Are any rows equal? How do you know?
- Do more people ride a car or a bus? How do you know?
- How do most of us get to school? How do you know?

Even though we may get to school in different ways, we are all part of our community!

Make & Prepare

- Download and print pictures of three ways children might travel to school (walking, in a car, in a bus).
- Create a graph entitled, “How Do You Get to School?” Attach pictures to the bottom of the graph.
- Give children sticky notes to place in the column that reflects their mode of transportation.
- Make sure all children have filled out the graph before Talk Time.

**Adapting the Lesson**

To support children that are working on understanding graphs, keep it simple. Use only two groups or categories.



Before

REVIEW the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **SHOW** the page you marked in *The Bus for Us*. **FOCUS** on how trucks sell food.

I was thinking about this truck in our book *The Bus for Us* [show]. What does it sell?

Yes! Ice cream! Some trucks sell food such as ice cream. I bought a sandwich from a food truck in our community. Food trucks will often have a window on the side of the truck where they sell the food.

FOCUS on words that begin with the /s/ sound.

Sell, some, sandwich. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /s/. Does anyone in our class have a name that begins with the /s/ sound?

DESCRIBE how to form the *letter s* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. **Optionally, teach the ASL sign.**

The letter s makes the /s/ sound. To write an uppercase *letter S*, I start at the top and curve around. Then I curve around again. Now you write it with your finger in the air. This is the lowercase *letter s*. I curve around and curve around again. Now you try it. While I write today, please look for the *letter s*. We are going to learn how to read it together.

During

DRAW a picture of a truck that has a window for selling food. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I saw a truck that sold sandwiches. It had a window where you could order food. What shape should I make the window?

Suggested message: “Some trucks sell sandwiches.”

PAUSE to focus on phonological awareness (/s/ in the word “some”).

I hear the /s/ sound in the beginning of the word “Some.” The *letter s* makes the /s/ sound. Watch me as I write the uppercase *letter S*. I start at the top and curve around. Then I curve around again. Now you try it.

REPEAT with the lowercase *letter s* in the word “sell.” **After, INVITE** children to reread the message with you.

After

INVITE children to find all the *letter s*'s in the message. **CIRCLE** them.

Let's find all the letter s's. Put on your “I Spy” goggles like this [demonstrate], and look for the *letter s*! Who wants to point to one in the message?

PLAY “I Spy” and describe objects in the classroom that begin with the /s/ sound.

So many things in our classroom start with the /s/ sound. Let's put our “I spy” goggles back on. I'm going to describe something in the classroom that starts with the /s/ sound. See if you know what it is! I spy with my little eye...

Something we put on our feet to keep them warm: sock

Something that we use to cut paper: scissors

Something we scoop and pour at the sensory table: sand

RESTATE the name and sound of the *letter s*.

Today we listened to the sound the letter s makes, talked about what it looks like, and found it in our message. We learned that “sandwich” begins with the /s/ sound

REREAD the message one more time.

[Transition] **INVITE** children to think of more words that start with the sound /s/.

Sandwich, sock, scissors. What other words do you know that start with the sound /s/?



Make & Prepare

- Review the standard pronunciation of this consonant on the Blueprint website.
- Familiarize yourself with the ASL sign for the *letter s* on the Blueprint website.
- Letter ring – write the uppercase *letter S* on one side of an index card and the lowercase letter *s* on the other; add this to the letter ring after the lesson.
- Have the book *The Bus for Us* ready. Mark the page that shows the ice cream truck.

Letter Formation

- Uppercase *letter S*: curve around, curve around
- Lowercase *letter s*: curve around, curve around

Pronouncing the Sound

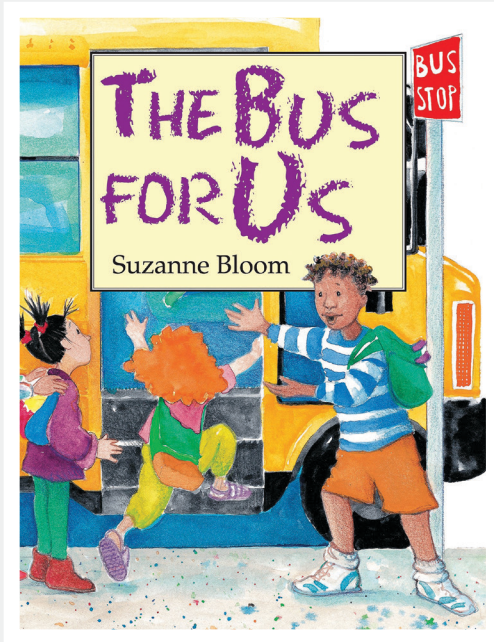
When you make the /s/ sound, close your teeth together. Now smile with your teeth closed and keep your tongue behind your teeth. This sound is voiceless.

Following Up

This lesson focused on letter sound correspondence. Observe children when they are reading and/or writing and assess their phonological knowledge. Make notes in your observation binder to consult and instruct your planning decisions.

Keep It Going

- While outside, draw several, large models of the *letter s* with sidewalk chalk. Have children walk on it in different ways (hop, walk sideways, backward, on their tiptoes, etc.).
- Gather children in a small group. Invite them to sort objects or pictures by the initial sound /s/. Can they place the object or picture by the initial sound? Have children say the name of the object and the beginning sound, as they place the object or picture.



Material

- Unit Project: Community Map

Encourage Participation

Children love to share in read alouds. When a favorite book is read and reread, they chime in with repeated phrases or call out rhyming words. These activities are vital early reading skills and help pre-readers develop fluency, phonemic awareness and a feel for the rhythms of language.

Keep It Going

- Play “Red Light, Green Light” while outside! One person is the “stop light,” and the rest of the players try to touch him or her. To start, have all children line up on the opposite side of the playground from the “stop light.” The “stop light” then says “green light!” The children start to move forward. The “stop light” can say, “Red light!” at any time, and the other children have to freeze. Anyone still moving after red light is called is “out.” In this case, they can just start back at the starting line.



Before

ASK children to recall what kinds of vehicles they saw in *The Bus for Us*.

We are learning about vehicles in our community. What kinds of vehicles did we see in *The Bus for Us*?

HIGHLIGHT the repeating lines. MODEL and INVITE children to practice asking the question Tess asks: “Is this the bus for us, Gus?”

In this book, which kind of vehicle does Tess keep asking Gus about?

Yes, she is looking for the bus to take them to school. Each time they see a vehicle, Tess asks Gus a question. She says, “Is this the bus for us, Gus?” Can you practice asking that question with Tess? “Is this the bus for us, Gus?”

MODEL and INVITE children to practice saying the answer Gus gives: “No, Tess. This is a [vehicle].” ASK children how they can tell which vehicle to name. AFFIRM that they can use the picture on each page to name each vehicle.

When the vehicle is not the school bus, how does Gus answer this question?

Yes, if the vehicle is not the bus, Gus says, “No, Tess. This is a...” and then he names what kind of vehicle it is.

As we reread *The Bus for Us* today, please join in reading the words! Join Tess in asking the question: “Is this the bus for us, Gus?” And join Gus in answering her question... But how will we know which vehicle to name?

Yes, we can look at the vehicle in the picture on that page. That will let us know which vehicle to name!

Let’s get ready to read together about different community vehicles!

During

ENCOURAGE children to join in reading the repeating lines. Each time Gus names a vehicle, point to the vehicle in the picture. For example, on the page that shows the taxi:

“No, Tess. This is a... [point to the taxi and wait for children to name it before you read it] taxi.”

If children need additional prompting, make the beginning sound(s) as needed. For example, on the page that shows the backhoe:

“No, Tess. This is a... [point to the backhoe and wait for children to name it] /b/... /b/ /a/...keep adding sounds if needed to scaffold children] backhoe.”

After

ASK children to name different vehicles they observe in their own local community.

While Tess and Gus were waiting for their school bus to pick them up, they saw many other vehicles in their community. Do you see some of the same vehicles in our community?

What other vehicles do you see around our neighborhood?

INVITE children to add vehicles to the Community Map. ENCOURAGE them to create these during Center Time.

Why don’t we add some of these vehicles to our Community Map? Which ones would you like to add? Remember, you can create some of these vehicles or others that you know, at Center Time!

Build Interest

CONNECT to the lesson on sorting cars. **INVITE** children to drive their toy cars on the table and observe how the cars move.

We observed the cars we brought to school and thought of different ways we could group them. We sorted them by color, size, and more.

Now let's get our cars moving! Put your car on the table and make it go! How does your car move? What are you doing to make your car move? Is your car moving quickly or slowly? Why?

Build Understanding

SUMMARIZE the discussion.

Wow! It is fun to move our cars. You noticed...

INVITE children to think about other ways they can make their car move.

We know our cars move when we push them. How else can you make your car move?

GIVE children time to think, talk about, and test one of their ideas. An example of one way follows.

You think our cars will move if we blow on them. That's one idea! Let's try it! What happens when you blow on your car?

SHOW a collection of objects. **ENCOURAGE** children to use the objects to discover different ways to make their car move.

Great thinking scientists! You came up with an idea and tried it out. Then you observed to see what happened and discovered that your idea worked.

Here are some items from around our classroom [show]. Maybe they will help you think of other ways to move your car. What do you see? Are you getting any new ideas? How might these objects help you move your car in a different way? Will they make your car move faster? Slower?

Build Experience

GIVE children time to explore ways to make their cars move. **ASK** questions to guide and support their inquiry as they work. **USE** what you know about each child's language skills to include and extend their participation.

Let's keep thinking of ways we can make our car move.

- Gesture: Show me how you want to move your car. Oh look! You are... [blowing on it, sliding it, etc.].
- Yes/No: I see that you are [blowing on it, sliding it, etc]. Is your car going faster? Is it going slower?
- Either/Or: Are you moving your car by [blowing on it, sliding it, etc.] or by [pushing it, dropping it, etc]. Is your car going faster, or is it going slower?
- Open-ended: What will you do to make your car move? Will you use one of the objects in our collection? How will the object help? Will it make your car move faster? Slower? Tell us what you are discovering!

RESTATE that cars can move in many ways.

We are discovering many ways cars can move. One way we moved our toy cars was by pushing them. Another way we moved our toy cars was by blowing on them. Then we used some objects to help. We discovered... [specific ways your children used the objects and moved their cars].

DISTRIBUTE science journals. **REMIND** children that scientists record their observations. **MODEL** how to record your thinking.

Here are your science journals. We use these to draw and write about our discoveries. Today I am going to draw my car and write the word "blow." That is one way we made our cars move. What are some things you could draw and write about?



Make & Prepare

- Create a collection of the materials children might use to make their car move, such as string, yarn, blocks, ramps, water bottles, foil, pipe cleaners, and tape.
- Download, print, and add a copy of "Making Cars Move" to children's science journals (one per child).

Additional Materials

- Toy cars children brought to school
- Extra toy cars for children who need them
- Science journals
- Writing tools

Building Background Knowledge

Give children a few minutes to play with their toy cars.

Stretch Their Thinking

Invite children to sort the objects they used to help their toy car move (made it go faster, slower, etc.).

Listen/Look For

- What do children notice about how their toy car moves?
- What ideas do children have about how to use the objects?
- What do children discover when they use the object to move their car?

Take Photos

This is a great activity to take photos or videos of. You can share with families and/or make a class book out of children's explorations.



Growing Scientists

Scientists share their thinking and learning. Give children varied ways to share their work, too! Science journals offer opportunities for drawing and writing. Have children help participate in graphing or charting their findings. Listening and speaking are part of the communication process, too. As preschool children's language is developing, offer them vocabulary to support what they are trying to communicate.



Supporting Multilingual Learners

Assess whether new English learners recorded in their journals any observations that were not verbally shared with the group. Offer to help describe their drawings and recordings.



Keep It Going

- Let children know that these materials will be available at the science center, where they can continue to find ways to make their cars move.

Greeting Time

Children sing “The Wheels on the Ice Cream Truck.”

Creative Arts: Music

SHOW the ice cream truck in *The Bus for Us*. **ACTIVATE** children’s knowledge about ice cream trucks.

We can observe different vehicles around our community. In the book *The Bus for Us*, Tess and Gus saw an ice cream truck. Have you ever observed an ice cream truck in our community?

CHANGE the song “The Wheels on the Bus” to “The Wheels on the Ice Cream Truck.” **ADD** other verses.

Let’s change our song “The Wheels on the Bus” to be about ice cream trucks! Ready to sing along?

The wheels on the ice cream truck
go round and round

What might the ice cream truck driver say?
Let’s make up our own words!

The ice cream truck driver says
which flavor do you want
which flavor do you want
which flavor do you want...

TALK about what flavor ice cream children might want to eat.

If an ice cream truck came by our school, what kind of ice cream would you order? Lean and tell a partner!

Materials

- *Blueprint Songbook*
- The book *The Bus for Us*



Did You Know?

A song’s rhythm varies, while the steady beat is constant. Rhythm helps children predict patterns. For example, in this song, children learn that the beginning part of the line “The ice cream truck driver says” is different from the next part “which flavor do you want?” They also learn that the latter part repeats three times. Once they know the pattern, they can continue to create their own versions.

Movement Time

Children pretend to drive ice cream trucks and follow a crossing guard.

Creative Arts: Dramatic and Performance Art

DISTRIBUTE “steering wheels.” **INVITE** children to pretend to drive an ice cream truck to the park. **EXPLAIN** that you will act as a crossing guard to help drivers and walkers take turns.

Let’s pretend to drive our ice cream trucks to the park! There also are neighbors walking to the park. They need to cross the street safely. I’m going to be a crossing guard like this one [show the page in *Daniel’s Good Day*]. My job is to help drivers and walkers take turns crossing the street. That’s how I take care of our community.

MODEL the hand signals for “stop” (open palm) and “go” (waving toward you).

Watch my hand signals to find out when to stop and when to go. If you see me hold up my hand [demonstrate], then it’s your turn to stop and wait. If you see me wave like this [demonstrate], then it is your turn to go.

DIRECT children to stop and go with the hand signals.

Begin driving toward the park. Ring your bell to let the community know you’re coming. Ding! Ding! Here come some neighbors walking. I’ll help them cross the street. [Hold up your open palm.] Thanks for waiting, drivers. All the neighbors have crossed safely. [Wave toward you.] Now it’s your turn to go.

Find a spot to park your truck. It’s time to sell ice cream!

ASK for a volunteer to collect the “steering wheels.”

Make & Prepare

- Mark the page with the crossing guard in the book *Daniel’s Good Day*.

Additional Materials

- Road made out of masking tape on the classroom floor
- A paper plate for each child to use as a steering wheel (or objects they made themselves)

Talk Time

Children explore wheels and their uses.

Science: Scientific Inquiry and Practices

SHOW several toy vehicles. **ASK** children what they have in common. **FOCUS** on wheels.

An ice cream truck is a vehicle. What do all vehicles have in common [show toys]?

Yes, they all have wheels [point]. What do you notice about the wheels? They are round, some are [bumpy/smooth], some are [thick/thin, etc.].

What do you think wheels help vehicles do? They [move, turn, roll, etc.].

What are some other things that have wheels?

SHOW other items from your classrooms that have wheels. **DISCUSS** the purpose of the wheels they help people move heavy objects, helps objects roll, etc.

I collected some items from our classroom. They have wheels too!

Why do you think this object has wheels? How do wheels help this object move?

Wheels are everywhere! You can look for more wheels in the classroom, at home, and all around our community.

Make & Prepare

- Collect items with wheels from your classroom [e.g. toy cars, trucks, cart, wheelbarrow].

Did You Know?

The wheel is part of a simple machine: the wheel and the axle. Simple machines are everywhere, and they help make work easier. Other simple machines include the pulley which is what a crane truck uses, a wedge, an inclined plane, a lever, and a screw.

Supporting Multilingual Learners

Explicitly teach the word “wheel” to children who are 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 book *The Bus for Us*. **SHOW** children the marked page. **ASK** children what they know about tow trucks.

Vehicles help people go from one place to another. They also help move other things. In the book *The Bus for Us*, several vehicles drive by Gus and Tess as they wait for the bus. Here is one [point]! Do you remember the name of this vehicle? What is it used for?

REVIEW that a tow truck uses a hook to pull cars.

Yes, this is a tow truck. Some tow trucks use hooks to attach to and pull cars that may be stuck or broken down.

Watch as I draw a tow truck.

During

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

Now I'm going to draw this special type of vehicle – a tow truck. It can pull with its hook. Where should I draw the hook?

Suggested message: “A tow truck pulls.”

PAUSE to focus on concepts of print (letters make up words).

Tow. I want to write the word “tow.” The word “tow” has three letters: t, o, and w. I write these letters together to make the word “tow.” Then I leave a space and begin the next word, “truck.” After I write “truck,” let's count the letters in that word.

FINISH writing the message. Then **INVITE** children to reread the message with you.

After

SHOW the tow truck hook and letter cards that you made. **TELL** children how to play the game “Hook and Pull the Letter.”

We just talked about how tow trucks can hook and pull objects, like cars that are stuck. Who wants to act like a tow truck today? We are going to play the game “Hook and Pull the Letter.”

Here is our tow truck hook [show]. Here are our cards [show]. All of these cards have letters we have reviewed on them. I am going to put them on this side of the floor. We can hook and pull a letter with our tow truck hook [demonstrate] and tow it across the floor. Then we will show it, say the letter, and make its sound.

What letter did I hook? What sound does this letter make?

Who wants a turn?

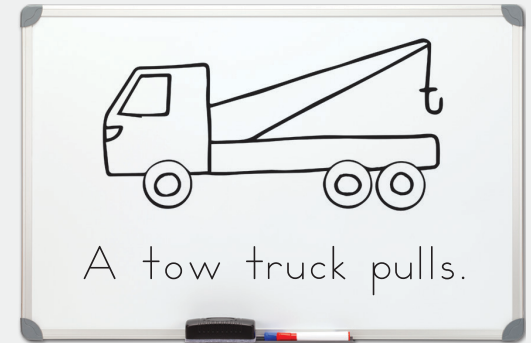
CONTINUE to play. Then **RESTATE** that tow trucks pull.

We know that tow trucks pull. Today we played “Hook and Pull the Letter.” Our tow truck hook pulled cards with letters on them. Then we named the letters and made its sound!

REREAD the message one more time.

[Transition] **TELL** children the tow truck hook and letter cards will be at the writing center.

Our tow truck hook and letter cards will go into the writing center for you to use at Center Time.



Make & Prepare

- Create a “tow truck” – take a long ruler or stick and attach a string with a hook on the end. Add a magnet to make the “hooking” action easier.
- Cut index cards in half; write a letter that children know or you want to review on each card; attach a paper clip to each card.
- Have the book *The Bus for Us* ready. Mark the page that begins “No, Tess. This is a tow truck.” with a sticky note.

Adapting the Lesson

We suggest writing letters on your cards for this activity; however, you can reinforce other concepts as well such as numerals, colors, children's names, etc.

Supporting Individual Children

Recognizing letter sounds and connecting them to the letter shape is an ongoing process that children will learn at different rates.



Keep It Going

- Children love playing with magnets. Magnets attract objects with metal such as iron/steel. Magnets will attract many common classroom items such as paper clips. Some scissors are magnetic as well. Give children magnets to explore and let them create a collection box of magnetic items they discover.
- While on the playground or on a walking trip, encourage children to look around at what is happening around their neighborhood. Do they see a tow truck? If possible, pause to watch a tow truck in action.



Make & Prepare

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

Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

spin: to go around in a circle

pedal: to push or press away with your feet

What Wheels Do

Distinguish between what wheels do (e.g., spin, move) from what they’re connected to (e.g. stroller, golf cart). Make sure children understand that wheels themselves don’t actually fly, but they can be attached to objects that fly, such as airplanes.

April Jones Price

The author of this book has a website that you can explore, <http://apriljonesprice.com>. It includes extended learning activities as well as links to her other works.

Growing Scientists

Pedaling is one way we use the force of pushing to make objects move. Continue to reinforce the notion of pushing and pulling in everyday activities. For example, during meal time, blowing bubbles through a straw is pushing, drinking water is pulling the water up; sliding a plate to a friend across the table is pushing; sliding it back toward yourself is pulling. Use language around movement to familiarize children with these important concepts in the physical sciences.

Keep It Going

- When reading with children in the library center, keep looking for wheels in books. Use sticky notes to mark pages where you see things with wheels. Create a new book basket called “Wheel Books.”

Before

ACTIVATE children’s knowledge about things that have wheels.

We are learning about how people get around their community. Vehicles like cars, trucks, and buses all have wheels. Many things in our classroom also have wheels. What else do you know that has wheels?

SET THE FOCUS: Notice different things that move with wheels.

Wheels are all around us! We are going to read a book about different things that use wheels to move. The title is *What Do Wheels Do All Day?* It is written by April Jones Prince, and illustrated by Giles Laroche.

As we read, look for things that move with wheels. If you see something that has wheels, sign “I see” [demonstrate]. Practice signing “I see” now.

During

PAUSE after “Wheels help to make us go.” **ASK** children to name what has wheels. **INVITE multilingual learners to name it in their home language.** **ASK new English learners to point to it in the picture.**

Look at these people getting around their community. What are they using to move? If you would like to share something you see with wheels, sign “I see” [demonstrate]. You can say, “I see…”

We see wheels on the car, scooter, bicycle, baby stroller, and wheelchair. Wheels are busy! Let’s see what else has wheels.

PAUSE after “wheels spin.” **DEFINE** “spin.” **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).

What is this? How does it move? Some people call it a merry-go-round. It is one big wheel! Do you see how it spins? That means it goes around in a circle [gesture with your hand]. Let’s add “spin” to the list of words we are learning. Do you know any words that mean the same thing?

Let’s stand up. Can you spin slowly one time [demonstrate]? Please sit down.

PAUSE briefly two to five more times. **ASK** children to point out more things with wheels. **REMINDE** them to use the sign and sentence stem “I see…” For example:

- “Wheels zoom:” [I see a] skateboard
- “Wheels roll:” roller skates
- “Wheels parade and wheels patrol:” motorcycles
- “Wheels twirl; wheels fly:” helicopter, airplane
- “Wheels soar into the sky:” Ferris wheel

After

DEFINE “pedal.” **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).

Wheels help people and things move. Let’s pretend we are riding tricycles. How do you make the wheels turn on your cycle? We have to pedal with our feet. That means to push, or press away. Let’s add “pedal” to the list of words we are learning. Do you know any words that mean the same thing?

MODEL and **INVITE** children to pretend to pedal a cycle up and down a hill.

Lay on your back and get ready to ride on the ceiling! Start pedaling! Here comes a big hill. Pedal to get up the hill. Push! Phew, we made it to the top. Do we need to pedal to get down the hill? No, keep your feet still, and let the wheels roll. Wee!



Build Interest

INVITE children to help you solve a problem. **SHOW** children the cars stuck in the ice. **ASK** them to think about how they could get the cars out.

We are reading *What Do Wheels Do All Day?* [show book]. We are learning that wheels can move in all different ways.

But what if the wheels can't move! Guess what happened to some of our cars? Take a look [show the frozen cars]. Some of our cars are stuck! What are we going to do? How will we get these cars out of the ice?

GIVE children time to think and talk to each other.

Build Understanding

DISCUSS children's thinking. **MAKE** a list of their ideas and the materials they might need. **ADAPT** the lesson to match children's ideas.

When scientists have a problem, they think carefully about it and use what they know to help solve it!

Let's make a list of ways we could solve this problem. I'll write down the ideas you have.

Some of you want to pour warm water on the ice to melt it.

Some of you want to fill this spray bottle [point] with warm water and spray it directly on the cars.

Some of you want to chip away at the ice with a spoon.

Build Experience

INVITE children to make a plan. **USE** what you know about each child's language skills to include and extend participation.

Now that we have generated some ideas, how can we find out if they will work? Yes, let's make a plan and try it out.

- Gesture: Show me how you want to begin. Oh look! You are [using a spray bottle]. Let's try it! Hmm, I notice that... I wonder if... [model observing and formulating questions].
- Yes/No: Are you... [using warm water]? Let's try it. Does this help us melt the ice? Should we try something else? Does this help?
- Either/Or: Are you [using a spray bottle], or are you [using an eye dropper]? Let's try it! Does this help us lift the bucket, or should we try something else?
- Open-ended: How will you begin? What materials do you need? How will you see if your plan worked?

GIVE children time to work on getting the cars out. **ENCOURAGE** them to discuss their work and what they observe. Then **SUMMARIZE** children's wonderings and observations.

Today we needed to solve a problem. Some cars were stuck in the ice.

- We wondered... [restate any questions children had].
- We tried... [restate what children tried].
- We discovered... [restate observations children made].

DISTRIBUTE science journals. **REMIND** children that scientists record their observations. **MODEL** how to record your thinking for this experiment.

Here are our science journals. Remember, we can use these science journals to draw and write about what we do and what we learn. I am going to draw this eye dropper and write the word "melt." What are some things you could draw and write about?



Make & Prepare

- Freeze several toy cars in water on a sheet pan with rimmed edges; make one of these trays for each small group.
- Download, print, and add a copy of "Help! My Car Is Stuck in the Ice" to children's science journals (one per child).

Additional Materials

- The book *What Do Wheels Do All Day?*
- Spray bottles
- Eye droppers
- Cups of warm water
- Spoons
- Science journals
- Writing tools

Building Background Knowledge

Talk about the meaning of the word "stuck." What does it mean for something to be stuck? Why is getting stuck a problem if you are a vehicle.

Stretch Their Thinking

Ask children to think of other ways they could get the cars out of the ice. What other tools or strategies could they have used?

Listen/Look For

- What ideas do children have to get the toy cars out of the ice?
- What do children choose to use to help them get the cars out?
- What questions do children have as they work?

Interacting With Children

Children are natural problem solvers. When they ask questions, one powerful way to respond is to say, "How can we find out?" as we do in this lesson.



Supporting Multilingual Learners

Encouraging new English learners to be hands on with materials will facilitate participation. Encourage children to use gestures, body language, and the realia provided to communicate their thoughts and observations. Narrate what you see them doing whenever possible.

Greeting Time

Children sing “The Wheels on the Taxi.”

Creative Arts: Music

FOCUS on taxis. **REFER** to the book *The Bus for Us*.

We know there are different types of vehicles in a community. Some people in a community use taxis [point] to get from one place to another. A taxi driver [point] picks up a passenger [point] and takes them where they need to go. The passenger pays the driver money for this service.

CHANGE the song “The Wheels on the Bus” to “The Wheels on the Taxi.” **ADD** other verses.

Let’s change our song “The Wheels on the Bus” to be about taxis! Ready to sing along?

The wheels on the taxi go
round and round

What might a taxi driver say? Let’s make up our own verses!

The taxi driver says
here’s your stop
here’s your stop
here’s your stop...

ASK children where they would want a taxi to take them to in their community.

If you were going on a taxi ride, where would you want to go? Lean and tell a partner!

Materials

- *Blueprint Songbook*
- The book *The Bus for Us*



Did You Know?

Taxis vary greatly from community to community. Many cities around the world are known for their distinctive taxis such as New York City’s yellow cabs, Vienna’s fiakers (horse-drawn cabs), and Mexico City’s bicitaxi (electric bike taxis). Search online for examples of these and other taxis from around the world.

Movement Time

Children pretend to drive a taxi and follow a STOP sign.

Creative Arts: Dramatic and Performance Art

DISTRIBUTE “steering wheels.” **INVITE** children to pretend to drive Sayeh and Elijah, the social emotional puppets, in their taxi on the road. **REVIEW** what the **STOP** sign means.

Now let’s pretend to be the taxi driver! Imagine you are driving Sayeh and Elijah [show] to the toy store.

As you drive today, you will see this sign [hold up the STOP sign]. What does this sign say? How do you know?

What do you need to do when you see this sign? Why is it important to stop when you see a STOP sign?

PROMPT children to stop when they see the **STOP** sign. Have them drive for two to three minutes (ideally in a continuous loop) and hold up the **STOP** sign two to three times.

Okay, taxi drivers, start driving your taxis on the road. Remember to look out for the STOP sign.

Drivers, you stopped when you saw the STOP sign. Thank you for helping to keep our community safe.

Sayeh and Elijah say, “Thank you for getting us to the store safely!”

ASK for a volunteer to collect the “steering wheels.”

Materials

- STOP sign from Week 1
- Road made out of masking tape on the classroom floor
- A paper plate for each child to use as a steering wheel or objects they made themselves
- Sayeh and Elijah, the social emotional puppets

Keep It Going

- Talk with children about how paper plates, steering wheels, and tire wheels are the same shape. Ask them what other objects they could use to imitate a steering wheel. Invite them to make their own steering wheels.



Talk Time

Children add on to a list of items to bring on a trip.

Approaches to Learning: Initiative and Curiosity

INVITE children to go on a pretend trip.

We pretended to be taxi drivers. Our vehicles helped us to do our job. Now, how about we take a pretend trip in a vehicle? Imagine we are going on a trip together! Where should we go? What should we bring?

INTRODUCE the game. **EXPLAIN** that each person will list what everyone has said so far, and then add another item. **MODEL** with another adult (or a child).

Okay, we are going on a trip to [place]. Now let’s think about what we will bring with us...

We will go around the circle to say what we will bring. Listen carefully to what everyone is bringing. When it is your turn, try to list all the things they said, and then add on one more thing.

Listen as [adult] and I start us off...

GUIDE children to add to the list. **START** a new list if children are unable to remember or if the list is getting too long.

Vehicle Safety

Talk with children about staying safe while riding in vehicles. Explain the importance of wearing a safety belt or sitting in a booster seat.

Executive Function

Recall games, such as the one we play today, help develop children’s working memory, a key component of executive function.

Before

REVIEW the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **THINK ALOUD** about a mail carrier and their van.

We have been exploring how people get around their communities. We learned a new word: vehicles [point to Unit Chart: “Words We Are Learning”]. There are many different vehicles in our community. Look at this page in our book *What Do Wheels Do All Day?* Here is a very busy street. What kinds of vehicles do you see?

Yes, there are cars [point] and pickup trucks [point]. There are also vans [point]. A van is a medium sized vehicle. A van is bigger than a car but smaller than a truck.

FOCUS on words that begin with the sound /v/.

Vehicle, van, very. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /v/. Does anyone in our class have a name that begins with the /v/ sound?

DESCRIBE how to form the *letter v* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. **Optionally, teach the ASL sign.**

The *letter v* makes the /v/ sound. To write an uppercase *letter V*, I start at the top and slide down then slide up. Now you write it with your finger in the air. This is the lowercase *letter v*. I slide down and slide up. Now you try it. While I write today, please look for the *letter v*. We are going to learn how to read it together.

During

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

Here is a picture of a van. A van is bigger than a car. How many windows should I add?

Suggested message: “Vans are vehicles.”

PAUSE to focus on phonological awareness (/v/ in the word “vans”).

I hear the /v/ sound in the beginning of the word “vans.” The *letter v* makes the /v/ sound. Watch as I write the uppercase *letter V*. I start at the top and slide down; then I slide up. Now you try it.

REPEAT with the lowercase *letter v* in the word “vehicles.” **After, INVITE** children to reread the message with you.

After

INVITE children to find all the *letter v*'s in the message. **CIRCLE** them.

Let's find all the *letter v*'s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter v*! Who wants to point to one in the message?

Play “Look Like the Letter.” MODEL and then **INVITE** children to make a *letter v* shape with their arms when they hear a word that begins with the /v/ sound.

We can make our body look like the *letter v*, like this [demonstrate]. Do I look like a *letter v*? Why? Everyone stand up and make your arms into the shape of the *letter v*.

Let's play the game “Look Like the Letter.” When you hear a word that begins with the /v/ sound, make the *letter v* in the air with your arms. If the word I say doesn't start with the /v/ sound, leave your arms by your sides like this [demonstrate].

Try it with me! The word is “vacuum.” What should we do? /v/, “vacuum” begins with the *letter v*. Let's make a *letter v* in the air with our arms!

RESTATE the name and sound of the *letter v*.

Today we listened to the sound the *letter v* makes, talked about what it looks like, and found it in our message. We learned that “van” begins with the /v/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to look and sound like the *letter v* as they leave the rug.

Make your body look like the *letter v* as you leave the rug today. Say the sound the letter makes! /v/.



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter v* on the *Blueprint* website.
- Letter ring – write the uppercase *letter V* on one side of an index card and the lowercase *letter v* on the other; add this to the letter ring after the lesson.
- Have the book *What Do Wheels Do All Day?* ready. Mark the page that says “Sometimes wheels spit and sputter” with a sticky note.

Additional Materials

- Unit Chart: “Words We Are Learning”

Letter Formation

- Uppercase *letter V* – slide down, slide up
- Lowercase *letter v* – slide down, slide up

Pronouncing the Sound

When you make the /v/ sound, gently bite your bottom lip with your top teeth. Turn on your voice and say /v/ so you sound almost like a vacuum running. Be sure not to say /vah/ or /vuh/.

Teaching Letters

Lessons on letter-sound correspondence and letter name and shape help develop children's phonological and phonics skills. These skills serve as the foundation for reading and writing.



Keep It Going

- During transitions, invite children to listen for words that start with the /v/ sound. Invite children to sign “yes” if they hear a word that begins with the sound /v/ and sign “no” if it does not.
- Gather children in a small group. Tell them that they are going to go on a letter hunt around the classroom. Show the children the *letter v*. Provide each child with a magnetic *letter v* or a card with the letter on it and talk about how the letter looks. Invite children to search the room looking for *letter v*. Encourage them to share how they knew that was the correct letter.



Make & Prepare

- Write the title of the book on a sentence strip.

Additional Materials

- Unit Project: Community Map

Adding a Refrain

While the title does not repeat in the book, adding it punctuates the text and increases engagement.

Connections to Other Units

Children return to the idea that tools make our lives easier in several units, including four, five, six, and nine.

Responding to Children

People in a community can be differently abled. For example, some community members use wheelchairs as illustrated in this book. If there are children who are differently abled in your class, empower them to see themselves reflected in books. However, some children may be less familiar with people using wheelchairs. Be prepared for them to voice responses that are unintentionally biased (e.g. “Kids in wheelchairs can’t play basketball.”). Respond with curiosity (“I wonder why you would say that?”). Consider how you can educate them and broaden their understanding. For example, show pictures of real-life basketball players who do play while in wheelchairs. Remember, children at this age simply have fewer life experiences to draw from. Exposure through books and other shared experiences can help to reduce biases.

Before

ASK children to name things that have wheels.

We have been learning about wheels in our book *What Do Wheels Do All Day?* We can find wheels at home, at school, and around our community. What are some things that have wheels?

EXPLAIN how wheels are tools. **SET THE FOCUS:** To notice what wheels help people do.

Why do you think that so many things that people use have wheels on them?

Yes, wheels are tools. Tools help us do work and help us play. Today as we read, notice how wheels help us. What do wheels help people to do?

INVITE children to repeat the title with you as you read. **POINT** to the sentence strip where the words are written.

We can ask the same question that appears in the title: “What do wheels do all day?” [spread your hands as you say it] This will remind us what we are thinking about. You try it: What do wheels do all day?

During

PAUSE after “Wheels help to make us go.” **ASK** children to name ways that wheels help people.

Readers, think about the wheels on these pages. What are these wheels helping people to do?

Yes, wheels help make work easier. This man is pushing a wheelbarrow full of bananas. They were probably too heavy for him to carry in his hands. But the wheels on the wheelbarrow make it easier for him to push them where they need to go.

Wheels also help people get from place to place. They help the children on the scooter and tricycle get around their community. This woman is pushing the stroller to move the wheels so the baby can get around too. This man is using his hands to move the wheels on the wheelchair so he can get around without using his legs. Look at all the ways that wheels can help people get around!

Let’s ask our question again: what do wheels do all day?

CONTINUE to pause after each rhyming refrain to discuss what children are learning about how wheels help people. **Before reading again, INVITE** children to ask the guiding question: **What do wheels do all day?**

After

RECAP ways wheels help people.

Wheels help people do lots of things! Wheels can help make people’s work easier, help people get around, and help people have fun.

INVITE children to add things with wheels to the Community Map. **ENCOURAGE** them to create these items during Center Time.

Why don’t we add some other things with wheels to our Community Map? What things with wheels do we see in our community? How could we show that on the map? Where should we put it? You can create these at Center Time! We can add things with wheels to our Community Map.

Build Interest

INVITE children to share what they know about obstacle courses. If you ever set one up for the children inside or outside the classroom, reference that experience.

Learners, we have done some interesting exploring with our toy cars! Let's keep going! Do you know what an obstacle course is? Have you ever run through an obstacle course? Or made an obstacle course?

INVITE children to explore the materials you have collected for the obstacle course.

Let's make an obstacle course for our cars! We can lay out different objects on the table for our cars to drive around, like an obstacle course. Take a look at the materials I collected. What do you see? How could you set up these materials so the cars need to drive around?

Build Understanding

SUMMARIZE children's ideas.

You thought of lots of different ways to use these materials. I heard you say....

WORK TOGETHER to begin the obstacle course.

Let's use these materials to create an obstacle course, something for our toy cars to drive around.

Here is one item. It is a water bottle. Where should we place it on the table?

What should we use next?

Who would like to pick another item? What did you pick? Where do you want to put it?

Build Experience

GIVE children time to build the obstacle course. **REMINDE** children to take care of their cars by not crashing them into one another. **REVIEW** and practice the use of positional words and words that signal movement (e.g. under, over, through, forward). **USE** what you know about each child's language skills to include and extend participation.

Let's keep building! Let's all work together to build an obstacle course. Let's lay our materials out on the table. When our obstacle course is ready, we will drive our cars around the materials we have placed on the table. We have to be sure to take care of our cars. Let's treat them carefully and not bump them together.

- Gesture: Show me how you want to begin. Oh look! You are [adding a piece of cardboard, a plastic cup, etc.] Hmm, I notice that the car is [use positional language].
- Yes/No: I see that you are [adding a piece of cardboard, a plastic cup, etc.]. Will the car have to [go over it, around it, etc.]?
- Either/Or: Are you [adding a piece of cardboard, a plastic cup, etc.], or are you [adding string]? Will the car have to [go over it, around it, etc.], or will it...?
- Open-ended: What are you adding? Where will you put it? Why? How will the car move?

GIVE children turns driving their toy car in the obstacle course.

Get your toy cars ready to go! Drive them around the obstacle course. I notice your car... [for example, driving around the toothpick].

RESTATE that you can use everyday objects to build an obstacle course.

Today you used everyday objects like toothpicks, foil, and paper to create an obstacle course for your toy cars to drive around.

Make & Prepare

Create a collection of objects for the obstacle course, such as paper, tin foil, toothpicks, water bottles, cups, cardboard tubes, etc.

Additional Material

- Toy STOP signs and/or traffic lights
- Tape
- Index cards and crayons for children to make their own road signs

Remember to Save

- Collection of objects for Small Group: Day 15

Building Background Knowledge

Set up a short obstacle course. Invite children to walk around a chair, jump over a pillow, and then crawl under the table, for example.

Stretch Their Thinking

Encourage children to describe the obstacle course. Which parts were harder for the toy car to move around? Easier?

Listen/Look For

- What do children do with the materials?
- How do children collaborate to build the obstacle course?

Group Projects

Participating in group projects, such as building an obstacle course, gives children another opportunity to share and work together. Children develop negotiating skills (e.g. over the use of supplies, where materials will go, whose design ideas will take precedence) as well as kindness as they take care of each other's feelings during the process.

Take Photos!

Make sure to take pictures of the obstacle course that children design. Print the photos to use during the discussion in Small Group: Day 15.

Interacting With Children

As children work, use parallel talk. Describe (like a television broadcaster) what you see children doing. This is a good strategy to use anytime you are working or playing with children to help them link language to actions.

Adapt the Lesson

Cover table with a felt-back plastic tablecloth or paper, and draw a road. Have the basic "course" pre-drawn to save time and help children focus on the obstacles. Or, if children want to play individually, use cookie trays, plastic place mats, or paper so they have their own space.

Greeting Time

Children sing “The Wheels on the Tuk Tuk.”

Creative Arts: Music

SHOW the cover of the book *The Wheels on the Tuk Tuk*. **TALK** about the tuk tuk. **POINT** out India on a map.

Later we are going to read about a vehicle called a tuk tuk. The title of this book is *The Wheels on the Tuk Tuk* [show]. Here is a picture of a tuk tuk on the front cover [point]. How many wheels do you see?

A tuk tuk is like a small bus. But it has three wheels like a tricycle: one wheel in the front and two wheels in the back. The driver [point] is called a wala. Let’s count the beats in wa-la [touch your head, then shoulders].

People drive tuk tuks in India. Here is India on the map.

CHANGE the song “The Wheels on the Bus” to “The Wheels on the Tuk Tuk.”

Let’s sing about the wheels on the tuk tuk today! How do those three wheels go?

The wheels on the tuk tuk
go round and round...

Can you sing along with me?

ASK children where they would go on a tuk tuk.

If you were riding on a tuk tuk around our community, where would you go? Lean and tell your neighbor!

Materials

- *Blueprint Songbook*
- Globe or world map
- The book *The Wheels on the Tuk Tuk*

Keep It Going

- Search online for videos of tuk tuks in India so children can get a better sense of what they look like and how they move.

Movement Time

Children pretend to drive a tuk tuk.

Creative Arts: Dramatic and Performance Art

DISTRIBUTE “steering wheels.” **INVITE** children to pretend to drive a tuk tuk. **GUIDE** them to drive forward and backward.

Now let’s pretend to drive our tuk tuks! Imagine you are a wala, a tuk tuk driver, getting ready to pick up your passengers in an Indian community.

Please stand up and get into your tuk tuk. Close the door: boom! Fasten your safety belt: click! Grab your steering wheel with both hands.

Here is the road we need to follow to get to the tuk tuk stop. Start driving forward this way. What a bumpy road! Do you feel yourself bouncing up and down in your seat? Bumpity bump!

Oops, we missed the tuk tuk stop! We need to stop here and back up. Can you look back over your shoulder and slowly drive backward? Say, “beep, beep, beep,” as we back up.

Here we are at the tuk tuk stop! We can pick up our passengers and take them where they need to go. Thank you, walas!

ASK for a volunteer to collect the “steering wheels.”

Materials

- Road made out of masking tape on the classroom floor
- A paper plate for each child to use as a steering wheel (or objects they made themselves)

Talk Time

Children discuss how community members act kindly.

Social Emotional: Social Awareness and Relationships

CONNECT to the responsibility “Act kindly.” **REVISIT** the Unit Chart: “Kindness.”

Walas, tuk tuk drivers, take care of their community by helping people get to where they want to go. People in a community take care of each other when they “Act kindly” [point]. What does it mean to act kindly?

USE Sayeh and Elijah, the social emotional puppets, to role-play a scenario in which one friend falls off of his tricycle.

Our friends Sayeh and Elijah were riding their tricycles around their community. Suddenly, Elijah hit a bump in the road and fell down.

Elijah: “Ouch, my knee hurts. I got a boo-boo.” [start to whimper or cry]

ASK how Elijah is feeling. **REFER** to the “Feelings” chart. **INVITE** children to share ideas for how Sayeh can act kindly.

Friends, how do you think Elijah is feeling?

How can Sayeh take care of her friend?

How can she act kindly? What can she say?

If Sayeh does and says some of those nice things, how do you think Elijah will feel?

ROLE-PLAY some of children’s suggestions.

Materials

- Sayeh and Elijah, the social emotional puppets
- Unit Chart: “Kindness”
- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”

How Can We Help?

Providing scenarios where children are asked to help someone else, in this case, a puppet, is one good strategy for promoting kindness.

Did You Know?

Brain research shows that acting kindly actually makes you feel good. It’s called the “helper’s high.” Acting kindly lights up the part of the brain that lets us experience joy.

Before

BROWSE several pages of the book *What Do Wheels Do All Day?* **IDENTIFY** objects with wheels.

Learners, it has been so much fun to think about all the things around us that have wheels! Let's take another look at the book *What Do Wheels Do All Day?* and find things with wheels.

TURN to the page that says, "Wheels help to make us go." **SHOW** children the page. **INTRODUCE** the idea that different objects have different numbers of wheels. **USE** the words "more" and "less" as you count and compare the number of wheels.

Do you see wheels on this page?

Yes, there is a scooter [point]. How many wheels does it have?

There is a stroller [point]. How many wheels does it have? The stroller has more wheels than the scooter.

If we look at them and count the wheels, we will see that some objects have more wheels than others.

Today we are going to make a chart and sort objects by the number of wheels they have. Watch as I prepare the chart.

During

DRAW a chart with four columns on chart paper. **LABEL** each column with numerals and pictures, one through four. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is the chart we will use to sort pictures of objects with wheels. I am going to label each of the columns with a number and picture. Should I use round dots or squares? I am ready to write the title of the chart.

Suggested message: "How Many Wheels?"

PAUSE to focus on concepts of print (spaces between words).

I just finished writing the word "how." Before I write the next word, I want to leave a finger space. We don't want to squish our words together! The space shows your reader where one word ends and the next word begins. Now I can begin writing the word "many" [point to the space between words].

FINISH writing the message. **INVITE** children to reread the message with you.

After

SHOW pictures of objects with different numbers of wheels. **INVITE** children to hold up the number of fingers that match the number of wheels they see. **INVITE** a volunteer to add the picture to the correct column on the chart.

Let's continue to count and compare the number of wheels on different objects.

I'll show you a picture. Count the wheels and then hold up that many fingers. Then we can place the picture under the heading that shows that number of wheels. Let's practice together. Here is a picture of a bicycle. Count how many wheels it has. It has...yes, two. Where should we put this picture?

PAUSE for participation.

Yes, we can place this picture under the number two.

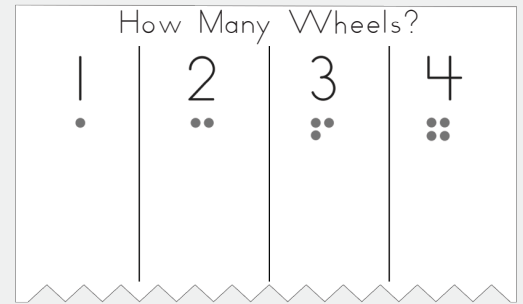
RESTATE that we can classify and group things with wheels by the number of wheels they have.

There are so many things that have wheels! When we look closer and count, we see that some things have one wheel, some have two wheels, some have three, and some have four wheels. Different objects have different number of wheels. Today we grouped objects with wheels by the number of wheels they have!

REREAD the message one more time.

[Transition] **TEACH** children the cheer "Roller Coaster." **ADD** it to the Anchor Chart: "Cheers."

Let's all give ourselves a cheer for thinking hard today. It's called the "Roller Coaster." A roller coaster is a ride that has wheels. Put your hands out in front of you and start at the bottom. Make a /chh/ noise with your mouth every time we move them up. When you get all the way to the top, let out a big "who!" and ride the roller coaster!



Note: The message should be written on chart paper, so you can keep it as a reference tool.

Make & Prepare

- Chart paper and markers
- Tape
- Have the book *What Do Wheels Do All Day?* ready. Mark the page that says "Wheels help to make us go" with a sticky note.
- Download and print the images for the sorting activity "How Many Wheels?" (unicycle, bicycle, scooter, wheelbarrow, tricycle, stroller, roller-skates, truck).
- Write "Roller Coaster" 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

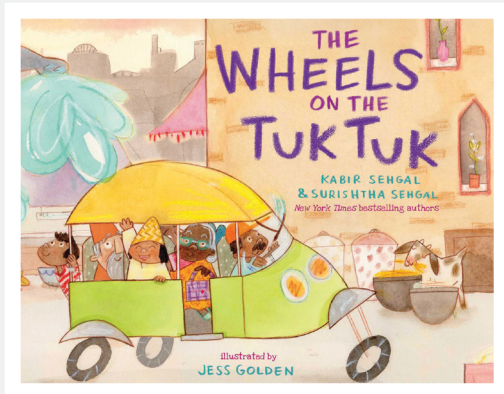
- The book *What Do Wheels Do All Day?*
- Anchor Chart: "Cheers"

Connecting MTP Lessons

Today you will write the letter m when you write the word "many." If you highlight a different letter today or any day, consult the "Letter and Numeral Formation Guide" on the *Blueprint* website. As you use letters in your message that you have previously taught, take time to invite children to attend to its sound. This quick incidental review reinforces children's phonological awareness. You can also circle the letter to reinforce letter awareness.

Keep It Going

- While on the playground, encourage children to look around outside. Do they see any cars, bikes, or scooters riding by? Invite them to share what they find with you. Can they tell you how many wheels the car had?
- Create a "Wheel Scavenger Hunt" of things with wheels children might see in the community (e.g. bicycle, bus, truck). Have them mark off what they see when they are outside.



Material

Unit Chart: “Words We Are Learning”

Words We Are Learning

sip: to drink a little bit at a time

Other Vocabulary

Some other words may need explanation to more fully understand the book. Each time you read the book, you can add to children’s understanding. Refer to the glossary at the back of the book.

Using Books to Extend Number Sense

Even if the book you are reading is not a counting book, you can still count items in the pictures. You can open to a page, and ask children to count how many there are of a particular item. For example, you can count how many rupees the man is giving the wala on the “ching ching” page.

Family Engagement

Have any of your children’s family members lived in other cities, states, or countries? Invite them to visit the class and talk about the ways that other neighborhoods they have lived in are similar and different from the local community they live in now.

Keep It Going

This book took place in India. Gather a small group of children and observe the flag of India. Compare it to local flags and/or the flag of the United States. Or, you can compare it to the flag of children’s home countries. What do children notice? How do the colors, shapes and designs compare?



Before

EXPLAIN that this book takes place in an Indian community.

We have been learning about communities. Do you know that there are different communities all over the world? Today we are going to read a book that takes place in a community in India. The title is *The Wheels on the Tuk Tuk*. It is written by Kabir Sehgal and Surishtha Sehgal and illustrated by Jess Golden.

STATE that the book is sung to the tune of “The Wheels on the Bus.” **REVISIT** the picture of the tuk tuk on the cover.

The song in this book is like “The Wheels on the Bus,” but it’s about another kind of vehicle: a tuk tuk. How many wheels does a tuk tuk have? Yes, three. Who would like to come up and count the wheels?

The tuk tuk driver is called a wala. It is the wala’s job is to drive people in the community from place to place.

INVITE children to observe the Indian neighborhood and sing along with the book.

As we read *The Wheels on the Tuk Tuk*, let’s observe the people, places, things, and animals in this Indian community. And please sing along if you would like to!

During

SING and **INVITE** children to join in singing the words to the tune of “The Wheels on the Bus.” **MODEL** and **ENCOURAGE** children to match the different movements you act out. Examples are given below.

MOVE your hand around in a circle: “Tuk tuk wheels go round and round...”

POINT to the passengers getting on and off the tuk tuk: “People in the street...”

FLICK your fingers as if handing over coins: “Ching ching ching...”

HUNCH your shoulders: “Tuk tuk wala says, ‘Squish in together...’”

BOUNCE up and down: “Tuk tuk riders go bobble-bobble-bobble...”

DEEPEN your voice and **SLOW** down: “Tuk tuk stops for moo-moo-cow...”

PAUSE after reading: “Tuk tuk wala sip-sips chai...” **STATE** that chai is tea. **DEFINE** “sip.” **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].

The wala is taking a little break from his job. He is sipping on some warm Indian tea called chai. When you sip, you drink just a little bit at a time. Let’s add “sip” to the list of words we are learning. Do you know any words that mean the same thing? Let’s pretend to sip chai, too.

SWING your arm like a trunk: “Elephant’s trunk goes spray-spray-spray...”

WAVE your hand side to side: “Tuk tuk wiper goes swish-swish-swish...”

After

INVITE children to discuss what they learned about this Indian community.

Many communities around the world have things that are the same and things that are different. What did you notice about this Indian community?

How is it the same as our community? How is it different?

Build Interest

SHOW children pictures of the obstacle course they designed in Day 14: Small Group. **INVITE** them to reflect on what they made.

We built an obstacle course for our toy cars. We had so much fun zooming our cars around. They went over, under, and through different materials. Let's look at the pictures of your obstacle course [show].

What do you notice?

What materials did you use?

How did you use them?

If you were going to make another obstacle course, what might you do differently?

Build Understanding

SUMMARIZE children's discussion.

I heard you say...

SHOW the collection of objects used to build the obstacle course. **INVITE** children to browse and notice new materials added. **ENCOURAGE** them to think about how they might use the materials differently or build a more challenging obstacle course.

Here are the materials you already used. I added some more items in the box. Let's look inside.

How might you use these items in a new obstacle course?

What will you build today?

Do you want to build an obstacle course on your own, or do you want to work with a partner?

Build Experience

GIVE children time to work alone or with a partner on a new obstacle course. **REMIND** children to take care of their cars.

Time to build a new obstacle course! Use any of the materials to build something new today.

How will you build with these materials?

How will your obstacle course be different from what we built last time?

After you finish your obstacle course, you can take your cars for a drive! Remember, we have to be sure to take care of our cars. Let's treat them carefully and not bump them together.

INVITE children to drive their toy car in their obstacle course. **HIGHLIGHT** position words as children drive around the obstacle course.

Get your toy cars ready to go! Drive them around the obstacle course. I notice your car... [for example, drove above the bottle].

SUMMARIZE the activity. **INVITE** children to tell about how their obstacle course works (e.g. "First the car goes over...").

Today you built a new obstacle course. Let's talk about how each of your obstacle courses work. Who wants to share?

Make & Prepare

- Add new materials to the obstacle course materials collection (straws, craft sticks, pipe cleaners, etc.).
- Photos of children's obstacle courses from Day 14: Small Group

Additional Materials

- Toy STOP signs and/or traffic lights
- Tape
- Index cards and crayons for children to make their own road signs

Building Background Knowledge

Give children practice following verbal directions. For example, say: "drive your car around the bottle" or "drive your car in between the red and blue paper."

Stretch Their Thinking

Invite children to collect their own materials to create an obstacle course.

Listen/Look For

- What ideas do children have?
- How do children work on their new obstacle course? Alone or with a partner?
- What do they do the same or differently?



Supporting Multilingual Learners

Inquiry promotes collaboration, interaction, and exposure to vocabulary, all great things for language development. Enthusiastically encourage multilingual learners to use their home language when exploring new concepts. By asking questions and negotiating meaning in the target language, learners will acquire new concepts and new vocabulary.

Using Your Photos

It's good to have photos of children, their families or recent past classroom events around your room. However, remember to embrace blank space on your walls as well. Every inch should not be covered.

UNIT 3 WEEK

4

Be Sure To...

- Learn more about the animals that live in your local community.
- Compare animals' needs (food, water, shelter) to children's needs.
- Give children opportunities to produce sets of objects.
- Teach the *letter d*.

Books

- *Bear about Town*
- *This is the Place Where You Live*
- *Daniel's Good Day*
- *Trashy Town*
- *The Bus for Us*
- *What Do Wheels Do All Day?*
- *The Wheels on the Tuk Tuk*
- *Around the Neighborhood*
- *Squirrels Leap, Squirrels Sleep*
- *Blueprint Yoga*
- Unit 3 Class Book

Charts

- Anchor Charts
 - "Power of 3"
 - "Feelings"
 - "Readers Can Say"
 - "We Can Describe"
 - "Cheers"
- Unit Charts
 - "Ways to Say Hello"
 - "Words We Are Learning"
 - "Kindness"
- Unit Project: Community Map

What animals are in our community?

Animals also live in our communities. You may see birds or squirrels.

Children add animals to their list of important aspects of a community. They share what animals they might find in their own community and learn about squirrels in depth. They continue to practice counting and sorting, and they play multiple matching games. Also, they continue to discuss ways that they can act kindly within their community, and they learn a method of mindfulness to spread kindness. As the unit draws to a close, the children vote for their favorite book and discuss as a class what they have learned about their community from the read alouds.

Keep in Mind

- Remember to have the class book completed, laminated, and bound by Day 19.
- You will be adding the word "kind" to the Anchor Chart: "Feelings" during Day 18: Gathering Time. 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 chart multilingual.
- 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

pounce
to jump or push your whole body forward

soar
to fly very high

leap
to stretch out and jump through the air

store
to put away for later



Anchor Words for Multilingual Learners

- animal
- problem



Trips & Visitors

Take some time to connect with the outside area around your school. What animals and nature do children observe?

Check out photographs of various squirrel species on National Geographic's website, nationalgeographic.com (search: squirrels).

Watch a show about squirrels in their environment on pbs.org (search: squirrels).



From the Songbook

"What's That Up in the Trees?"

- Copy the poem and send home to families.
- Ask children to act out the poem. They can pretend to move their "big bushy tail" or pretend to bury nuts in the "deep dark ground."
- Invite children to write their own poems about community animals.



Working with Families

Share this information with families:

Invite them to participate, as you celebrate this unit's learning. During Gathering Time on Day 19 and 20, if families are present, have them join in the greeting and movement! Then they can listen as you share the class book (Day 19) and celebrate the learning across the Unit (Day 20). See the Blueprint website for examples of invitations.

In almost every neighborhood, you might find squirrels or birds or insects. Suggest that they play "I Spy" to observe the animals in their community.



Remember | <https://clibblueprint.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 match animal pairs. <i>Science: Life Sciences</i>	Children review the “Animal Matching” game. <i>Science: Life Sciences</i>	Children match animal pairs and move like them. <i>Science: Life Sciences</i>	Children match animals based on their physical traits. <i>Science: Life Sciences</i>	Children match animals based on their sounds. <i>Science: Life Sciences</i>
Movement Time	Children practice dog pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice ladybug pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice bunny pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice squirrel pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice bee pose. <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children discuss what animals live in their community. <i>Science: Scientific Inquiry and Practices</i>	Children use numerals to group themselves. <i>Math: Numbers and Number Sense</i>	Children practice “Spreading Kindness.” <i>Social Emotional: Social Awareness and Relationships</i>	Children listen to class book <i>Community Helpers</i> . <i>Literacy: Listening and Speaking</i>	Children review what they have learned using the Community Map. <i>Literacy: Listening and Speaking</i>
Message Time Plus	Children play the game “Is This a Pet?” <i>Science: Scientific Inquiry and Practices</i>	Children learn about the letter <i>d</i> . <i>Literacy: Phonological Awareness</i>	Children use clues to solve an animal riddle. <i>Literacy: Comprehension</i>	Children learn multiple meanings for the word “store.” <i>Literacy: Vocabulary</i>	Children compare their body parts to the body parts of a squirrel. <i>Science: Life Sciences</i>
Intentional Read Aloud	Children fill in the number word that rhymes. <i>Literacy: Phonological Awareness</i>	Children act out animal movements. <i>Science: Life Sciences</i>	Children share what they learned about squirrels. <i>Literacy: Comprehension</i>	Children answer and ask questions about squirrels. <i>Literacy: Comprehension</i>	Children vote for their favorite book from the unit. <i>Literacy: Literate Attitudes and Behaviors</i>
Small Group	Children count pebbles and place in the matching numbered cup. <i>Math: Numbers and Number Sense</i>	Children fill cups with the corresponding number of pebbles. <i>Math: Numbers and Number Sense</i>	Children fill cups with the corresponding number of acorns. <i>Math: Numbers and Number Sense</i>	Children compare quantities of acorns and numbers on a cup. <i>Math: Numbers and Number Sense</i>	Children solve a problem: how to replace a missing bucket handle. <i>Approaches to Learning: Initiative and Curiosity</i>
Reflection Time	What animal would you like to be? Why?	If you were a bird, where would you go?	How do you think it feels to have a long, bushy tail like a squirrel?	If someone wanted to learn about squirrels, what would you teach them?	What animals are in our community?

Centers to Launch

See Pages 14-25

Blocks | Cars and Road Signs

Blocks | Make-Your-Own Block Shapes



Greeting Time

Children match animal pairs.

Science: Life Sciences

STATE that animals also live in a community.

What are some things you can find in our local community? Yes, we can see different places, people, and vehicles. But people aren't the only ones who live in our community. What other living things can you see in our community?

Yes, different animals live in our community!

PREVIEW the cards. **INVITE** children to call out the names of the animals they see. **NOTICE** if there are any animals children do not know.

What is the name of this animal?

DISTRIBUTE the cards. **KEEP** a card for yourself (e.g. dog). **TEACH** children the game "Animal Matching." **CALL** out an animal pictured on one of the cards. **INVITE** children to walk to the middle of the circle and greet others who are holding the same card.

Let's play the game "Animal Matching" [show two cards that match].

I am going to name an animal in our community. If you have that animal on your card, please walk to the middle of the circle and greet each other. What are some ways you can greet each other?

MODEL with the dog card and walk to the middle of the circle to greet others.

If you have a dog [show], please walk to the middle of the circle. Look, I have a dog! I'm going to head to the middle of our circle too. "Hola!" Now I'll walk back and sit down again.

NAME other animals until everyone has had a chance. **COLLECT** the cards.

Make & Prepare

- Download and print "Animal Matching" cards (cat, dog, ladybug, bunny, squirrel, bee).



Additional Material

- Unit Chart: "Ways to Say Hello"

Supporting Multilingual Learners

Explicitly teach the word "animal" to children who are 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 practice dog pose.

Creative Arts: Creative Movement and Dance

REFER to the dog in the book *The Place Where You Live*.

We just greeted each other using animal cards. In our book *The Place Where You Live*, what animal do you see in their community [show].

REFER to dog pose in the book *Blueprint Yoga*. **MODEL** or **INVITE** a child to model the pose for the class.

A dog is one of the animals we can pretend to be when we do yoga! What do you notice about dog pose? Yes, in dog pose, we lift our pretend tail up.

Watch as I remind you how to do dog pose. First, I come down to my hands and knees. Next, I tuck my toes under and lift up my knees. Then I pretend to have a tail and lift it way up. Do I look like a dog?

GUIDE children to do the pose. **TELL** them to wag their tail and bark.

Now it is your turn to practice dog pose. Come down to your hands and knees, tuck your toes under, and lift up your knees. Press down with your hands and feet. Lift your tail up high. Do you feel like a dog? Can you wag your tail from side to side? Can you bark? Woof! Woof!

Make & Prepare

- Review how to do dog pose on the *Blueprint* website. Be prepared to model it, or prepare another adult or child to do so.
- Mark the page in the book *The Place Where You Live* where the dog is featured on the porch.

Additional Material

- *Blueprint Yoga*

Executive Function

Yoga helps children develop executive function by reducing stimulation and encouraging them to focus their attention.

Talk Time

Children discuss what animals live in their community.

Science: Scientific Inquiry and Practices

ASK children what other animals they have seen in their community.

Dogs are one kind of animal that we can see in our community. Let's think about other kinds of animals you might see when you are walking or riding around our community. Close your eyes and picture the animals you see [on your way to school, at the park]...

Okay, open your eyes. What animals did you think of?

REFER to the book *Blueprint Yoga*.

Are there any other poses in our yoga book that remind you of animals in our community?

REFER to the animal cards from Greeting Time.

What animal did you have on your card for the matching game? Is that an animal that you have observed in our community?

We have observed lots of animals in our community! Some of these animals live in nature and take care of themselves. Some animals live with people. These animals are pets, and families take care of them. All these animals are part of our community.

Materials

- *Blueprint Yoga*
- Animals Matching Cards

Interacting With Children

We often launch a topic or a book by asking children to make connections to their own lives and experiences. In this lesson, children are invited to talk about animals they have seen in their community. Linking children's previous experiences to new content is one powerful way to provide them with a context for learning. Be sure to ask children "What do you already know about..." or "What does this remind you of?"

Before

REFER to Talk Time. **NAME** several animals children said they have noticed in the community.

In Talk Time we named animals we see in our community. You named so many different animals! In our community, we see dogs, cats, squirrels, and birds.

INVITE children to think about birds in the community. **ASK** children about where they have seen birds.

Let’s all think about where we have seen birds. Where are birds in our community?

TELL children that some birds take care of themselves and some birds are pets with owners that take care of them.

Yes! We see birds at the park. Some birds live outside. They are free to fly around. These birds live in nature. They take care of themselves. They find their own food and build nests. But not all birds live in nature. Some birds are pets and have families that take care of them. Does anyone here have a pet bird?

Watch as I write a message about birds in our community.

During

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

I want to draw a bird that lives in nature. What kind of bird should I draw?

Suggested message: “Birds live in our community.”

Pause to focus on phonological awareness (/b/ in the word “birds”).

Birds. Say that with me: birds. What sound do you hear at the beginning of the word “Birds?” /b/. What letter makes the /b/ sound? Yes, the *letter b* makes the /b/ sound. When I write the uppercase *letter B*, I start at the top and bump out. Then I bump out again. Now you try writing it with your finger in the air.

Finish writing the message. INVITE children to reread the message with you.

After

INVITE children to play “Is This a Pet?” Show a picture of an animal. Invite children to sign “yes” if it can be someone’s pet or “no” if it only lives in nature.

Let’s play a game called “Is This a Pet?” I will show you a picture of an animal. Think about whether this animal can be someone’s pet. If it can be, make the sign “yes” [demonstrate]. If the animal lives in nature and takes care of itself, sign “no” [demonstrate]. Let’s try one together.

HOLD up an animal card (for example, the bunny card). INVITE children to share their thinking.

Is a bunny a pet? Sign “yes” or “no.” Who wants to share their thinking?

Yes, a bunny can be a pet, but bunnies can also live on their own! Do you know anyone who has a bunny for a pet?

CONTINUE playing. Then **RESTATE** that some animals in the community take care of themselves and some are cared for by people.

Animals also live in our community! We see them in nature caring for themselves. People care for animals in their homes, too. These animals are family pets.

REREAD the message one more time.

[Transition] **ASK** children what animal in the community they would like to be.

If you could be an animal in our community, what would you be?



Make & Prepare

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

Additional Materials

- “Animal Matching” cards from Greeting Time.

Sharing Ideas about Drawing

As you think aloud about the drawing process during MTP, invite children to join in. Ask children open-ended questions, and give them time to share ideas. Encourage children that don’t often choose drawing to help you think about the kinds of lines or shapes you might draw. This kind of scaffolding might just be the gentle nudge they need to try something on their own at the writing center.

Responding to Children

If children show worry about animals that live in a zoo, talk to them about it. Point out that zoos help us learn about animals that may not ordinarily live in the local community. Just as people take care of pets at home, zoos provide another kind of home for their animals.



Keep It Going

- For real-life animal observation, put a bird feeder outside of a window, and observe the birds that live in your community.
- While on the playground, encourage children to notice animals that may be flying or walking around. Can they see a bird? A squirrel? Did anyone walk by with their dog? Encourage them to share what they find.



Make & Prepare

- The book can be sung to the tune of “Over in the Meadow.” Familiarize yourself with it on the *Blueprint* website.

Counting Book Challenge

Children typically find it easier to count items in a picture book when they are arranged in a straight line as they are on the “dog” page of this read aloud. However, the animals on several other pages (e.g. the spider page and the swallow page) are not in a line. Support children in counting these items, for example, by clearly pointing to each of them.

Connection to Other Units

This book features various baby and grown up animals. It uses some terms for the baby animal of a given species (i.e. puppy, duckling). We will return to this concept and these terms in more depth in Week 1 of Unit 5: “Life on the Farm.” Children will learn the names of baby farm animals (i.e. piglet, calf), as they compare them to their adult parents.

Build on Children’s Interests

If children are excited about animals in their community, such as squirrels or bugs, build on that excitement. Linger on what they are interested in and go deeper.

Keep It Going

- Invite children to co-create a number line, as they did the class-made food alphabet in Unit 2. What is there “one of” in the class (e.g. the sink)? What are there “two of” in the classroom (e.g. two doors)? Label each page with a number and then ask children to draw the pictures. Display the completed number line so children can easily access it. Model and guide them in using this important mathematical resource.
- Look for animals you see in your community and do the corresponding yoga poses, or ask children to make up their own.



Before

NAME some animals children have seen in the community. **INTRODUCE** the book.

At Talk Time we named animals we see in our community. [Name] said...

Today we are going to read a book called *Around the Neighborhood*, adapted by Sarah L. Thomson and illustrated by Jana Christy. In this book, we will see different animals who live in one community. They are playing and having fun in their community with their families.

POINT OUT how on each of the pages the illustrator has drawn a mother or a father animal and then some of their baby animals.

On each page, the illustrator, Jana Christy, has drawn a mother or father animal, who is the biggest [show the duck pages and point out the mother], and then the baby animals who are smaller [point to them].

STATE that the book is both a singing and a counting book. **ENCOURAGE** children to chime in with the number that makes sense and fits the rhyme.

This book is a singing book and a counting book! Before we begin, let’s count to 10 to warm up. Ready?

I’m going to sing this book to you, and you can do the counting. I’m going to leave off the number word at the end of the sentence. If you can figure out the number word that rhymes in the song, please say it out loud.

During

EMPHASIZE the rhyming words.

PAUSE after reading the page with the number one. **THINK** aloud about what number will come next.

This mother has one baby. We know this is a counting book. I wonder how many babies the next parent will have?

PAUSE before reading “two” on the dog page. **INVITE** children to chime in with the number word. Then **POINT** to each puppy. **GUIDE** children to chorally count them.

“and his little puppies...” How many puppies does he have? Everyone? Yes, two! “Blue” and “two” rhyme. Let’s count. Here’s the father, and here are his two puppies: one, two.

CONTINUE to pause before each number word and invite children to chime in. **COUNT** the baby animals.

PAUSE after reading “...and his little swallows ten.” **EXPLAIN** the two meanings of “swallow.”

These birds are called swallows. But we also use the word “swallow” to describe how we send food and drinks down our throat like this [demonstrate]. Sometimes one word can mean two different things!

After

INVITE children to reflect on the animals in the book.

We just counted animals in a community. What animals did you see in this book that you have also seen in our own community?

Build Interest

GIVE handfuls of pebbles to children to explore. **PROVIDE** magnifying glasses. **REFER** to the Anchor Chart: “We Can Describe.”

Here are some pebbles from our community. Take some time to explore them.

What do they look like?

How do they feel?

Use a magnifying glass to get a closer look. You can use the chart “We Can Describe” [point] to help you describe them.

Build Understanding

SUMMARIZE what children said..

As you explored with the pebbles, I heard you say...

INTRODUCE the counting cups. **ASK** children to identify the numbers on the front of the cups.

We can use these counting cups to count out the pebbles. What do you notice on the front of the cups?

Yes, there are numbers on the front of the cups. Let’s read them together.

FILL one of the cups with the correct number of pebbles. **ASK** questions to encourage children to explain how they know what to do.

Which cup should we fill up first?

How many pebbles should we add to the cup?

Who would like to count out the pebbles?

Build Experience

GIVE children time to count and place pebbles into the other cups. **USE** what you know about each child’s language skills to include and extend their participation.

Let’s keep counting! Choose a cup and count out the matching number of pebbles.

- **Gesture:** Point to the cup you want. That’s the numeral [one, two, three, etc.]! Show me that number with your fingers. Yes! Let’s count your fingers together. Now show me the number [one, two, three, etc.] with your pebbles. Let’s count the pebbles together.
- **Yes/No:** Which cup did you pick? Is this the numeral [one, two, three, etc.]? Let me see you count out your pebbles. Do you have [one, two, three, etc] pebbles?
- **Either/Or:** Which cup did you pick? Is this the numeral [one, two, three, etc.] or the numeral [four, five, six, etc.]? Let me see you count out your pebbles. Do you have [one, two, three, etc.] pebbles, or do you have [four, five, six, etc.] pebbles?
- **Open-ended:** Which number did you choose? How will you count your pebbles? How many pebbles will you add to the cup?

RESTATE that we can count objects to match a numeral.

Today we explored pebbles and then matched an amount of pebbles to a numeral on the cup. Lots of counting was happening! I saw... [summarize how you saw children count and ways they checked their work].

Make & Prepare

- Cups labeled one through five, with dots below the number on the label.

Additional Materials

- Pebbles or another natural object (ideally these and other nature objects would have been collected as a group activity.)
- Magnifying glasses (one per child)
- Anchor Chart: “We Can Describe”



Remember to Save

- Labeled cups for Small Group: Day 17

Building Background Knowledge

- Give children practice counting a set number of the objects. Review strategies such as:
 - Touch and count – they touch and count each object
 - Line up and count – they line up the objects and then count them
 - Move and count – they move an object from one pile to separate pile, counting as they move the object

Stretch Their Thinking

Have cups labeled six through 10 ready.

Listen/Look For

- What counting strategies do children use?
- Do they have one-to-one correspondence?
- Do they know that the last number they said tells them how many are in the group?



Provide Supports

In this lesson, children are counting. If some children experience difficulty, don’t tell them the correct answer. Instead, provide supports that help them get to the right answer. For example, you can say, “Let’s count that again, and this time, let’s use one of our counting strategies. Which one should we use?”



Producing a Set

In this lesson and the next small group, children are asked to produce a set of objects that match a specific quantity. This is a little harder than counting a given set.

Adapt the Lesson

If you do not have a collection of natural materials, use other counting tools from your math center, such as counting chips.

Greeting Time

Children review the “Animal Matching” game.

Science: Life Sciences

DISTRIBUTE the cards. **KEEP** a card for yourself (e.g. ladybug). **ASSESS** that all children know the animal on the card.

We are learning about different animals that live in our community! Do you know what animal is on your card? Sign “yes” [demonstrate] if you do. Or show it to me or a neighbor for help.

REVIEW how to play the game “Animal Matching.”

Do you remember how to play the game “Animal Matching?”

Yes, I will say the name of an animal. If you have that animal on your card, join your group in the center of the circle.

Greet your matching ladybug partners by giving them a high five [demonstrate] and saying hello. You can use the “Ways to Say Hello” chart.

MODEL with the ladybug card

Who has the ladybug card?

CONTINUE to play through all of the matches.

Make & Prepare

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

Additional Materials

- “Animal Matching” cards
- Unit Chart: “Ways to Say Hello”

Movement Time

Children practice ladybug pose.

Creative Arts: Creative Movement and Dance

HOLD UP the back pages of *Around the Neighborhood*. **ASK** children which animal has five babies.

We just greeted our animal friends with a high five. Let’s look in the back of our book *Around the Neighborhood*. Where is the numeral five on this page? Who can point to it? Which animal has five babies? Yes, can you count the five ladybugs with me?

SHOW a picture of a ladybug in the book *Blueprint Yoga*. **ASK** children what they notice.

Here is another picture of a ladybug. What do you notice? How can we move our bodies and pretend to be a ladybug? We can do a ladybug yoga pose!

MODEL the steps for ladybug pose. Then **GUIDE** children to do the pose.

First, I come down to my hands and knees. Next, I sit back and down on my feet. Then I lift my arms up and back behind me. Now I can flutter my ladybug wings and lift up my head. Do I look like a ladybug?

Now it is your turn to practice ladybug pose! Come down to your hands and knees, and sit back and down onto your feet. Lift your arms up and back behind you. Flutter your wings and lift up your head. Do you feel like a ladybug flying around our community? How many dots do you have on your back?

Make & Prepare

- Familiarize yourself with how to do ladybug pose on the *Blueprint* website. Be prepared to model it, or prepare another adult or child to do so.

Additional Material

- Blueprint Yoga*

Building Background Knowledge

Some children may be unfamiliar with ladybugs and may not know they have wings. Build their background knowledge by showing a video of ladybugs unfolding their wings and flying. Many of these videos are available online.

Talk Time

Children use numerals to group themselves.

Math: Numbers and Number Sense

CONNECT to the five ladybugs in *Around the Neighborhood*. Chorally **COUNT** to five. **SHOW** numerals one through five. **GIVE** each child a paper plate with a numeral on one side and the corresponding number of dots on the other side.

Why don’t we play a ladybug game? In *Around the Neighborhood* [show book], how many baby ladybugs were there? Let’s count to five: one, two, three, four, five.

Each of you will get a plate with some ladybug dots on one side of it. The other side of the plate will show the number of dots. You will get one, two, three, four, or five [hold up a plate to show each numeral as you say it]. When you get your plate, count your dots and look at your numeral.

ASK children how to sort the numbers. **GUIDE** them to get in a line with friends holding the same number. **EXTEND** the activity by asking for volunteers from each of the groups to line up in order from one through five.

How can we sort these numerals?

If you have a one, line up here. If you have a two...

What if we want to put the numerals one through five in order? How can we do that?

How can we check that the numerals are in order?

Make & Prepare

- Create enough sets of paper plates numbered one through five for one plate per child. On one side of the plate write the numeral, and on the other side of the plate, show the corresponding number of dots. Based on your children’s skills, you can have numbers that only go up to three or numbers that go higher.

Additional Material

- The book *Around the Neighborhood*

Did You Know?

All living things are classified into two groups: The Plant Kingdom, and the Animal Kingdom. Insects are part of the Animal Kingdom.

Before

REVIEW the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **CONNECT** to talking about animals in the community, specifically dogs.

We have been talking about different animals in our community. Some animals in our community are pets!

Do any of you have dogs as a pet? What do they look like? What do they like to do?

FOCUS on words that begin with the /d/ sound.

Dog, different, do. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /d/. Does anyone in our class have a name that begins with the /d/ sound?

DESCRIBE how to form the *letter d* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. Optionally, teach the ASL sign.

The *letter d* makes the /d/ sound. To write an uppercase *letter D*, I start at the top and drop down. Then I curve around. Now you write it with your finger in the air. This is the lowercase *letter d*. I curve around. Then I start at the top and drop down. Now you try it. While I write today, please look for the *letter d*. We are going to learn how to read it together.

During

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

Here is a picture of a dog I saw the other day in our community. He was chasing after a ball someone threw. He had pointy ears, and his tongue was sticking out.

Suggested message: “Dogs do love playing.”

PAUSE to focus on phonological awareness (/d/ in the word “dogs”).

I hear the /d/ sound in the beginning of the word “Dogs.” The *letter d* makes the /d/ sound. Watch me as I write the uppercase *letter D*. I start at the top and drop down. Then I curve around. Now you try it.

REPEAT with the lowercase *letter d* in the word “do.” **INVITE** children to reread the message with you.

After

INVITE children to find all the *letter d*'s in the message. **CIRCLE** them.

Let's find all the *letter d*'s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter d*! Who wants to point to one in the message?

PLAY “Sort for the Sound.” **PLACE** two sorting mats on the floor. **ASK** children to sort objects into two groups: those that begin with the /d/ sound, and those that do not.

Look at this collection of objects. Let's sort them into two groups [point to the two mats]. We can place objects that begin with the /d/ sound on this mat [point]. We can place objects that do not begin with the /d/ sound on this mat [point]. Here is a dinosaur, /d/. Does the word “dinosaur” begin with the *letter d*? Yes. This dinosaur belongs with the /d/ group. Who wants to select the next object for us to sort?

CONTINUE playing. Restate the names of all the objects in the *letter d* group. Then **RESTATE** the name and sound of the *letter d*.

Today we listened to the sound the *letter d* makes, talked about what it looks like, and found it in our message. We created a group of objects that begin with the /d/ sound.

REREAD the message one more time.

[Transition] **INVITE** children to do a little dance before they leave the rug.

We are learning about the *letter d*. The word “dance” begins with the *letter d*. Stand up and do a little dance as you say the sound /d/, /d/, /d/.



Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter d* on the *Blueprint* website.
- Letter ring – write the uppercase *letter D* on one side of an index card and the lowercase *letter d* on the other; add this to the letter ring after the lesson.
- Collect familiar objects that begin with *letter d* (e.g., dinosaur, dog, duck, dice) and some that do not.

Additional Materials

- Two pieces of different color construction paper to be used as sorting mats

Letter Formation

- Uppercase *letter D*: drop down, curve around
- Lowercase *letter d*: curve around, drop down

Pronouncing the Sound

When you make the /d/ sound, put the tip of your tongue on the bump behind your top teeth and say /d/, not /duh/ or /dah/. If you put your hand gently on your throat, you can feel it vibrate.



Keep It Going

- While reading with children at the library center, find a page that contains the *letter d*. Invite children to look closely at the words. Can they find the *letter d*? Say, “You know the *letter d*. Think about how it looks. Let's find the *letter d* together. Point to the letter. Let's mark it with a sticky note.”
- Gather children in a small group. Provide pictures of some objects that begin with the /d/ sound and some that do not. Have children say the words out loud and sort them into groups: words that begin with /d/, and words that do not.



Materials

- Unit Project: Community Map
- Unit Chart: “Words We Are Learning”

Words We Are Learning

pounce: to jump or push your whole body forward

soar: to fly very high

Supporting Multilingual Learners

Asking children to perform an action for each new vocabulary word (duck down for “under,” stretch arms overhead for “on top of”) is a helpful technique used to support new language learners.

Reading Critically

Raise children’s awareness of how authors and illustrators portray families. For instance, in this book a mother and infant are shown, while in the animal families both mothers and fathers are featured. But families come in many different varieties. Ask children questions like: What other family members can be caretakers? How else could this author and illustrator have shown a loving human family? Encouraging children to think through these kinds of questions, and to ask their own questions, helps them become critical readers.

Keep It Going

- Repeat these action words and movements. For example, ask children to soar like swallows out to the playground, hop like bunnies over to the sink, or crawl like ladybugs back to the rug.
- Invite children to visit the store at the dramatic play center as the animals from this book? How would a squirrel shop? What if bunnies owned the store?
- Create an “Animal Scavenger Hunt” of animals that children might see in the community (birds, squirrels, dogs, etc.) Have them mark off what they see when they are outside.

Before

ACTIVATE children’s knowledge around traveling around their community.

We enjoy going to different places in our community. When we travel around our community, how do we get from place to place?

Yes, we might walk or drive. But can animals drive or take the bus? How do they get around?

INVITE children to join in acting out animal movements.

As we read *Around the Neighborhood*, notice how different animals move. Please join me in acting out some animal movements!

During

PAUSE after reading about the cats. **DEFINE** “pounce.” **PRETEND** to pounce with the children. **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).

The mother cat and three kittens pounced. A pounce is a big jump, when cats push themselves forward. Have you ever seen a cat move like that? Watch me pretend to pounce [demonstrate staying seated, move your upper body up, forward, and then down]. Let’s pounce three times and say, “Pounce, pounce, pounce!”

Let’s add the word “pounce” to the list of words we are learning. Do you know any words that mean the same thing?

PAUSE after reading about the rabbits. **MODEL** and **INVITE** children to hop six times.

How do these six bunnies like to move? They hop. Do you know any other animals who hop? Let’s hop like the bunnies. Please stand up in your spot. Stand on one leg if you can, and push off the ground! Let’s pretend to hop over the brick wall six times. Count along: one, two, three, four, five six!

PAUSE after reading about the swallows. **DEFINE** “soar.” **PRETEND** to soar with the children. **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).

The family of swallows soars. When a bird soars, they fly very high in the air. Have you ever seen a bird soar? What else can fly high in the sky? Let’s pretend we are soaring swallows. Stand up and spread your arms like wings. Look down below at our community. What do you see?

Let’s add the word “soar” to the list of words we are learning. Do you know any words that mean the same thing?

After

RESTATE animal movements that children acted out. Then **GUIDE** children to relax.

It’s fun to move like community animals. We pounced with the cats, hopped with the bunnies, and soared with the swallows!

Animals are active, just like us! But animals need to rest their bodies, too, just like us! Let’s take three deep breaths to relax and feel calm.

INVITE children to brainstorm animals to add to the Community Map. **ENCOURAGE** children to create them during Center Time.

Why don’t we add some animals to our Community Map? What animals do we see in our community?

How could we show them on the map? Where should we put them?

You can create some of these animals at Center Time! We can add animals to our Community Map.

Build Interest

SHOW the cards. Then **PLACE** them face down on the table. **ASK** children to pick a card and read the number.

We are talking about animals in our community. At Talk Time we played a ladybug game with numbers. Now we are going to play another number game.

Today we are going to use these number cards to help us in our activity [show]. I'm going to mix them up and place them face down on the table. Let's each take a card, turn it over, and name the number we see.

GUIDE children to line up the cards in order.

We each have a number card. Let's line up our cards in number order, and then let's read them again.

Build Understanding

EXPLAIN the game "Matching Pebbles." **MIX** the cards up and lay them face down. **ASK** for a volunteer to select one card and fill the matching cup with the correct number of pebbles.

Let's place these number cards on the table, face down, and play a game called "Match the Pebbles." This is how you play. You select a card. Read it. Find the matching cup [point] and then count out the matching number of pebbles.

Who wants to take the first card?

What number did you pick?

Can you find the cup that matches that number?"

Can you fill the cup with the matching number of pebbles?

Build Experience

GIVE children time to play the game.

Let's keep playing "Matching Pebbles" so everyone can take a turn.

- What number do you have?
- Which cup has the same number?
- How will you count out that number of pebbles?

RESTATE that we can identify numbers and count out that many.

Today we worked with numbers again. We practiced naming a number on the card. Then we counted out the same amount of pebbles. Let's add these pebbles and counting cups to our math center.

Make & Prepare

- Index cards labeled one through five, with dots below the number on the label

Additional Materials

- Pebbles or another natural object
- Cups with numbers one through five from Small Group: Day 16



Remember to Save

- Cups with numbers one through five and index cards labeled one through five for Small Group: Day 18



Building Background Knowledge

Sing some counting songs.

Stretch Their Thinking

If children are ready, use higher numbers on the cards and cups.

Listen/Look For

- What numerals do children identify?
- How do children work as they put the numerals in order?
- What counting strategies do children use as they count out the pebbles to match the number on their card?



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.

Greeting Time

Children match animal pairs and move like them.

Science: Life Sciences

DISTRIBUTE the cards. **KEEP** a card for yourself (e.g. bunny). **ASSESS** that all children know their animal.

Do you know what animal is on your card? Sign “yes” [demonstrate] if you do. Or show it to me or a neighbor for help.

REVIEW how to play the “Animal Matching” game. **INVITE** children to select a greeting.

Let’s play our “Animal Matching” game. Who can remind us how to play? How would you like to greet each other when you get to the center of the circle? You can use the “Ways to Say Hello” chart to help you.

MODEL with the bunny card. **USE** movement words to form partnerships (e.g. hop, jump, roll, climb, crawl, fly, etc.).

If you have a bunny card [show], hop like this [demonstrate] as you head to the center of our circle to meet your match. Greet your matching bunny partners by....

Please hop back to your spot. If you have [animal]...

CONTINUE to play through all of the matches.

Make & Prepare

- Think about what movement word you will use for each animal. For example, bunnies hop, cats jump, dogs roll, ladybugs crawl, bees fly, squirrels climb.
- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- “Animal Matching” cards
- Unit Chart: “Ways to Say Hello”

Movement Time

Children practice bunny pose.

Creative Arts: Creative Movement and Dance

HOLD UP the bunny pages of *Around the Neighborhood*. **SHOW** another picture of a bunny in the book *Blueprint Yoga*. **ASK** children what they notice.

We just matched animals we might see in our community. One of the animals on our cards and in our book *Around the Neighborhood* [show] was bunnies. Here is another picture of a bunny, or a rabbit. What do you notice? How can we move our bodies and pretend to be a bunny? We can do a bunny yoga pose!

MODEL the steps for doing bunny pose. **Then GUIDE** children to do the pose and pretend to hop over a wall.

Watch as I do bunny pose. First, I kneel and sit down on my feet. Next, I reach my arms straight up and press them in close to my head. Do my arms look like big bunny ears? Then I wiggle my nose and sniff, sniff, sniff.

Now it’s your turn to practice bunny pose! Kneel and sit on your feet. Reach your arms straight up to make your big bunny ears. Can you wiggle your nose? Sniff, sniff, sniff. Do you feel like a bunny?

What action do bunnies love to do? The bunnies in the book hop over a wall. Let’s try that, too. Please stand in your spot. Keep your bunny ears up! Here is our pretend wall. I’m going to hop over it like this. Now, you try...

Make & Prepare

- Familiarize yourself with how to do bunny pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Materials

- The book *Around the Neighborhood*
- *Blueprint Yoga*

Yoga Pose Cards

Remember, in addition to the book *Blueprint Yoga*, you can download and print cards of these poses from the *Blueprint* website. Add them to a basket or ring, and make them accessible throughout the day. Use them to take yoga breaks and invite children to do the same.

Talk Time

Children practice “Spreading Kindness.”

Social Emotional: Social Awareness and Relationships

ASK children to tell a social emotional puppet how giving and receiving kindness makes them feel. **ADD** “kind” to the “Feelings” chart.

Bunnies and other animals are part of our community. We can take care of all the members of our community by acting kindly. Tell Sayeh: How do you feel when someone is kind to you? When you act kindly, how do you feel?

Kindness makes us feel connected to others. Let’s add “kind” to our “Feelings” chart.

GUIDE children to do “Spreading Kindness.” **Then ADD** the card to your Mindful Moment basket.

What if we could spread the feeling of kindness to everyone? Let’s practice a Mindful Moment called “Spreading Kindness” [show card]. Get comfortable, and close your eyes. Begin taking slow, deep breaths.

Imagine how kindness feels inside your heart. As you breathe in, feel the kindness in your heart get bigger. As you breathe out, send the kindness to everyone in our classroom community. Breathe in to feel the kindness grow even more, and breathe out to send kindness to our whole local community.

Can your heart get so big and light that you send kindness to communities all over the world?

Make & Prepare

- Write “kind” on a sentence strip with a matching photo.
- Download and print the “Spreading Kindness” card.

Additional Materials

- Sayeh and Elijah, the social emotional puppets
- Anchor Chart: “Feelings”

Growing Empathy

Continue inviting children to practice “Spreading Kindness” and grow their empathy. Here is another variation: Start by sending kindness to someone you love, then to someone you don’t know well, and perhaps even to someone you feel grumpy toward.

Before

CONNECT to animals in the community. **SHOW** pictures of three animals: a ladybug, a duck and a swallow. **TELL** children they are going to use clues to guess which animal.

We have been talking about animals that live in the community. Here are pictures of three different animals from the book *Around the Neighborhood* [show]. What are the names of these animals? Yes, a ladybug, a duck, and a swallow.

Today, I am going to write a message with clues about one of these animals. You can use the clues to guess the animal I am describing. Ready?

During

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

Here is my foot! It is webbed and helps me swim. Here is the stream where I swim. It curves and bends. These are my picture clues. Now, I will write a sentence with word clues.

Suggested message: "I swim in a stream."

PAUSE to focus on concepts of print (concept of a word).

I am going to write, "I swim in a stream." That would match my picture. Help me count how many words I am going to write. [Count and hold up one finger for each word.] Five words! I am ready to write.

WRITE the message. Then **POINT** to the words, and count them again. **INVITE** children to reread the message with you.

After

ASK children to guess the animal you described in your picture.

Who thinks they know what animal I was describing? I drew some picture clues [point]. I wrote some word clues [sweep your finger under the words]. "I swim in a stream." Take a moment to think about what animal I just described. Now, whisper in your hand and guess the animal you think I was describing.

GIVE children time to share.

Yes, it was a duck. How did you know?

What else could I have drawn to give you a clue that the animal was a duck?

What animal would you have drawn?

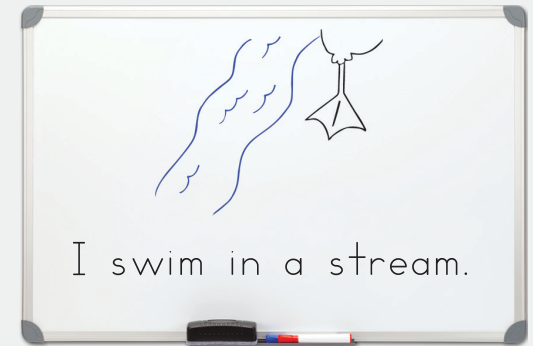
REVIEW the idea that animals live in the community, too.

Ducks live in some communities. Communities are made up of people and animals too!

REREAD the message one more time.

[Transition] **INVITE** the children to pretend to swim off the rug.

As you leave the rug, pretend that you are a duck swimming upstream. Look, a tiny fish. Dive down and gobble it up!



Make & Prepare

- Download and print the Animal Riddle cards: ladybug, duck, and a swallow.

Developing Writers

Young children want to write! Your actions and attitudes can have a profound effect on children as developing writers. Be sure to explicitly make the connection between what we say and what we write. Show children how oral language, such as the retelling of stories and shared experiences, translates to writing.

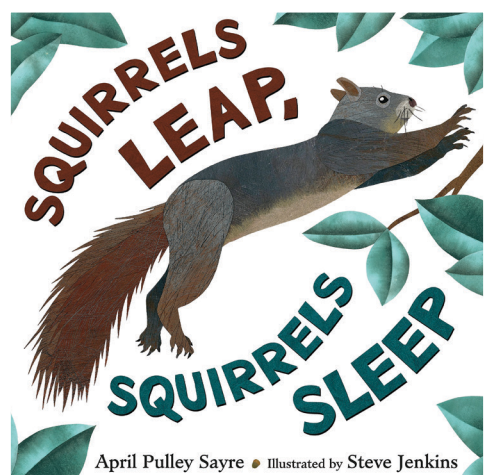
Scaffolding in MTP

We often encourage you to invite children to the board to find a letter or a word in the message. You can extend this opportunity to engage with the message by asking children to find something they know. Keep it open-ended! They can come up to the board and point out what they know and how they know it. If they find a letter, draw a circle around it. Follow up by asking what sound the letter makes or what words begin with that sound. If they find a word, draw a box around it. Ask them to show you what the word means or if they know other words that mean the same thing. Use what you know about the child to help move them from what they know to new learning. Of course, if they do not know the answer to a question you ask, offer them the support they need.



Keep It Going

- Gather children in a small group. Provide picture cards of animals they have seen around the community or that you have discussed or learned about through read alouds. Invite children to describe one of the animals without telling which one. Encourage them to give the clues and have classmates choose the animal that best fits the clues.



Make & Prepare

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

Additional Materials

- Anchor Chart: “Readers Can Say Books”
- Unit Chart: “Words We Are Learning”

Words We Are Learning

leap: to stretch out and jump through the air
store: to put away for later

Explain the Why

In our read-aloud lessons, we focus children on the purpose and objective (e.g. readers learn information from books). Knowing why they are participating in an activity makes it more purposeful for children. It also helps us as teachers remain focused on the lesson goal.

Supporting Vocabulary Development

The word “store” has multiple meanings, so take the time to review. Children likely are more familiar with the physical “store” where they purchase items. Use hand gestures and act out examples of “store” as a verb to support understanding. Day 19 MTP will explore the two meanings of this word.

Turn and Talk

Remember to listen in when children turn and talk. Be strategic and choose one partnership to focus on. Use this time to listen to what some of the children are saying or how they are responding. Also, be strategic in how you pair children. Pair children new to English with a trusted peer and/or a child who speaks the same home language. Remember, 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.



Before

SHOW the cover. **ACTIVATE** children’s knowledge about squirrels. **STATE** that we will read to learn more about squirrels.

We have been learning about animals who live in our community. Today we are going to read the book *Squirrels Leap, Squirrels Sleep*, written by April Pulley Sayre and illustrated by Steve Jenkins.

Do you see the squirrel here on the front cover [point]? Have you ever observed a squirrel in our community? Where was it? What was the squirrel doing? What else do you know about squirrels?

You already know about squirrels. Now this book will teach us even more!

DEFINE “leap.” **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].

This squirrel on the front cover is leaping. It is stretching its body out long as it jumps through the air. Let’s add “leap” to the list of words we are learning. Do you know any words that mean the same thing?

Can you stretch your arms up and out like the leaping squirrel [demonstrate]?

MODEL and **PROMPT** children to sign “I learned” when they learn something about squirrels.

We just learned that squirrels like to leap. Let’s sign “I learned” like this [demonstrate]. As we read *Squirrels Leap, Squirrels Sleep*, you can make this sign when you learn something else about squirrels.

During

PAUSE after “Meet the squirrels...Flying squirrel overhead.” **MODEL** signing “I learned” and sharing new information. **REMIND** children to sign “I learned” when they learn about squirrels.

Readers, I’m going to pause here and sign “I learned.” I learned something about squirrels from this book. I learned that there are gray, fox, and red squirrels. There’s even a flying squirrel!

If you also learned something about squirrels, sign “I learned.”

PAUSE after “Squirrels gather.... More, more, more!” **EXPLAIN** this meaning of “store.” **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].

What is this squirrel doing?

Yes, it is burying some seeds. Squirrels store seeds underground. They save them for later in the winter when there isn’t much food for them. “Store” is a special word because it can mean storing seeds like the squirrel does, or it can mean a place where you buy things, such as a bakery or a supermarket.

Let’s add “store” to the list of words we are learning. Do you know any words that mean the same thing?

Can you pretend to store seeds underground [demonstrate]?

PAUSE after “Squirrels rest in a tree hole or a nest.” **INVITE** children to share what they learned about squirrels. **ENCOURAGE** them to use the sign and sentence stem “I learned.”

If you would like to share something you learned about squirrels, sign “I learned.” You can say, “I learned...”

After

INVITE children to turn and talk about what they learned about squirrels. **ENCOURAGE** them to use the sentence stem, “I learned...”

Think about what you learned from reading *Squirrels Leap, Squirrels Sleep*. In a moment, we will turn and talk about what we learned. When it is your turn to talk, you can say, “I learned...”

If you like learning about squirrels, pretend to leap through the air! You are so active! Now take a little rest.

INVITE children to brainstorm animals and other parts of nature they can add to the Community Map. **ENCOURAGE** children to create them during Center Time.

Should we add a squirrel to our Community Map? Are there any other things we find in nature that we might want to add to our Community Map (e.g. trees, bushes, grass)? You can create some of these items at Center Time!

Build Interest

GIVE handfuls of acorns to children to explore. **PROVIDE** magnifying glasses. **REFER** to the Anchor Chart: “We Can Describe.”

We have been exploring our local community. In our community we can find natural objects. Here are some acorns we collected outside around our community. Take some time to explore these acorns. What do they look like? How do they feel? What animals in our community eat these? Use a magnifying glass to get a closer look. You can use the chart “We Can Describe” [point] to help you describe what you see.

Build Understanding

SUMMARIZE what children said.

As you explored with the acorns, I heard you say...

REVIEW the game “Match the Pebbles” but change it to “Match the Acorns.” **MIX** the number cards up and lay them face down.

We used these cards [show] and these cups [show] to play a matching game with pebbles. Today, let's play the game again, but let's use acorns. Do you remember how to play?

Yes, let's place these number cards on the table, face down, and play a game “Match the Acorns.” Select a card. Read it. Find the matching cup [point] and then count out the matching num of acorns.

ASK for a volunteer to start the game.

- Who wants to take the first card?
- What number did you pick?
- Can you find the cup that matches that number?
- Can you fill the cup with the matching number of acorns?

Build Experience

GIVE children time to choose a number card and fill the cup with acorns. **USE** what you know about each child's language skills to include and extend their participation.

Now we can go around the table and each take a turn.

- **Gesture:** What number card did you pick? That's the number [one, two, three, etc.]! Show me that number with your fingers. Yes! Let's count your fingers together. Point to the cup with the same number. Now show me the number [one, two, three, etc.] with your acorns. Let's count the acorns together.
- **Yes/No:** What number card did you pick? Is this the number [one, two, three, etc.]? Yes, this is the number [one, two, three, etc.]. Let me see you count out your acorns. Do you have [one, two, three, etc] acorns?
- **Either/Or:** What number card did you pick? Is this the number [one, two, three, etc.] or the number [four, five, six, etc.]? Yes, this is the number [one, two, three, etc.] Let me see you count out your acorns. Do you have [one, two, three, etc.] acorns, or do you have [four, five, six, etc.] acorns?
- **Open-ended:** What number card did you pick? Which cup has the same number? Can you fill the cup with the matching number of acorns?

RESTATE that we can identify numbers and count out that many.

We are really becoming experts with numbers. Today we practiced naming numbers and counting out that many acorns. Hooray!

Materials

- Acorns or another natural object (Ideally these and other nature objects would be collected as a group activity.)
- Cups labeled one through five, with dots below the number on the label.
- Index cards labeled one through five, with dots below the number on the label.
- Anchor Chart: “We Can Describe”



Remember to Save

- Cups with numbers one through five and Index cards labeled one through five for Small Group: Day 19



Building Background Knowledge

Give children more practice putting numerals one through five or one through 10, if needed, in order. Use index cards mixed up on the table or give each child a card to hold and ask them to line up in order.”

Stretch Their Thinking

Remember to adjust this activity based on observations. You may find children are ready for numbers six through 10, or you might just introduce the number six.

Listen/Look For

- How do children approach this counting activity compared to Day 17?
- What counting strategies do children use as they count out acorns to match the numeral on their card?



Growing STEM Skills

When you offer children new materials to explore, sometimes they just want to keep exploring them! If that is the case, give them the time to do so. You can return always return to the activity when you observe children are ready to move on.

Greeting Time

Children match animals based on their physical traits.

Science: Life Sciences

DISTRIBUTE the cards. **KEEP** a card for yourself (e.g. squirrel). **ASSESS** that all children know their animal.

Do you know what animal is on your card? Sign “yes” [demonstrate] if you do. Or show it to me or a neighbor for help.

REVIEW how to play the “Animal Matching” game. **INVITE** children to select a greeting.

Let’s play our “Animal Matching” game. Who can remind us how to play? How would you like to greet each other when you get to the center of the circle? You can use the chart “Ways to Say Hello” to help you.

MODEL with the squirrel card. **OFFER** clues based on the animals’ appearance to form partnerships (e.g. furry, spotted, striped, etc.).

If you have a card with an animal that has a long, bushy tail, please hold it up now! What animal is it?

Yes, squirrels have tails that are long and bushy [show card]. Head to the center of our circle to meet your matches. You can greet each other by....

CONTINUE to play through all of the matches.

Make & Prepare

- Think about how you will describe the animals’ physical traits. For example, “If you have a card with an animal that has big floppy ears...”
- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- “Animal Matching” cards
- Unit Chart: “Ways to Say Hello”

Movement Time

Children practice squirrel pose.

Creative Arts: Creative Movement and Dance

HOLD UP the book *Squirrels Leap, Squirrels Sleep*. **SHOW** a picture of a squirrel in the book *Blueprint Yoga*. **ASK** children what they notice.

We just matched animals that we may see in our community. Who had a squirrel on your card today? We read this book, *Squirrels Leap, Squirrels Sleep*. Here is another picture of a squirrel. What do you notice?

How can we move our bodies and pretend to be a squirrel? We can do a squirrel yoga pose!

MODEL squirrel pose. **GUIDE** children to do the pose, and pretend to climb up a tree and bury acorns.

Watch as I do squirrel pose. First, I kneel down. Next, I use my paws to climb up a tree to get an acorn. Got one! Now I climb back down. Then I dig in the dirt to bury the acorn. Last, I lay my belly down on my legs to rest.

Now it is your turn to practice squirrel pose! Start by kneeling down. Use your paws to climb up a tree. Get an acorn! And climb back down. Now dig in the dirt to bury it. Okay, squirrels, it’s time to rest. Lay your belly on your legs. Take a deep breath in, and let out a relaxing sigh: ahh...

Did that pose make you feel like a squirrel living in our community?

Make & Prepare

- Familiarize yourself with how to do squirrel pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Materials

- *Blueprint Yoga*
- The book *Squirrels Leap, Squirrels Sleep*

Family Engagement

Invite children to do yoga at home with their families. Send copies of the yoga poses you practiced home. Directions are located in the back of this unit guide.

Talk Time

Children listen to class book *Community Helpers*.

Literacy: Listening and Speaking

REVIEW how different people’s jobs help to take care of the community.

Squirrels are very busy animals, aren’t they? We have been very busy learning about animals, people, places, and other things in our community.

We read about some community helpers and thought about which job we would most like to do. Let’s read our class book about our favorite community jobs...

READ the class book *Community Helpers*. **PAUSE** one to three times to **ASK** children what they like. **ENCOURAGE** them to use the sign and sentence stem, “I like.”

Are you hearing something that you like as I read our class book? If so, you can make the “I like” sign [demonstrate]. You can say, “I like...”

CLOSE with a cheer.

You are interested in doing many different kinds of jobs in our community! All of these jobs are important because each one helps to take care of the community in some way.

Let’s celebrate how we take care of our community together. Who wants to choose a cheer?

Make & Prepare

- Bring the completed, laminated, and bound class book *Community Helpers*.
- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Material

- Anchor Chart: “Cheers”

Keep It Going

- Remind children this book will be housed in the library where they can reread it.

Before

REFER to the book *Bear about Town*. **REVIEW** the word “store” as in a place of business. **NAME** some of the stores from the book.

When we read *Bear about Town* [show book], Bear walked by many stores. Say that with me: stores. Let’s count out the beats: stores [touch head]. How many beats is that?

A store is a place that sells things. Take a look at the pictures of different stores from this book. There is a bakery that sells bread and cupcakes [point]. A toy store selling stuffed animals and puzzles [point]. At our dramatic play center, we made the store [name it]. What do we sell at our store?

DISCUSS another meaning of the word “store.” **CONNECT** to the read aloud *Squirrels Leap, Squirrels Sleep*.

The word “store” also means to save something for later. In the book *Squirrels Leap, Squirrels Sleep* [show the marked page], the squirrels store seeds underground. They save the seeds for winter when they won’t be able to find any others.

Wow! We used the word “store” in two different ways. A store can be a business that sells things. Or store can mean to save something for later.

Watch how I use both meanings of the word “store” in the message today.

During

DRAW a picture of a grocery store on one side and a squirrel burying seeds on the other side. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a store that sells food. What kind of food should it sell? Here is a squirrel. It is digging a hole to store a seed.

Suggested labels for each side: “store”

PAUSE to focus on writing structure (labeling the drawings).

Now that I drew both pictures of “store,” I am going to label the pictures. Remember, a label is a word or a few words that describe your picture. In both pictures, the word “store” names what the picture shows.

INVITE children to reread the message with you.

After

INVITE children to play the game “Which Store Is It?” **Show** children a picture. **Ask** them to decide if the picture describes a store where you buy something or if it describes putting something away for later. **SELECT** a volunteer to stand by the picture that matches their answer.

In the message, I used both meanings of the word “store.” Let’s play the game “Which Store Is It?” I am going to show you a picture. Let’s think about what’s happening in the picture and which meaning of the word “store” the picture is about.

Here is a picture [for example, a person holding money]. What is happening in this picture? Do you think this picture relates to this store [point to the building] or this store [point to the squirrel]. Who wants to stand next to the board besides the drawing that matches your thinking?

Can you share your thinking?

You do need money to buy food at a store. This probably relates to the word “store” meaning a place where you buy things. Let’s play some more.

CONTINUE playing. **ADD** the pictures to the relevant side of the board. **RESTATE** that some words have more than one meaning.

Learners, some words have more than one meaning. Today we learned two meanings of the word “store.” It can mean a place where you buy something or to put away for later.

REREAD the message one more time.

[Transition] **INVITE** children to pretend to be a squirrel storing seeds.

We just learned two meanings for the word “store.” We know squirrels stores seeds for later. Pretend you are a squirrel storing away seeds you have collected.



Make & Prepare

- Have the book *Squirrels Leap, Squirrels Sleep* ready. Mark the page that begins “Squirrels gather. Squirrels Store” with a sticky note.
- Have the book *Bear about Town* ready. Mark the pages that show the bakery and toy store.
- Download and print the images for the game “Which Store Is It?” [e.g. person holding money, a container of milk, an animal saving food in a nest, a plastic container of food].

Responding to Children

Keep an open mind when children respond and ask them to explain their thinking. Their reasons for selecting one definition over another may make perfect sense to them.

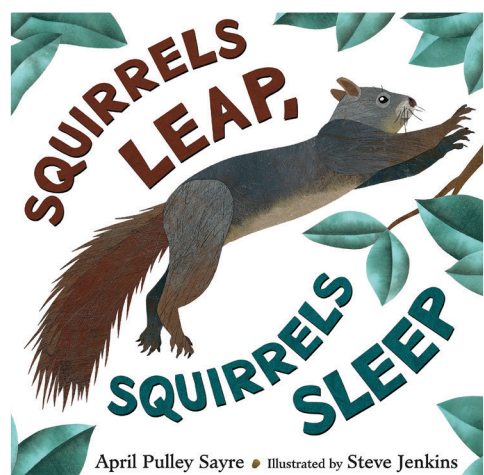
Developing Writers

Help children develop their pencil grip. Give them lots of opportunities to get both hands working together in a coordinated way (known as bilateral coordination). Have them hold paper while cutting it, tie shoelaces, button their doll’s coats, and zip their own coats.



Keep It Going

- Sort through photographs of your community. Invite children to find photographs with different stores. Discuss what goods are sold at different stores around the community.
- Point out ways children use or could use both definitions of the word “store.” For example, when hanging up jackets at arrival time, explain how the classroom cubbies or hooks are a good place to store things until children need them later in the day.



Make & Prepare

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

Additional Materials

- Anchor Chart: “Readers Can Say”
- *Blueprint* Yoga

Supporting Multilingual Learners

Encouraging all multilingual learners, both new and more proficient, to use both/all of their languages to think and talk about new ideas helps them learn more effectively.

Keep It Going

Go online and share these websites with children:

- Check out photographs of various squirrel species on National Geographic’s website, nationalgeographic.com (search: squirrels).
- Watch a show about squirrels in their environment on pbs.org (search: squirrels).



Before

ASK children what they learned from the book. **STATE** that another way to learn more is to ask questions.

We learned a lot about squirrels from our book *Squirrels Leap, Squirrels Sleep*. What is something you learned about squirrels?

Reading is one way we can learn information or find out more. Another way we can find out more is by asking questions.

HIGHLIGHT that the author asks questions in the book. **PROMPT** children to listen for the questions.

The author of this book, April Pulley Sayre [point to her name], asks questions, like “Can you guess what squirrels think?” Why do you think she asks us questions as we are reading this book?

The author asks us these questions to help us think and talk more about squirrels. As we read about squirrels today, listen for the questions the author asks us. Then we will think and talk about them.

During

PAUSE after “Can you guess what squirrels think?” **MODEL** thinking aloud about the question and your answer. Then **INVITE** children to think about and share their answers.

Here is a question: Can you guess what squirrels think? Let me think about the question [point to your temple, using this gesture to show thinking]. Hmm, what could these squirrels be thinking about? Maybe this squirrel drinking water is thinking, “I am so thirsty!” Maybe this squirrel is thinking about where he buried his acorn.

Can you try to answer this question? What else might the squirrels be thinking?

PAUSE after “Munch the acorns. Are they gone?” **INVITE** children to think about and answer the question.

Readers, here’s another question for us. Are they gone? Look closely at the picture here to help you think about and answer the question. Are all of the acorns gone? Why do you think so?

PAUSE after “Five are hidden. Will they sprout?” **EXPLAIN** what the question means. **INVITE** children to think about it and share their answers.

Let’s think about this question: Will they sprout? The squirrel has stored five acorns [point] by burying them in the ground? What would grow out of the ground [point]? Do you think the acorn seeds will start to grow into little trees? Do you think they will sprout? Why?

After

INVITE children to reflect on what more they want to find out about squirrels. **PROMPT** them to sign “I wonder” if they would like to ask their questions. **ENCOURAGE** them to use the sentence stem “I wonder.”

We just thought about and answered questions in this book about squirrels. But now I am wondering what questions you still have about squirrels? Is there something more you want to know about squirrels?

Do you have any questions that you would like to ask the squirrels? If you would like to ask a question, sign “I wonder [demonstrate].” You can say, “I wonder…”

INVITE children to practice a squirrel yoga pose.

I have one last question for you: Can you practice a squirrel yoga pose? Let’s pretend to be squirrels together!

Build Interest

LINE up the number cards in the wrong order. ASK children what they notice and if they can fix it.

We have been using number cards in our counting games. Here they are [point].

What do you notice?

How do you know they are not in the correct order?

Can you re-arrange them so they are in the correct order?

How do you know they are in the correct order now?

Build Understanding

LINE up the numbered cups in the wrong order. ASK children what they notice and if they can fix it.

Now we better check our numbered cups. Here they are [point].

What do you notice? How do you know they are not in the correct order? Can you re-arrange them so they are in the correct order? How do you know they are in the correct order now?

INVITE children to check on the actual number of acorns in each cup.

What if the acorns don't match the numeral on the cup (or the number of dots)? What could we do?

Yes, let's check to see if the cups of acorns still have the correct number inside.

CHECK the quantity of the acorns in one of the cups to see if it matches the numeral (or number of dots) on the cup.

- Which one should we choose first? What number is on the cup? What does that tell us?
- How can we make sure the number of acorns inside the cup matches?
- How can you correct this mix up?

Build Experience

GIVE children time to check the quantities of acorns in the cups to see if they are correct.

Let's check the rest of the cups to see if the number of acorns inside matches the number on the cup. We can go around the table and each take a turn checking one of the cups.

- What number is on your cup?
- Does the number of acorns in the cup match the number on the cup?
- Can you make it so the number of acorns inside the cup match the number on the outside of the cup?

SUMMARIZE how children worked to make sure the quantities in the cup matched the number on the outside of the cup.

Today everything got mixed up! We had to put our number cards in order and our numbered cups in order. We also had to check to make sure the correct number of acorns were inside each cup. Whew! We were busy like squirrels!

Make & Prepare

- Set out the numbered cards, cups, and acorns from Small Group: Day 18. Mix up the number of acorns inside so there is a different quantity.

Build Background Knowledge

Show a number card and ask children to create a set of acorns to show that many.

Stretch their Thinking

Invite children to change the quantity in their cup so that it is incorrect. Then, tell them to ask a partner to check and correct.

Listen/Look For

- What do children suggest to do with the mixed up quantities? What ideas do they have to solve the problem?
- How do children work to correct the quantity of acorns to the numeral (or number of dots) on the cup?

Greeting Time

Children match animals based on their sounds.

Science: Life Sciences

DISTRIBUTE the cards. **KEEP** a card for yourself (e.g. bee). **ASSESS** that all children know their animal.

Do you know what animal is on your card? Sign “yes” [demonstrate] if you do. Or show it to me or a neighbor for help.

REVIEW how to play the “Animal Matching” game. **INVITE** children to select a greeting.

Let’s play our “Animal Matching” game. Who can remind us how to play? How would you like to greet each other when you get to the center of the circle? You can use the “Ways to Say Hello” chart to help you.

MODEL with the bee card. **OFFER** clues based on the sounds animals make to form partnerships (e.g. meow, woof, buzz, sniff, flutter, crunch, etc.).

If you have a card with an animal that makes a “buzz, buzz” sound, please hold it up now! What animal is it?

Yes, bees make a “buzz, buzz” sound [show card]. Head to the center of our circle to meet your match. You can greet each other by....

CONTINUE to play through all of the matches.

Make & Prepare

- Think about what sound words you will use for less vocal creatures. For example, the bunny can wiggle its nose and say “sniff, sniff.” The ladybug can move its wings and say “flutter, flutter.” The squirrel can eat an acorn and say “crunch, crunch.”
- Review the ASL sign for “yes” on the *Blueprint* website.

Additional Materials

- “Animal Matching” cards
- Unit Chart: “Ways to Say Hello”

Movement Time

Children practice bee pose.

Creative Arts: Creative Movement and Dance

HOLD UP the bee pages in the book *Around the Neighborhood*. **SHOW** a picture of a bee from the book *Blueprint Yoga*. **ASK** children what they notice.

We just matched up animals that we may see in our community. Who had a bee on your card today? We also read about bees in our book *Around the Neighborhood*. Here is another picture of a bee. What do you notice?

How can we move our bodies and pretend to be a bee? We can do a bee yoga pose!

MODEL doing bee pose. **GUIDE** children to do the pose, and pretend to fly forward and backward and hum.

Watch as I do bee pose. First, I sit with my legs crossed like a pretzel. Next, I put my hands on my shoulders to make bee wings. Then I spin my elbows around to fly. I can fly forward like this... and I can fly backward like this. What sound did the bees in the book make? They hummed: hummm...

Now it’s your turn to practice bee pose! Cross your legs. Place your hands on your shoulders to make your wings. Spin your elbows to fly forward. And now fly backward. Let’s hear some bees humming. Hummm...

Did that pose make you feel like a bee living in our community?

Make & Prepare

- Familiarize yourself with how to do bee pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

Additional Materials

- The book *Around the Neighborhood*
- *Blueprint Yoga*

Bees

Because bees can sting, some children might be fearful of them; some are allergic to bee stings. Be prepared to discuss bee safety and the importance of bees in our environment. It’s estimated that one-third of the food we eat relies on bee pollination. Also, did you know bees don’t “say” buzz with their mouths? The buzzing is caused by the rapid flapping of their wings.



Talk Time

Children review what they have learned using the Community Map.

Literacy: Listening and Speaking

REVIEW and celebrate the Community Map. **USE** it as a springboard to discuss what children have learned about their local community. **REFER** to other artifacts you have created in this unit as well. **ASK** a few questions from the suggestions below.

Bee, squirrel, bunny... We sure know a lot of animal yoga poses! We also know a lot about communities. Let’s look at our Community Map and reflect on what we learned.

What is a community?

What are some places in our community that we added to our map?

Who works at these places? What other community jobs do you know? How do these jobs help to take care of a community?

What are some vehicles we added to our map? How do wheels help people in a community?

What are some animals in our community that we added to our map? How do animals get around our community?

When you visit or pass by people and places in our community, how can you act kindly?

We have learned so much about our local community! Members of a community like different things and do things differently than one another. But each of us is a special member of the community.

Materials

- Unit Project: Community Map
- Unit Chart: “Words We Are Learning”
- Unit Chart: “Ways to Say Hello”
- Unit Chart: “Kindness”
- Photos of children’s obstacle courses
- Class book on community jobs
- Any additional charts and artifacts that reflect children’s learning in this unit

Remember to Save

- Unit Chart: “Ways to Say Hello”
- Unit Chart: “Kindness” We return to this social emotional focus in Unit 7. You can also refer to it when acknowledging and practicing acts of kindness in the life of your classroom.



Before

FOCUS on squirrels.

Scientists, we have been talking about animals in our community, including squirrels. Let's look more closely at the squirrel.

SHOW the pages you marked in the book. ASK children what they notice about different parts of a squirrel's body.

Look at the squirrel's body. What body parts do you notice?

GIVE children time to share.

Yes, a squirrel has a tail. How would you describe it? What does it help the squirrel do?

Yes, they have paws. What do you see a squirrel's paws do?

TELL children you are going to draw and label a squirrel's body parts.

We are learning so much about the different body parts of a squirrel and what they do. Today I am going to draw a picture of a squirrel and label its body parts.

During

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

I will draw some of the body parts that we just talked about and then label them, like scientists do. Scientists use one or two word labels and then draw a line to what they are labeling. How many paws should I draw?

Suggested labels: "paws," "tail"

PAUSE to focus on writing structure (writing labels).

Remember, a label is a word or a few words that tell the parts of something. I'm going to write the body parts of the squirrel. I'll draw a line from the word to the body part.

FINISH LABELING the message. INVITE children to reread the message with you.

After

ENGAGE the group in a discussion. COMPARE each part of the squirrel's body to the children's bodies. IDENTIFY body parts and discuss what these parts do.

All right scientists! Let's think about the squirrel's body and compare it to our body. There are parts of the squirrel that are similar to ours and parts that are different. Look at my picture! The squirrel has paws. Who would like to volunteer to come to the board and point to the squirrel's paws?

Do you have paws? Sign "yes" [demonstrate] or "no" [demonstrate].

What are the other body parts in our drawing? Who wants to volunteer and point to one in the message?

Do you have this body part?

What other body parts should I label? Do you have that body part? What is it used for?

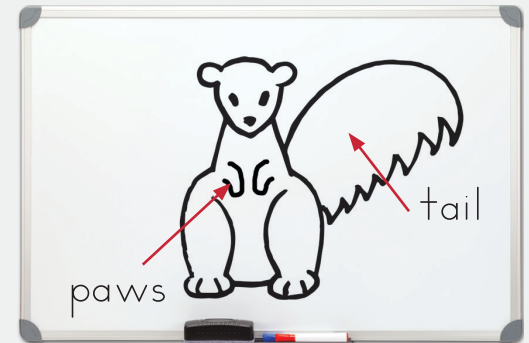
RESTATE that squirrels have body parts that are the same and different as ours.

Today we learned that some of our body parts are the same as a squirrel and some are different!

REREAD the message one more time.

[Transition] INVITE children to leap like squirrels.

Let's stretch our arms up and out like the leaping squirrel on the cover of our book!



Make & Prepare

- Have the book *Squirrels Leap, Squirrels Sleep* ready. Mark the page that begins "Paws for climbing..." with a sticky note.
- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

Connections to Other Units

In Unit 2 children named and counted different body parts as they learned about ways to stay healthy and active. In this lesson, you will link back and review, as children compare their own body parts to those of a squirrel.



Keep It Going

- While on the playground, encourage children to look for squirrels. Did they see the squirrel's tail? Does the squirrel climb trees or run fast? Invite children to share what they find with you.
- While working with children in the science center, invite them to observe a stuffed animal. Encourage children to compare their body parts to the stuffed animal's parts. Refer to the MTP message to help guide children to use the vocabulary they learned. Together write the body parts on notecards or stickers to label the stuffed animal.

Make & Prepare

- One linking cube per child (use the same color if possible)
- Review the ASL sign for “I like” on the *Blueprint* website.

Additional Materials

- Anchor chart: “Cheers”
- All read-aloud books from Unit 3:
 - *Bear about Town*
 - *The Place Where You Live*
 - *Daniel’s Good Day*
 - *Trashy Town*
 - *The Bus for Us*
 - *What Do Wheels Do All Day?*
 - *The Wheels on the Tuk Tuk*
 - *Around the Neighborhood*
 - *Squirrels Leap, Squirrels Sleep*

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.

Collecting Data

In this lesson we vote with linking cubes, but there are many ways children can collect data. You might give them a sticky note with their name on it and have them place it on top of their favorite book. Or, for instance, at the art center, children can sort the markers by color and then count to figure out how many the class has of each color. Ask children what other questions they want to investigate and collect data around.

Assessment

Use the resources on the *Blueprint* website to gather and analyze information about children’s progress.

Keep It Going

- Encourage children to select one of the authors or illustrators from this unit to write to. They can let them know how much they enjoyed their book.

Before

Briefly **REVISIT** each read-aloud book from Unit 3. **PLACE** each one in a row.

We have been learning all about communities. Let’s look at all the community books we have read together.

First, in *Bear about Town*, we joined Bear on a walk from place to place in his community. We also saw the community in *The Place Where You Live* and talked about how people in a community take care of each other.

Next, we learned how community members can help take care of their community in *Daniel’s Good Day*. We also followed a helpful trash collector who is taking care of his community in *Trashy Town*.

Then we focused on how vehicles help people get around their community. We saw different kinds of vehicles in *The Bus for Us*. In *What Do Wheels Do All Day* we learned that wheels are all around us. And in *The Wheels on the Tuk Tuk*, we pretended to ride around an Indian community.

Last, we read about animals who live in local communities. We talked about different kinds of animals in *Around the Neighborhood*, and we learned more information about squirrels in *Squirrels Leap, Squirrels Sleep*.

ENCOURAGE children to reflect on which book is their favorite. **ASK** how we can find out which is the class’ favorite book. **INVITE** small groups of children to place a cube in front of their book.

Take a look at each of these books. Think about which one you enjoyed the most. How can we find out what our class’ favorite book was?

Yes, we can vote! Each of you will place one cube in front of your favorite book...

ASK children how we can find out which book the most readers chose. **GUIDE** them in counting and determining which book received the most votes. **ACKNOWLEDGE** that some children’s favorite book may not get the most votes. **ASSURE** them their favorite will be available in the library.

I wonder which of these books the most readers chose. How can we find out?

Yes, let’s count the number of cubes in front of each book. Then we will reread that book today! Please count along 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

SUMMARIZE what a community is. **INVITE** children to choose a cheer.

It is important to talk about the books we read in our community at school. People in a community live, work, and have fun together. Each of us is different and a special member of our community. Let’s celebrate our community by choosing a cheer!



Build Interest

INVITE children to help you solve a problem. **SHOW** children the missing handle on the bucket. **ASK** children to think about how they could replace it.

We've been collecting items from nature from our community. Here is one of the buckets that we've been using. Look what happened? Yes, the handle on our bucket broke off and is now missing.

Why do you think that may have happened?

How are we going to carry the bucket?

What are we going to do?

How can we solve this problem?

Build Understanding

DISCUSS children's thinking. **MAKE** a list of their ideas and the materials they might need. **ADAPT** the lesson to match children's ideas.

When scientists have a problem, they think carefully about it and use what they know to help solve it! We know that a bucket is used to collect things. When it is full, sometimes buckets can get heavy, and sometimes the handles break off.

Let's make a list of ways we could solve this problem. I'll write down materials and ideas you have.

Build Experience

INVITE children to make a plan. **USE** what you know about each child's language skills to include and extend their participation.

Now that we have generated some ideas...

- Gesture: Show me how you want to begin. Oh look! You are [adding a piece of string, tape, etc.]. Let's try it! I wonder if [model observing and formulating questions].
- Yes/No: Are you [adding a piece of string, tape, etc.]? Let's try it. Does this help us lift the bucket? Should we try something else? Does this help?
- Either/Or: Are you [adding a piece of string, tape, etc.], or are you [using a rod, ribbon, etc.]? Let's try it! Does this help us lift the bucket, or should we try something else?
- Open-ended: How will you begin? What materials do you need? How will you see if your plan worked?

GIVE children time to work on creating a bucket handle. **ENCOURAGE** them to discuss their work and what they observe. Then **SUMMARIZE** children's work.

Today we wanted to find a way to repair or replace our bucket handle.

We wondered... [restate any questions children had]

We tried... [restate what children tried]

We discovered... [restate observations children made]

DISTRIBUTE science journals. **REMIND** children that scientists record their observations. **INVITE** children to record their thinking and/or respond to the lesson.

Here are our science journals. Remember, we can use these science journals to draw and write about what we do and what we learn. What are some things you could draw and write about today?



Make & Prepare

- Create a collection of materials for children to tinker with, as they explore what might make a good handle and why. Add string, dowel rods, ribbon, painters tape, etc.
- Download, print, and add a copy of "Help! My Bucket Handle Broke" to children's science journals one per child.

Additional Materials

- Bucket with a missing or broken handle (many beach buckets have handles you can easily remove) – one per group
- Chart paper
- Markers
- Science journals
- Writing tools

Build Background Knowledge

Connect to other experiences where children have had a problem that needed a solution. Invite children to share examples of things they have fixed that are real objects.

Stretch their Thinking

Invite children to use the basket for a purpose to test to see that their ideas were effective.

Listen/Look For

- What do children understand about the function of a handle on a bucket?
- What ideas do children have to fix the bucket?
- What questions do children have as they work?



Robust STEM Activities

The purpose of this lesson is to have children work as problem solvers. The materials you choose can be flexible. You can use plastic or paper cups and cut a hole in the bottom of them and have them figure out how to keep the cup from leaking. The best problem, of course, will be the most authentic one. So if you have something broken in your classroom that children can try to fix, use that.



Science Journals

Science journals offer children another way to communicate their ideas. But writing should feel like play, not work. Give children choice in when they use their journals and how they use them. Validate their choices. You can say, "I wonder what that will look like," or "How would you like to share your ideas?"



APPENDIX

118	Continued Conversations
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Digital Online Resources



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

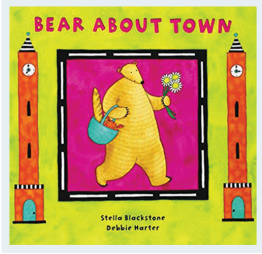
At the web address above, you will find the following resources and downloads.

- ASL Signs (images & videos)
- Cheer Images
- Family Resources
- Featured Class Book
- Letter Pronunciation (audio)
- Letter and Numeral Formation Guide
- Match the 10 Frames
- Power of 3 Images
- 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.



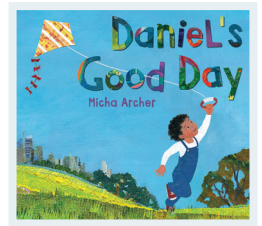
Bear about Town

- What would you like to buy at Bear's bakery? What would you like to buy at the toy shop?
- Can you spot ways that Bear and his neighbors are being active?
- Can you spot ways that Bear and his neighbors are being friendly?



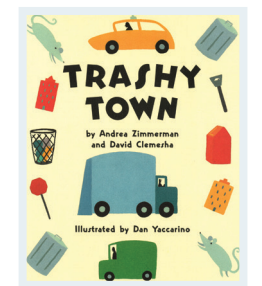
The Place Where You Live

- Where would you like to go in this community? What would you like to do there?
- If the children in this book came to our classroom, what would you say to them?
- What other jobs do you think people in this community have?



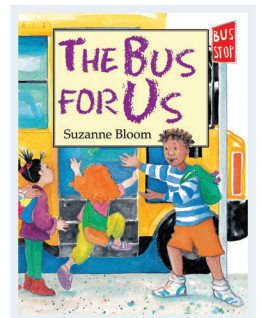
Daniel's Good Day

- What other community helpers would you expect to see in Daniel's neighborhood?
- Which place in Daniel's community would you like to visit?
- What's a place in your community you would like to take Daniel to see?
- What do you think Daniel does with his family after they eat ice cream?



Trashy Town

- How is Mr. Gilly being friendly?
- Mr. Gilly takes a bath after work. What else do you think he does during his bedtime routine?
- What do you think would happen to Mr. Gilly's town if he didn't empty the garbage cans?



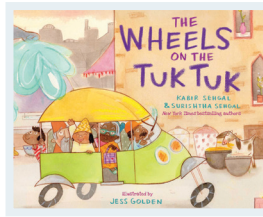
The Bus for Us

- Do you see any community jobs?
- Have you ridden in any of these vehicles? Where did you go?
- Where do you think the taxi is going? The ice cream truck? The fire engine?



What Do Wheels Do All Day?

- How are these people using wheels to stay active?
- How do you use wheels every day?
- Why do you think wheels are round?



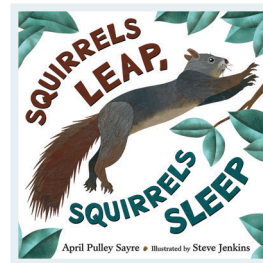
The Wheels on the Tuk Tuk

- What community animals do you see? Do you see any of these animals in your community?
- Imagine if you took a tuk tuk to school! Would you like it?
- Look at the expressions of these neighbors. How do you think they are feeling? Why?



Around the Neighborhood

- Do you see any new community places?
- Can you find wheels in any of these pictures?
- How is this community like your community? How is it different?



Squirrels Leap, Squirrels Sleep

- Look at the illustrations. How do you think it feels outside? Why?
- What do squirrels do that you do, too? What do they do that you do not?
- If you were a squirrel, what would you do all day?

Coming Up in Unit 4:

“We Are Architects!”

So far, children have been exploring the idea of communities. They learned that a community is made up of people living and working together who take care of one another. They learned about community helpers and places. But who creates the buildings and structures in our community?

The next unit will invite children to delve more deeply into the topic of designing and building, including the jobs and vehicles used in those processes. Children learn that architects design buildings (using blueprints!) and then many different people and vehicles work together to turn that design into a building. They participate in the first of three design challenges (building a sturdy house for the Three Little Pigs). Children also learn that persistence is important in seeing a job through.

In preparation for Unit 4, begin collecting:

- All different sized plastic bottles (milk jugs, water bottles, etc.)
- All different cardboard tubes (paper towel, wrapping paper, etc.)
- All different sized cardboard boxes (cereal, tissue, refrigerator, etc.)
- Materials to launch a new dramatic play center—a construction site



Primary Standard	Teaching Point	Date	Observation Notes
Approaches to Learning: Initiative and Curiosity	Children add to a list of items to bring on a trip.		
	Children share ideas on how to use paper bags in dramatic play.		
	Children solve a problem: how to get toy cars out of ice.		
	Children solve a problem: how to replace a missing bucket handle.		
Social Emotional: Self-Awareness and Self-Concept	Children share something special about themselves.		
Social Emotional: Social Awareness and Relationships	Children learn a new greeting: "Hello, Neighbor."		
	Children role-play interactions at the store.		
	Children roll a ball to each other.		
	Children discuss ways to act kindly.		
	Children discuss how community members take care of each other.		
	Children use mindfulness to spread kindness.		
Literacy: Literate Attitudes and Behaviors	Children vote for their favorite book from the unit.		
Literacy: Listening and Speaking	Children listen to the class book <i>Community Helpers</i> .		
	Children review what they have learned using the Community Map.		
Literacy: Print Concepts	Children identify familiar environmental signs.		

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Also available for download at cliblueprint.org/resources-tx.

Primary Standard	Teaching Point	Date	Observation Notes
Literacy: Phonological Awareness	Children learn about the <i>letters p, n, h, v, s, and d.</i>		
	Children sort pictures of words that begin with the sounds /l/ or /b/.		
	Children roll a ball and say words that begin with the sound /b/.		
	Children roll a ball and say words that rhyme with “ball.”		
	Children learn about syllables.		
	Children use a pretend crane to pick up and identify letters.		
	Children fill in the number word that rhymes.		
Literacy: Comprehension	Children make connections.		
	Children describe what they see in this community.		
	Children use clues to solve riddles about jobs and animals in the community.		
	Children use the sentence stem “I wonder” to ask questions.		
	Children identify the problem and solution.		
	Children share what they learned about squirrels.		
	Children answer and ask questions about squirrels.		
Literacy: Fluency	Children join in reading of repeated words or lines.		
Literacy: Vocabulary	Children play “Simon Says” and add variations, such as using positional vocabulary and changing the leader.		
	Children learn the word “vehicle.”		
	Children learn multiple meanings for the word “store.”		
Literacy: Writing	Children begin work on a class book.		

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Primary Standard	Teaching Point	Date	Observation Notes
Math: Numbers and Number Sense	Children match 10 frames that show the same number.		
	Children roll a ball and count.		
	Children sort, count, and compare objects (e.g. acorns and bottle caps).		
	Children fill 10 frames using bottle caps.		
	Children count pebbles and place in the matching numbered cup.		
	Children use numerals to group themselves.		
	Children fill cups with the corresponding number of objects (e.g. pebbles and acorns).		
	Children compare quantities of acorns and numbers on a cup.		
Math: Operations and Algebraic Thinking	Children count and compare quantities of plastic pennies.		
Math: Patterns and Attributes	Children sort and count bottle caps.		
	Children sort toy cars.		
	Children sort objects by the number of wheels.		
Math: Measurement and Data	Children graph how they get to school.		
Science: Scientific Inquiry and Practices	Children explore wheels and their uses.		
	Children discuss what animals live in their community.		
	Children play the game "Is This a Pet?"		
Science: Life Sciences	Children match animal pairs based on different attributes.		
	Children compare their body parts to the body parts of a squirrel.		
Science: Physical Sciences	Children explore different ways they can make their toy car move.		
Science: Engineering and Technology	Children identify things that move with wheels.		
	Children explore what wheels help people do.		
	Children build an obstacle course for their toy cars.		

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Primary Standard	Teaching Point	Date	Observation Notes	
Social Studies: Self and Society	Children say “Hello, Neighbor” in different languages.			
	Children observe an Indian community.			
Social Studies: Being a Community Member	Children discuss acting kindly.			
	Children discuss jobs they know and why they are important.			
	Children discuss how tools help people do different jobs.			
	Children name which community helper can solve a problem.			
	Children discuss why we throw away trash.			
	Children roll a ball and name jobs in the community.			
	Children discuss the need for new classroom jobs.			
Social Studies: Marketplace	Children name different kinds of vehicles.			
	Children collaborate on selecting and creating the new dramatic play center—a store.			
	Children discuss their local community.			
	Children observe and discuss photographs of their community.			
	Children play “Where Is Bear?”			
	Children find places on the map of Bear’s town.			
	Children explore maps.			
	Children create a map of a classroom center.			
Social Studies: Geography	Children use their map to go on a treasure hunt.			
	Children identify places in the community.			
	Children discuss different vehicles.			
	Physical Development: Gross Motor Skills	Children walk along a path and move in different ways, such as squatting, moving backward, and jumping over beanbags.		
	Creative Arts: Music	Children sing “The Wheels on the Bus,” adding variations such as “The Wheels on the Mail Truck” and “The Wheels on the Ice Cream Truck.”		
	Creative Arts: Creative Movement and Dance	Children practice yoga poses (dog, ladybug, bunny, squirrel, and bee).		
	Creative Arts: Visual Arts	Children create a place in their community.		
	Creative Arts: Dramatic and Performance Art	Children pretend to drive different vehicles.		

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What's Happening Now

Dear Families,

In this unit, we focus on our local community. We explore and describe the places, helpers, vehicles, and animals in our community. Children also learn about the importance of being kind to one another in a community and of taking care of the community by keeping it clean. Children will have lots of hands-on opportunities to apply their knowledge, as they learn about maps, construct buildings, and create obstacle courses. They will also practice new letters and numbers as well as compare quantities using terms like more than, less than, and equal. They also:

- Begin to learn letter names and their sounds (*p, n, h, v, s, d*)
- Practice counting objects and making sets
- Sort a variety of objects



Keep It Going

Share Learning

What is a special place in the community for you and your family? With your child, take a photograph of it, draw it, or bring in an object related to it (e.g. a movie ticket). Tell a story about when you go there, what you see, or what you do. Please send it in so we can learn about the places and things in the community that are meaningful to you and your family.

Share Your Expertise

We are looking for family members who will come in and talk to us about their jobs.

Share Some Supplies

If you have any of the following, please share:

- Examples of maps (road maps, maps of parks or museums, world maps, etc.)
- Small, clean cardboard boxes (e.g. shoe boxes, tissue boxes, cereal boxes, or pasta boxes)
- Bottle caps, cleaned
- Paper bags
- Cardboard tubes
- Clean, empty water bottles
- Small items from nature such as acorns and pebbles

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This is a unit letter you can send home to families.

Available for download at cliblueprint.org/resources-tx or photocopy as needed.

Keep It Going...At Home

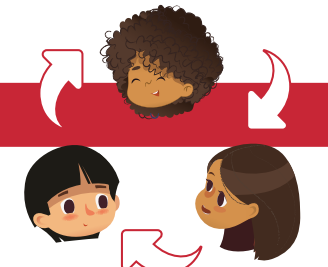
Keep Them Healthy & Active

We read several books about characters walking and biking around their communities. Make it a point to get out into your community, or a nearby one, and talk about what you see, hear, smell, and feel.



Develop Their Emotional Well-Being

We focused on raising children's awareness around acts of kindness and how kindness connects people. Involve children in interactions you have in community places by modeling kindness. You can introduce a Kindness Tree at home. Give it a trunk and bare branches. When your child (and other family members) are "caught" being kind, add a leaf or sticker to the tree. As kindness grows, the tree flourishes.



Help Them Communicate

Encourage your child to greet and exchange pleasantries with neighbors and community helpers. If there is a crossing guard stationed on a street that you cross on the way to school, help your child make introductions. Greet the crossing guard by name every day.



Explore Their World

We read a book called *The Wheels on the Tuk Tuk* that takes place in India. Use a map or a globe to point out other places where members of your family live. How are those communities the same as yours? How are they different?



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Songs, Poems and Chants

“Hello, Neighbor!”

Hello, neighbor!
What do you say?
It's going to be a wonderful day!
Clap your hands.
And boogie on down.
Give a little bump.
And turn around!

“In a Community”

We all help each other, you and me,
That's how we live in a community
Some keep us healthy, some help us clean,
Some help protect us and some use machines,
We all help each other, you and me,
That's how we live in a community

“The Wheels on the Bus”

The wheels on the bus go
Round and round
Round and round
Round and round.
The wheels on the bus go
Round and round
All through the town.

“What's That Up In the Trees?”

What's that up in the trees?
With a big bushy tail moving in the breeze?
What's that making that sound?
Burying nuts in the deep deep ground?
Look! Its a squirrel, let's all say hello-
We're so glad to see you in your little tree home.



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Yoga Poses

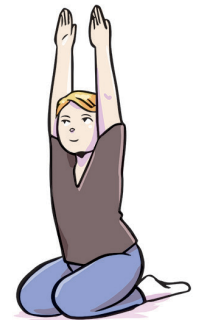
Ladybug Pose

1. Come down to your hands and knees.
2. Sit back and down onto your feet.
3. Lift your arms up and back behind you.
4. Flutter your wings and lift up your head.



Bunny Pose

1. Kneel and sit on your feet.
2. Reach your arms straight up to make your big bunny ears.
3. Wiggle your nose.
4. Stand up and hop!



Squirrel Pose

1. Kneel down.
2. Use your paws to climb up a tree. Get an acorn! Climb back down.
3. Dig in the dirt to bury it.
4. Lay your belly onto your legs to rest.



Bee Pose

1. Sit with your legs crossed.
2. Place your hands on your shoulders to make wings.
3. Spin your elbows to fly forward.
4. Fly backward.
5. Buzz or hum.



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This is a unit letter you can send home to families.

Available for download at cliblueprint.org/resources-tx or photocopy as needed.





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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.



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