

NUMBERS & MATH

Materials:

- Tag Bags (Vol. 1, pp. 88–89)
 - One of Each Color
- Hula Hoop (or mark an area about that size)

We're Learning:

- ♥ Take turns, cooperate with peers
- ✏ Count to five, identify position using in and out
- 🏃 Move and place body to perform tasks

Vocabulary:

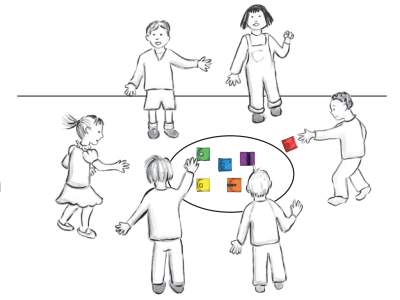
in, out, steps, count, colors, five, circle

Objective: Children describe position using in and out.

Grouping: Whole group, small group

Demonstrate In & Out

1. Will we toss our Tag Bags in or out? Let's see!
2. Place Tag Bags inside the hula hoop on the floor and pick up one Tag Bag. Step and count five big steps from hoop. Demonstrate tossing inside the hoop and out.
3. Children, take a Tag Bag. Take five big steps out from the circle.
4. Have children toss by color. **Who has red? Take one big step in. Toss and shout: IN or OUT?**
5. Repeat for other colors.



✓ **Check for Understanding:** Observe as children toss the Tag Bags. Do they shout the correct word to describe whether Tag Bags are in or out of the hula hoop?

Support/ELL: Place a green Tag Bag in the hula hoop and a yellow Tag Bag out of the hula hoop. Use to help children understand in and out.

Enrichment: Challenge children to count Tag Bags that are in and out of the hula hoop and total number of Tag Bags.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: name/_____
 - Write Helper's Name on the Blank Card with Dry Erase Marker
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

my, your, name, call, person, people

Objective: Children learn two nouns while asking and answering questions.

Grouping: Whole group

Q & A with Nouns: Name/_____



1. **Look** Say the words with Squawker.

A name is what you call a person. Each person has his or her own name.

2. **Do** Have Squawker ask you: **What is your name?** Write the question as Squawker talks and emphasize that sentences begin with a CAPITAL letter. Answer with the sentence: **My name is _____.** Write this sentence under the question with your name. **Answers end with a period. How is the question mark and period different?** Repeat Step 2 with Helper.

3. **Say** **What is your name? My name is _____.** Have each child say the sentence, with his/her own name as you write each one in the sentence.

4. **Talk** Squawker says: **People have names. What else can have a name?**

Check for Understanding: Observe as children answer the questions. Can children tell the difference between the punctuation marks?

Support/ELL: Assist students in saying their names.

Enrichment: Discuss. **Some people have the same name. Does that make them the same person?**

Unit 1: Week 2: Day 5

Focus: Readiness, Mat Man, and Manners

LANGUAGE & LITERACY

Objective: Children learn how to turn pages and read from top-to-bottom and left to right.

Grouping: Whole group, small group

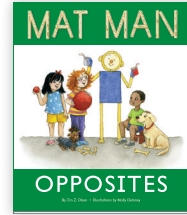
Recognize Parts of a Book

1. Show *Mat Man Opposites* book.
2. Point and name: title, spine, front, and back of book.
3. Say what the illustrator and author do.
4. Read *Mat Man Opposites*.
5. Have children complete the actions of opposites. For example, stand up, sit down, smile, frown, whisper, and shout.

✓ **Check for Understanding:** Observe as children hold their books. Can they identify the different book parts?

Support/ELL: Have children touch their heads and feet for top and bottom, connecting parts of the body to parts of a book.

Enrichment: Have children take turns saying and acting out opposite words.



Materials:

- *Mat Man Opposites* Book
- PreKITT *Mat Man Books: Mat Man Opposites*

We're Learning:

- ♥ Remain engaged, listen to/follow directions, attend to simple tasks
- 📖 Attend to and show interest in books, hold book right-side up, identify book parts
- 👤 Turn pages of a book
- ✍ Participate in dramatic play

Vocabulary:

parts of book, opposites, stand up, sit down, smile, frown, whisper, shout

Objective: Children learn how to draw a person.

Grouping: Whole group, small group

Draw Mat Man

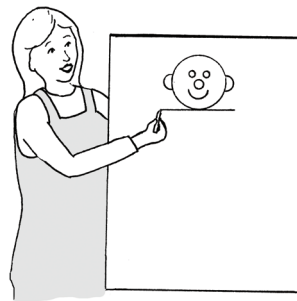
Multisensory Introduction: Sing and build Mat Man.

1. Children sit at tables facing you.
2. Draw each part in the same order as he is built.
3. Sing/say: **My turn: Mat Man has one head.**
4. **Your turn.** Children imitate.
5. Repeat with each body part.
6. Encourage children to add other details to their drawings.
7. **How does your drawing make you feel?**

✓ **Check for Understanding:** Observe children as they imitate you. Did they sustain attention? Did they complete the activity?

Support/ELL: Give verbal or tactile prompts to complete drawing Mat Man.

Enrichment: Children add more details or body parts when they repeat the activity.



READINESS & WRITING

Materials:

- Plain Paper (1 per child)
- Flip Crayons
- Easel or Dry Erase Board
- Marker (for teacher)
- PreKITT Resources: "Mat Man"
- PreKITT Resources: Build Mat Man

We're Learning:

- ♥ Take turns, name body parts, listen to/follow directions, attend to simple tasks, imitate teacher's movements
- 👤 Use helping hand to stabilize object, use same hand to hold tool, draw person
- ✍ Draw a person
- ✍ Discuss feelings caused by art

Vocabulary:

draw, body parts, feelings, my, your, turn

NUMBERS & MATH

Materials:

- Wood Pieces Set for Capital Letters (Vol. 1, pp. 61–63)
- PreKITT Resources: “Dolphins Swim”

We’re Learning:

- ♥ Listen to/follow directions, name body parts
- ✏ Identify position or location using above, below, over, and under
- 🧠 Learn words linked to content
- 👤 Use both sides of the body, move and place body to perform tasks

Vocabulary:

top, middle, bottom, above, below, over, under, on, between, head, eyes, hands, legs

Objective: Children identify body parts and identify position words using above, below, under, and over.

Grouping: Whole group, small group

Learn Body Parts & Position Words

Multisensory Introduction: Sing “Dolphins Swim” to introduce prepositions.

1. Give each child a Wood Piece. Say the name of each position or body part as you demonstrate with a Wood Piece. Have children join in.
2. Teach other position words such as BEHIND my back, BETWEEN my fingers, ABOVE my arm, and UNDER my arm.
3. Connect to *Mat Man Opposites*. Demonstrate in FRONT of my leg, BEHIND my leg, OVER my arm, and UNDER my leg. Children imitate.



✓ **Check for Understanding:** Observe as children listen and imitate. Do they understand the position words?

Support/ELL: Demonstrate prepositions into the building block area. Use a person or toy animal and move it above, below, over, or under to explain prepositions.

Enrichment: Play Teacher Says (just like Simon Says) and move Wood Pieces in different positions.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: manners/respect
- PreKITT Resources: “Letters Together Make Words”

We’re Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🧠 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

manners, respect, polite, actions, treat, people

Objective: Children learn two nouns while asking and answering questions.

Grouping: Whole group

Q & A with Nouns: Manners/Respect

1. **Look** Say the words with Squawker. **Manners are polite words and actions. Respect is treating other people the way that we want to be treated. Helper, will you help Squawker ask a question?**
2. **Do** Have Helper say: “Squawker, will you please bring me a pencil?” Squawker brings a pencil. Have Helper tell Squawker: “Thank you for the pencil, Squawker.”
3. **Say** **What are manners? Manners show respect. Remember, sentences begin with a CAPITAL letter. Questions end with question marks and answers end with periods. Watch as I write both sentences on the board.**
4. **Talk** Squawker says: Saying please and thank you are good manners. What are other examples of good manners? Treating people nicely shows respect. What can you do to show respect?



✓ **Check for Understanding:** Observe as children discuss manners and respect. Can they give examples of manners and respect?

Support/ELL: Provide verbal prompting to aid discussion.

Enrichment: Discuss. **Treating people nicely shows them respect. What can you do to show respect?**

NUMBERS & MATH

Materials:

- Day and Night Cards
- Day/Night Pictures from Home
- PreKITT Resources: ☺ Day/Night Charades (letter home)

We're Learning:

- ♥ Cooperate with peers, participate in imaginary play, listen to/follow directions
- ✍ Connect events with general times, such as day or night
- 🏃 Move and place body to perform tasks

Vocabulary:

day, night, act, out, activities, whisper

Objective: Children tell if something happens during the day or at night.

Grouping: Whole group, small group

Connect to Times & Events

1. Prepare and place the day and night cards on the floor. Stack pictures from home face down.
2. Pick a picture and act it out. Have children choose when this activity happens, day or night. Place the picture under day or night categories or list.
3. **Tell me what happens during the day. What happens at night?** Talk about some activities that happen during the day and night.
4. Pick children to act out their pictures. Have children whisper what is on the card to make sure they understand. Repeat.

✓ **Check for Understanding:** Observe as children guess the time of day. Do they put the cards under the correct time of day?

Support/ELL: Act out the picture on the card with children. Have one or two children take turns acting it out.

Enrichment: Add picture cards for things that could be done in both day and night like brushing teeth or reading books. Make two copies of the cards and put in both day and night lists.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: few/many
- Tub of Flip Crayons
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

few, many, crayons, feathers, opposites, parrots

Objective: Children learn two action verbs, say the words in sentences, and use them in conversation.

Grouping: Whole group

Verbs: Few/Many



1. **Look** Say the words with Squawker.
Few and many are opposites. They describe how much we have.
2. **Do** Give a few crayons to each child. Have them put the crayons in the Helper's tub.
3. **Say** **I have a few crayons. We have many crayons.**
4. **Talk** Squawker says: **We can share a few crackers. What else can we do with a few things. Parrots have many feathers. What else has many of something?**

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children put the crayons in the container. Do they understand the concept of few and many?

Support/ELL: Provide visual prompts to children and assist with physical prompts as needed.

Enrichment: Discuss. **What do you see in the classroom that has a few? Many?**

NUMBERS & MATH

Materials:

- One Basket Filled with Many Small Colored Objects
- Two Trays for Sorting
- PreKITT Resources: "I'm Happy to See You"

We're Learning:

- ♥ Take turns, listen to/follow directions
- ✂ Observe and sort, sort by kind and function
- 🏃 Position an object for use, placement, or release

Vocabulary:

sort, tray, basket, color, blue

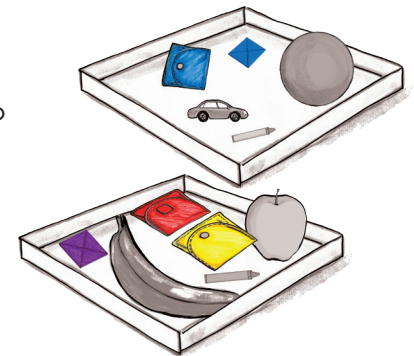
Objective: Children sort by color.

Grouping: Small group

Sort by Color

Multisensory Learning: Sing and move to "I'm Happy to See You."

1. Prepare basket with different colored objects.
2. Each child takes one object from the basket.
3. **Let's put all of the blue objects together. Watch me.** Take one blue object and put it on a tray.
4. Children place blue objects on one tray and other objects that are not blue on another tray.
5. **Point to the tray with blue objects. How are these the same?** (They are all blue.)
6. Have children return objects to basket and sort by



✓ **Check for Understanding:** Observe as children sort. Can they sort by color?

Support/ELL: Begin with using Little Pieces from 4 Squares More Squares. They are the same in every way, except color.

Enrichment: After sorting, count the objects on each tray.

SCIENCE

Materials:

- Pictures of Animals and Plants
- Trays for Sorting (2)

We're Learning:

- ♥ Take turns
- ✂ Sort by kind and function
- 🏃 Position an object for use, placement, or release
- 🔬 Compare similarities and differences of animals and plants

Vocabulary:

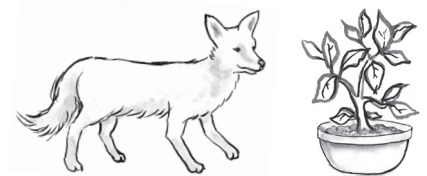
sort, color names, flower, animal names

Objective: Children identify and sort pictures of plants and animals by color.

Grouping: Whole group, small group

Sort Plants & Animals

1. Gather picture of animals and plants.
2. **Let's sort these pictures by color. What color is the flower?**
3. Repeat with other pictures.



✓ **Check for Understanding:** Observe as children answer what color each picture is. Are they correctly identifying each picture?

Support/ELL: Have children name the colors in the pictures.

Enrichment: Discuss. **What are some other differences between plants and animals?**

NUMBERS & MATH

Materials:

- Paper Plates
- Paper Cups
- PreKITT Resources: "Counting at the Table"

We're Learning:

- ♥ Take turns, cooperate with peers, follow class routines
- 🗉 Verbally count a set of 1–10 objects
- 🏃 Position an object for use, placement, or release, use visual cues to guide reaching for, grasping, and moving object

Vocabulary:

table, cup, plate, counting

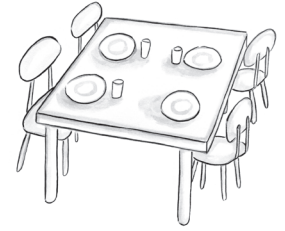
Objective: Children demonstrate one-to-one correspondence.

Grouping: Small group

Demonstrate One-to-One Correspondence

Multisensory Learning: Sing "Counting at the Table."

1. Assign a plate helper and cup helper for each table.
2. Guide plate helpers to put one plate in front of each chair.
3. Guide cup helpers to place a cup in front of each chair.
4. Repeat daily.



✓ **Check for Understanding:** Observe as children set the table. Are they demonstrating one-to-one correspondence?

Support/ELL: Use children's personal objects to help convey the concept—one jacket for each child.

Enrichment: Count the cups and plates as they are passed out.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: friends/people
- Pictures of People
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣️ Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

friends, people, young, old, children, babies

Objective: Children learn two nouns while asking and answering questions.

Grouping: Whole group

Q & A with Nouns: Friends/People



1. **Look** Say the words with Squawker.
Friends are people we know and like. People can be adults, children, and babies of all sizes and shapes.
2. **Do** Helper stands with three friends. Have Helper hold a picture of people.
3. **Say** **What are friends? Friends are people. Remember, questions end with question marks and answers with periods. Watch as I write both sentences on the board.** Ask children which punctuation is a question mark and which is a period.
4. **Talk** Squawker says: **You can share your toys with friends. Friends are people we like. People can be old or young. What else do you know about people?**

✓ **Check for Understanding:** Observe as children talk. Do they understand differences between people?

Support/ELL: Have children repeat each word and sentence.

Enrichment: Discuss. **All people look different. What color are your eyes and hair?**

Read, *I'm Like You, You're Like Me/Yo soy como tú, tú eres como yo: A Book About Understanding and Appreciating Each Other/Un libro para entendernos y apreciarnos* by Cindy Gainer (Books All Year, SEL Books, p. 103).

NUMBERS & MATH

Materials:

- Tag Bags (Vol. 1, pp. 88–89)
 - One of Each Color
- Hula Hoop (or mark an area about that size)
- PreKITT Resources: “Dolphin Swim”

We’re Learning:

- ♥ Take turns, cooperate with peers, identify colors
- ✏ Count to 5, identify position using in and out
- 👤 Move and place body to perform tasks

Vocabulary:

in, out, red, blue, green, orange, purple, yellow

Objective: Children describe position using in and out.

Grouping: Whole group, small group

Demonstrate Position Words

Multisensory Learning: Sing “Dolphins Swim” to introduce prepositions.

1. Place Tag Bags inside a hula hoop on the floor and pick up one Tag Bag. Step and count five big steps from hoop. Demonstrate tossing Tag Bags inside the hoop and out.

2. **Children, take a Tag Bag. Take five big steps out from the circle.**

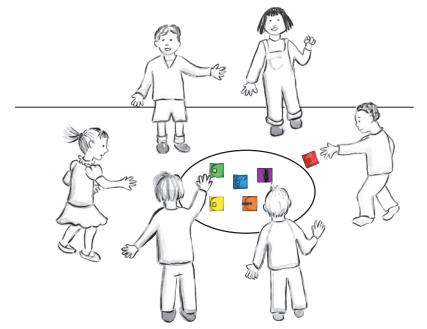
3. Have children toss Tag Bags by color. **Who has blue? Take one big step in. Toss and shout, IN or OUT?**

4. Repeat for other colors.

✓ **Check for Understanding:** Observe as children toss the Tag Bags. Do they shout the correct word to describe whether Tag Bags are in or out?

Support/ELL: Help children use “in” and “out” by placing a green Tag Bag in a hula hoop, and a yellow one outside the hoop.

Enrichment: Have children count the total of Tag Bags in and out of hoop.



ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: triangle/shape
- Mix & Make Shapes (Vol. 1, pp. 84–85)
- PreKITT Resources: “Letters Together Make Words”

We’re Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

triangle, shape, lines, corners

Objective: Children learn two nouns while asking and answering questions.

Grouping: Whole group

Q & A Nouns: Triangle/Shape



1. **Look** Say the words with Squawker.

A triangle is a shape.

A triangle is a shape with three straight lines and three corners.

2. **Do** Have Helper show a triangle. Children make a triangle with their thumbs and index fingers. Have Helper show other Mix & Make Shapes.

3. **Say** What is a triangle? **A triangle is a shape. Remember, questions end with question marks and answers with periods. Watch as I write both sentences on the board. Ask children which punctuation is a question mark and which is a period. What is a question you could ask about a triangle?**

4. **Talk** Squawker says: **The top of a house looks like a triangle. What else looks like a triangle? A triangle has three straight lines. What other shapes have straight lines?**

✓ **Check for Understanding:** Observe as children ask and answer questions. Do they understand the concept of asking a question?

Support/ELL: Give guidance to children if they need help asking and answering questions.

Enrichment: Discuss. **Pizza slices can be a triangle shape. What other shapes can you see in the classroom?**

NUMBERS & MATH

Materials:

- Slate Chalkboard (1 per child)
(Vol. 1, p. 72)
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- Student App: Touch & Flip Numbers 1

We're Learning:

- ♥ Listen to/follow directions, attend to tasks
- ✍ Write numerals
- 🏃 Develop correct pinch grasp, hold a tool with proper grip to write, use helping hand to stabilize object

Vocabulary:

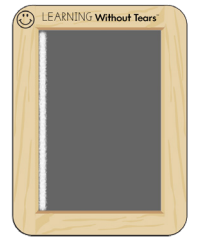
number, one, Big Line, down

Objective: Children learn how to form number 1.

Grouping: Small group

Learn 1 Using Wet-Dry-Try on the Slate

1. Review 1.
2. Prepare Slate Chalkboards by writing 1 with chalk as a model to trace.
3. Demonstrate number on your own Slate Chalkboard.
Say the words for each step. **Big Line down.**
4. Teacher models and children participate:
 - Wet:** Child uses a Little Sponge Cube to trace the number.
 - Dry:** Child uses a little piece of paper towel to dry the number.
 - Try:** Child uses a Little Chalk Bit to write the number.



✓ **Check for Understanding:** Observe as children complete the activity. **Did they follow the 3-step directions correctly?**

Support/ELL: Squeeze the water from the sponge. Give additional verbal cues.

Enrichment: Have children air write number 1 with a piece of chalk.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: long/short
- Clock with a Second Hand
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

long, short, opposites, wait, time, clock, minute hand

Objective: Children learn two adjectives, say the words in sentences, and use them in conversation.

Grouping: Whole group

Adjectives: Long/Short



1. **Look** Say the words with Squawker.
Long and short are opposites. They can tell how much time something will take.
2. **Do** Have children stand. Have children watch the clock's second hand for one minute before wiggling. Have children count to five before wiggling.
3. **Say** **We wait a long time. We wait a short time.**
4. **Talk** Squawker says: **Sometimes we have to wait a long time. When do you wait a long time?**

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children talk. Do they understand the adjectives long and short?

Support/ELL: Show children how a ruler is long, compared to a paper clip that is short.

Enrichment: Discuss. **Long and short also tell us about size. Do you have long or short hair?**

Unit 1: Week 5: Day 5

Focus: Name and Number 1

LANGUAGE & LITERACY

Objective: Children recognize letters in their own names and practice positioning letters in correct sequence.

Grouping: Whole group, small group

Identify Letters in Name

Multisensory Introduction: Sing each child's name in "I'm Happy to See You."



1. Write the letters of each child's name on letter tags. Write their first name on Name Cards.
2. Place the letter tags of each child's name in Tag Bags.
3. Give Tag Bags to children along with their name card.
4. Children remove the letter tags and build their names following the model on their Name Cards.
5. Help children say the letters in their names.

✓ **Check for Understanding:** Observe as children match their tags to the Name Cards. Are they able to build their names?

Support/ELL: As children open their Tag Bags, say the first letter of their name to prompt children to find it.

Enrichment: Randomly place Name Cards in Tag Bags. Have children open a Tag Bag and match the name on the card with the right child in the class.

Materials:

- Tag Bags (Vol. 1, pp. 88–89)
- PreKITT Resources: ☺ Letter Tags, ☺ Capital and Number Practice Strips
- PreKITT Resources: "I'm Happy to See You"

We're Learning:

- ♥ Listen to/follow directions
- 📖 Recognize and name letters in own name, point to and name capital letters, recognize own name in print
- 👤 Use fingers to open and close fasteners, use fingers to grasp objects

Vocabulary:

name, letters, build, tags, cards, say

READINESS & WRITING

Objective: Children learn to write their name correctly.

Grouping: 1:1

Write My Name

1. Display names both ways in the room: all capitals and title case.
2. Refer to the Capital Letter Formation Chart and use the Capital and Number Practice Strips.
3. Put your strip above the child's strip.
4. Demonstrate each letter on your strip and wait for the child to imitate you saying **My turn, Your turn**. Do this **left to right**, letter by letter.
NOTE: When progressing to writing name in title case, use double lines (☺ A Click Away Help Me Write My Name in Title Case), using the same approach. Demonstrate each letter, one at a time.



✓ **Check for Understanding:** Observe as children imitate each letter. Can they recognize the letters in their name?

Support/ELL: Have children finger trace their names to prepare to imitate the letters.

Enrichment: Have children copy a completed model of their name.

Materials:

- Flip Crayons
- PreKITT Resources: ☺ Capital and Number Practice Strips, ☺ Capital Letter Formation Chart

We're Learning:

- ♥ Know name, listen to/follow directions, attend to simple task
- 📖 Recognize and name letters in own name, position capitals right-side up
- 👤 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object

Vocabulary:

name, capital, my turn, your turn

NUMBERS & MATH

Materials:

- Tag Bags (Vol. 1, pp. 88–89)
- PreKITT Resources: "It's Line Up Time"

We're Learning:

- ♥ Take turns, cooperate with peers, listen to/follow directions
- ✍ Identify position using before and after
- 🏃 Use visual cues to guide reaching for, grasping, and moving object

Vocabulary:

before, after, color names

Objective: Children describe position using before and after.

Grouping: Whole group, small group

Demonstrate Before & After

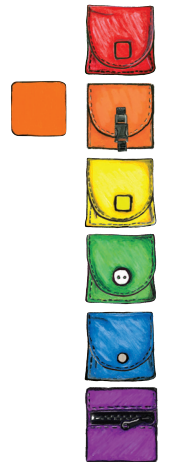
Multisensory Introduction: Sing and line up to "It's Line Up Time."

1. Give six children each a Tag Bag of a different color. **Let's put the Tag Bags in rainbow order. Who has red?**
2. Repeat with orange and other colors to make a rainbow.
3. Keep children in rainbow order standing in line. Ask children to identify if they are before or after different colors.

✓ **Check for Understanding:** Observe children in line. Do they understand the concept of before and after?

Support/ELL: Practice with just three Tag Bags: red, orange, and yellow. Discuss before and after.

Enrichment: When children get into line, talk about where they are in relation to friends. For example, Tyrone is before Najib. Najib is after Tyrone.



ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: turn/time
- Toys
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

turn, time, go, moment, how, long, lasts

Objective: Children learn two nouns while asking and answering questions.

Grouping: Whole group

Q & A Nouns: Turn/Time



1. **Look** Say the words with Squawker. **Our turn is when it's our time to go. Time is a moment when something happens or how long something lasts.**
2. **Do** Have Helper play with the toy, then pass it to another child, saying **Your turn**. Have Helper count to five and say, **Time to switch**. The child with the toy should pass it to the next child.
3. **Say** **What is a turn? A turn is your time to go. Remember, questions end with question marks and answers with periods. Watch as I write both sentences on the board.** Ask children which punctuation is a question mark and which is a period.
4. **Talk** Squawker says: **You can take a turn using a toy. What other time can you take turns? We tell time with a clock. What else do you know about time?**

✓ **Check for Understanding:** Observe as children ask and answer questions. Do they understand the question?

Support/ELL: Give guidance to children if they need help asking and answering questions.

Enrichment: Discuss. **Time can feel like it is going slower, like when you are bored, or faster, like when you're having fun. When else does time feel like it's going faster?**

Unit 2: Week 7: Day 3

Focus: Letter F and Number 2

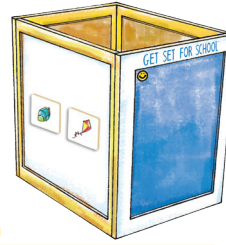
LANGUAGE & LITERACY

Objective: Children say whether two words are the same or different.

Grouping: Whole group, small group

Discriminate Words

Multisensory Introduction: Sing and move to "Starting Sound Shuffle."



1. Review **F** and its sound. **Frog begins with the /f/ sound like in frog.** Let's write **FROG** on the side of the Sound Around Box. Say the sound of F after you write it then write the rest of the word. Have children take turns writing a F then saying the sound.
2. **Frogs are the color green.** We're going to play Same or Different with colors.
3. Listen carefully to hear if words sound the same or different. Red ... red = same. Listen. Red ... green ... different.
4. Pass out all Color Tiles. Listen carefully. I will say two color words. You say same or different. Green ...blue = different. Green ... green = Same. If you have green, put it in the box.
5. Continue activity until all Color Tiles are on the Sound Around Box.

✓ **Check for Understanding:** Observe as children identify words as the same or different. Can they identify them correctly?

Support/ELL: Use physical props to show same and different (e.g., crayon and book).

Enrichment: Say two words that are the same and one that is different that begins with F.

Materials:

- Sound Around Box (Vol. 1, pp. 48–49)
 - Color Tiles
- PreKITT Resources: "Starting Sound Shuffle"

We're Learning:

- ♥ Take turns, listen to/follow directions
- 📖 Say whether two spoken words are the same or different

Vocabulary:

frog, color words, same, different

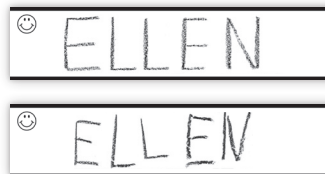
READINESS & WRITING

Objective: Children learn the correct way to write letters by tracing and writing.

Grouping: Small group

Review Capitals & Write Name

Multisensory Introduction: Sing and move to "Sing Your Name."



1. Review **F** and its sound.
2. Have children finger trace F card. Say the directions: **Big Line down, Jump to the smiley face, Little Line across the top, Little Line across the middle.**
3. Choose the tactile side of letter cards that are familiar from a child's name.
4. Finger trace the letter as you say the directions.
5. Children take turns finger tracing the letter. Say the words with them as they trace.
6. Use the 😊 A Click Away Capital Practice Strips. Put your strip above the child's strip.
7. Demonstrate each letter on your strip and wait for the child to imitate you.

✓ **Check for Understanding:** Observe children's grip. Are they holding their crayons correctly?

Support/ELL: Send home 😊 Capital Practice Strips and the 😊 A Click Away Capital Letter Formation Chart for parents.

Enrichment: Write child's name and see if they can identify each letter in their name.

Materials:

- A-B-C Touch & Flip Cards (Vol. 1, p. 70)
 - Picture cards – Tactile side
- Flip Crayons
- PreKITT Resources: "Sing Your Name"
- PreKITT Resources: 😊 Capital Practice Strips, 😊 Capital Letter Formation Chart

We're Learning:

- ♥ Sequence, listen to/follow directions, know name
- 📖 Recognize and name capital letters, recognize and name letters in own name, position capitals right-side up
- 👉 Isolate finger to trace, hold a tool with proper grip to write, use helping hand to stabilize object
- ✍ Write name in all capitals

Vocabulary:

letter names, capital, capital letter formation words, name

Unit 2: Week 9: Day 5

Focus: Letter Hh and Number 3

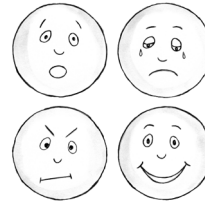
LANGUAGE & LITERACY

Objective: Children detect the feelings of characters in a story.

Grouping: Whole group, small group

Identify Emotions in a Story

1. Review **Hh** and its sound.
2. Make “feeling faces” by having children fold them and glue each one to a stick. Each child should make a set of four.
3. **We can have many different feelings—happy, sad, scared, mad, or others. Let’s listen and think about how the characters in our story feel.**
4. Read “Little Miss Muffet” Story Cards. Talk about the first card. **What is happening?** (She is eating.) **How do you feel when you’re eating?** **Discuss how children have different feelings.** **How does Miss Muffet feel?** (Happy.) **Hold up the smiley face!**
5. Talk about the remaining cards. **What is happening?** **How does Miss Muffet feel?** **Would you feel the same?** Listen to the variety of emotions children share.



✓ **Check for Understanding:** **Observe if children use plurals correctly.** Ask, “What was Little Miss Muffet eating?” (curds and whey). Ask, “What are happy, sad, scared” (feelings).

Support/ELL: Preview vocabulary: happy, sad, scared, and mad with cutouts.

Enrichment: Describe a scenario to a volunteer, and ask him/her to make a face showing how they would feel. Have the class name what the volunteer is feeling.

Materials:

- Line It Up (Vol. 1, pp. 50–51)
 - Story Cards: Little Miss Muffet
- Craft Sticks
- Tape or Glue
- PreKITT Resources: 😊 Feeling Faces Cutouts

We’re Learning:

- ♥ Name emotions displayed by others, show empathy to others
- 📖 Identify and name emotions in story, explain how a story connects to personal experience

Vocabulary:

feelings, sad, happy, scared, mad

Objective: Children learn to air trace and write letter H.

Grouping: Whole group, small group

Learn H Using Door Tracing

Multisensory Introduction: Review **H** with Door Tracing.

1. **Look and Learn**
My First School Book H: Review **H** and its sound. Children point and say the name of the image.
2. **Trace and Write H**
Children finger trace **H** step by step. Children trace **H**. Model **H**. Children put crayon on the 😊. Say directions: **Big Line down, Big Line down, Little Line across.**
3. **Color and Draw**
Children color the house and add detail. Encourage creative drawing on page.



✓ **Check for Understanding:** Observe handedness. Are children using the dominant hand consistently?

Support/ELL: Practice **H** on the Slate Chalkboard prior to tracing in *My First School Book*.

Enrichment: Sing and move to “Animals in the House” from *Sing, Sound & Count With Me* Album. (Vol. 1, p. 54)

READINESS & WRITING

Materials:

- *My First School Book* p. 25
- Flip Crayons
- PreKITT Resources: 😊 Smiley Face

We’re Learning:

- ♥ Use correct top-to-bottom, left to right directionality
- 📖 Recognize and name capital letters, recognize distinct letter sounds
- ✍ Use art as a form of creative expression
- 👤 Hold a tool with proper grip to write, use helping hand to stabilize object
- ✍ Trace correctly, step by step, develop fill-in coloring skills, color and draw creatively

Vocabulary:

house, letter, Big Line, down, across, middle

Unit 2: Week 11: Day 5

Focus: Letter **Ii** and Number **4**

LANGUAGE & LITERACY

Objective: Children make personal connections with stories.

Grouping: Whole group, small group

Make Personal Connections

Multisensory Introduction: Sing and move to “Counting Candles.”

1. Review **Ii** and its sound.
2. **Have you ever done something just like what happened in a story? That helps us understand the story.**
3. Read “Isabel’s Birthday.” After you read each card, hand it to a child to place on the bar.
4. **How do you feel on your birthday (happy, excited, etc.)? Discuss how children have different feelings. How do you think Isabel feels? We know how Isabel might feel because we have also had birthdays.**
5. **What else could happen on Isabel’s birthday? How do you know?**



Materials:

- Line It Up (Vol. 1, pp. 50–51)
 - Story Cards: Isabel’s Birthday
- PreKITT Resources: “Counting Candles”

We’re Learning:

- ♥ Remain engaged, build relationships
- 🗣️ Name feelings, name emotions displayed by others, share opinions and ideas
- 📖 Explain how a story connects to personal experience, listen to converse, enjoy books and reading activities
- 🌍 Describe local, state, and national cultural events, celebrations, and holidays

Vocabulary:

feelings, birthday, story, stand, up, class, back down, happen

✓ **Check for Understanding:** Listen as children describe their birthdays. Do they use words to describe their feelings?

Support/ELL: Use A Click Away Feeling Faces to preview the activity.

Enrichment: Have children ask a partner about a time they felt excited. Then, have children share their partner’s response with the class.

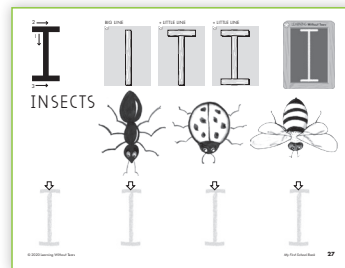
READINESS & WRITING

Objective: Children learn to trace letter **I**.

Grouping: Whole group, small group

Learn I by Tracing, Coloring & Drawing

1. **Look and Learn**
My First School Book I: Review **I** and its sound. Children point and say the name of each image. **Look. There are insects. Insects start with I.**
2. **Trace and Write I**
Children finger trace **I** step by step. Children trace **I**. Model **I**. Children put crayon on the ↴. Say the directions: **Big Line down, Little Line across the top, Little Line across the bottom.**
3. **Color and Draw**
Children color the picture and add detail. Encourage creative drawing on page.



Materials:

- *My First School Book* p. 27
- Flip Crayons

We’re Learning:

- ♥ Use correct top-to-bottom, left to right directionality
- 📖 Recognize and name capital letters, recognize distinct letter sounds
- 🎨 Use art as a form of creative expression
- 🏃 Hold a tool with proper grip to write, use helping hand to stabilize object
- ✍️ Trace correctly, step by step, develop fill-in coloring skills, color and draw creatively

Vocabulary:

insects, Big Line, Little Line, down, across, top, bottom

✓ **Check for Understanding:** Observe as children trace. Do they start at the top?

Support/ELL: Use hands-on letter play for **I** like Wood Pieces and Mat or Wet-Dry-Try Slate activity.




Enrichment: Sing “The Ant, the Bug, & the Bee” (Vol. 1, p. 55) and pretend to fly around like insects.

NUMBERS & MATH

Materials:

- Mix & Make Shapes (Vol. 1, pp. 84–85)
 - Circles, Triangles, Rectangles, Squares (4 large shapes of each)
- *I Know My Numbers* Booklet 4 (Vol. 1, p. 22)
- Flip Crayons
- Objects to Count
- Bins labeled with shape names

We're Learning:

-  Follow class routines, cooperate with peers
-  Identify specific shapes within a group
-  Trace correctly, step by step

Vocabulary:

shapes, triangle, square, circle, rectangle


Objective: Children recognize circles, triangles, rectangles, and squares within a group.

Grouping: Small group

Recognize Shapes in a Group

Multisensory Introduction: *I Know My Numbers* Booklet 4. Choose what pages you want to complete with children. Use real objects to count. Sing nursery rhymes and songs.

1. **Let's play Simon Says. Simon will tell you what to do with the shapes.**
2. Spread the shapes on the ground. **I will be Simon first. I'll tell you what to do.**
3. Give directions. **Simon says: Jump to a triangle. Put your hand on a square. Point to the circle. Sit on a shape with four sides. Put a circle in the bin labeled circles (repeat with other shapes).**
4. When they understand the activity, let a child be Simon. Repeat.

 **Check for Understanding:** Observe as children clean up the pieces. Do they put them away in the bin labeled shapes?

Support/ELL: Model and say the name of the actions before starting the activity.



Enrichment: Sing and move to "Peanut Butter and Jelly" from the *Get Set for School Sing Along* Album.

SCIENCE

Materials:

- Glitter
- Sink
- Water
- Soap

We're Learning:

-  Demonstrate self-care skills, practice good habits of personal health and hygiene, take turns, remain engaged, listen to/follow directions
-  Learn through senses

Vocabulary:


germs, sick, wash, hands

Objective: Children learn about germs and proper handwashing.

Grouping: Whole group

Learn About Germs

1. Pretend to sneeze in your hand and use glitter to represent germs. **Look! My hand is covered in germs! Germs are what make us sick. What do you think will happen if I shake someone's hand?**
2. Have a Helper shake your hand. Show the class how the "germs" spread to the Helper. Repeat with two more Helpers.
3. **What should we do to get these germs off?** "Wash your hands."
4. Have one Helper wash his/her hands without soap and another wash too quickly. Discuss.
5. Assist the last Helper with proper handwashing while singing "Happy Birthday" twice.

 **Check for Understanding:** Observe as children discuss poor hand washing. Do they understand that it doesn't remove germs?

Support/ELL: Have children help wash toys in warm soapy water to reinforce washing as a way to prevent the spreading germs.

Enrichment: Ask children to give examples of when they should wash their hands. Model: "Before I eat a snack, I must wash my hands." Encourage children to follow your model.

NUMBERS & MATH

Materials:

- *I Know My Numbers* Booklet 5
- Shoes
- Socks

We're Learning:

- ♥ Demonstrate self-care skills
- ✎ Sequence events in time, act out problem to find a solution
- ✎ Trace correctly, step by step

Vocabulary:

first, next, last

Objective: Children sequence the steps of putting on socks and shoes.

Grouping: Whole group

Sequence Events

Multisensory Introduction: *I Know My Numbers* Booklet 5: Choose what pages you want to complete with children.

1. Review **5** and count **5** feet before discussing socks and shoes.
2. **I need to put on my shoes and socks. Help me figure out what to do first.** Begin by tying your shoes, then try to put them on.
3. **First, I'll tie my shoes. Next, I'll put my shoes on.** Accept children's corrections. **I have to put the shoes on before I tie them? Okay.**
4. **Great! I have my shoes on. I'll put my socks on last.** Let children correct you.
5. Start from the beginning. **What should I do first? Next? Last?** Encourage children to speak in complete sentences and use first, next, and last.
6. Write a class story about the sequence. After the first draft, revise with children to make sure events are in the right order. Ask, **What comes first, next, and last?**

✓ **Check for Understanding:** Observe as children sequence the steps. Can children tell you what happens first, next, and last?

Support/ELL: Demonstrate the correct steps first. Then, try the silly version.

Enrichment: Have children draw pictures to illustrate the class story.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: first/next
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣️ Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

first, next, line, time, waiting, oldest, family

Objective: Children learn two adjectives, say the words in sentences, and use them in conversation.

Grouping: Whole group

Adjectives: First/Next



1. **Look** Say the words with Squawker.
First means to come before anything else. Next means to come after another.
2. **Do** Have Helper hold the Word Card **first** and stand first in line with two other children. Have second child in line hold the Word Card **next**.
3. **Say** **I am first in line. My friend is next in line.**
4. **Talk** Squawker says: **If you are the oldest child in your family, then you were born first. At what other time can you be first? Waiting for one person at the water fountain makes you next in line. At what other time can you be next?**

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children talk. Do they understand the difference between the adjectives first and next?

Support/ELL: Place three stuffed animals in a line. Show which is first, next, and last.

Enrichment: During snack time, talk about what item children will eat first, next, etc.

NUMBERS & MATH

Materials:

- *The Gingerbread Man* by Jim Aylesworth, Books All Year (Vol.1, p. 97–101)
- Roll-A-Dough (1 per child) (Vol. 1 p. 68)
 - Number Card: 6
- Flip Crayons
- PreKITT Resources: 🍪 Gingerbread Cutout, or Gingerbread Man Cookies

We're Learning:

- ♥ Cooperate with peers, work with others to solve problems, use manipulatives to find a solution
- ✂️ Divide object into equal pieces

Vocabulary:

six, half, middle, whole, share, equal

Objective: Children divide one whole object into two equal pieces.

Grouping: Pairs

Divide a Whole into Two Halves

Multisensory Introduction: Review 6 with Roll-A-Dough.

Say directions: **Big Line down, Turn and curl up.**



1. Read *The Gingerbread Man* by Jim Aylesworth.
2. **We can share by cutting one whole thing in half.**
3. Give each child a gingerbread man cookie or a gingerbread cutout. If you are using the cutout, have children color.
4. **Pretend you and a friend caught the gingerbread man. You want to share him. How can we cut him, so you can share him equally?** Use scissors to show children how to cut the gingerbread man in half. Cut from head to toe so that pieces are symmetrical.

✓ **Check for Understanding:** Observe as children cut their cookies/cutouts in half. Do they cut from head to toe?

Support/ELL: Show how to fold paper in half and cut on fold line.

Enrichment: Have children roll balls of dough. Flatten into “cookie” circles. Cut in half to share.

SOCIAL STUDIES

Materials:

- *The Recess Queen* by Alexis O’Neill, Books All Year (Vol.1, pp. 102–105)

We're Learning:

- ♥ Develop initial understanding of bullying with support, develop ability to solve social problems, seek adult help when needed to resolve conflict, identify and alert others of potentially hazardous behaviors/situations
- 📖 Demonstrate comprehension of text read aloud
- 🗣️ Express needs and feelings, talk about experiences/observations, predict outcomes, and resolve problems
- 🌍 Describe jobs people do

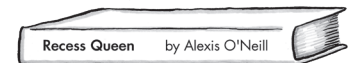
Vocabulary:

author, illustrator, book, story, words, pictures, title, front

Objective: Children learn about a job and bullying.

Grouping: Whole group

Draw Solutions



1. **There are many jobs you can do when you grow up such as a book illustrator and an author. The author writes the words in a story and the illustrator draws the pictures.**
2. Show the book *The Recess Queen* by Alexis O’Neill. Discuss role of the author and illustrator.
3. **The title of this book is *The Recess Queen*. Do you see letter Q?**
4. Take a picture walk through the book and have children make predictions. Read the story.
5. **How did the story make you feel?** Discuss how children have different feelings and talk about what they can do if they are being bullied.
6. **Let’s pretend we are having trouble taking turns on a swing. What we can do to solve the problem?** Assist children with various role-playing scenarios to solve preschool social conflicts. Encourage children to ask questions and listen to others' feelings.

✓ **Check for Understanding:** Observe children during the picture walk. Do they make correct predictions?

Support/ELL: Repeat the activity and talk about other ways children can get help.

Enrichment: Have children pretend to be illustrators and draw a picture about sharing or playing with someone.

Unit 3: Week 16: Day 2

Focus: Letter **G** and Number **6**

LANGUAGE & LITERACY

Objective: Children find and match capital letters.

Grouping: Small group

Find & Identify Capital Letters

Multisensory Introduction: Sing the "Alphabet Song."

1. Show children A-B-C Touch & Flip Cards letter **G**.
2. Review **G** and its sound. **G makes a /g/ sound in Gail, goat, gas, and goals. G makes a /j/ sound in George, gym, gentle, and giraffe.**
Have children repeat the words after you.



3. Put children in small groups. Give each child a cup with alphabet cereal (can substitute for other alphabet letters).
4. Children search for letter **G** and say the sound.

✓ **Check for Understanding:** Observe as children search. Are they able to find and separate the letter **G** from other letters?

Support/ELL: Give children less alphabet cereal. Find a **G** for them, so they can easily match.

Enrichment: Ask children to find other capital letters and sort into groups.

Materials:

- A-B-C Touch & Flip Cards (Vol. 1, p. 70)
 - Tactile side: **G**
- Alphabet Cereal or Other Alphabet Letters
- Student App: Sound Around Letters **G**
- PreKITT Resources: "Alphabet Song"

We're Learning:

- ♥ Cooperate with peers, listen to/follow directions
- 📖 Recognize and name capital letters, recognize distinct letter sounds
- 🏃 Position an object for use, placement, or release, notice and attach meaning to visual information

Vocabulary:

letter **G**, capital, name, letter, George, gym, gentle, giraffe, Gail, goat, gas

READINESS & WRITING

Objective: Children roll lines and curves of dough to build capital letters.

Grouping: Small group

Learn G with Roll-A-Dough Letters

Multisensory Introduction: Sing "Down on Grandpa's Farm."

1. Review **G** and its sound. **Grandpa starts with G!** Give each child a letter card and have dough for all to use.
2. Show children how to roll a Big Curve and two Little Lines using dough. Show them step by step how to place the dough on the letter **G** card in tray. Say the directions: **Big Curve, Little Line up, Little Line across.**
3. Remove **G** letter card from tray. Children build **G** in empty tray.



✓ **Check for Understanding:** Observe as children place their cards in the tray. Do they orient them correctly?

Support/ELL: Help children use flat hands to roll back and forth to form the lines.

Enrichment: Use the tray to trace letters in sand, shaving cream, pudding, or finger paint.

Materials:

- Roll-A-Dough Tray and Dough (1 per child)
 - Letter Card: **G**
- PreKITT Resources: "Down on Grandpa's Farm"

We're Learning:

- ♥ Sequence, listen to/follow directions, attend to a simple task
- 📖 Recognize and name capital letters, recognize distinct letter sounds
- 🏃 Position an object for use, placement, or release, use both sides of the body, use visual cues to guide reaching for, grasping, and moving objects, reach across midline to get an object from other side

Vocabulary:

letter **G**, roll, Big Line, Little Line, top, bottom, smiley face

Unit 3: Week 16: Day 5

Focus: Letter **Gg** and Number **6**

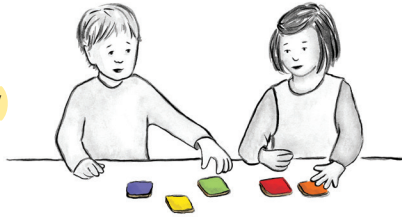
LANGUAGE & LITERACY

Objective: Children blend onsets and rimes.

Grouping: Whole group, small group

Combine Onset & Rime

1. Review **Gg** and its sound. **Remember G makes a /g/ sound in Gail, goat, gas, and goals. G makes a /j/ sound in George, gym, gentle, and giraffe.** Have children repeat the words after you.



2. Now let's have fun putting words together.

Listen to me, /gr/ -een. What word does that make? (green) Show the Picture Tile green. This is a green, /gr/ -een. Your turn: "/gr/ -een." Now let's put the sounds together, /gr/ -een.

3. Listen to me, /gui/ -tar. Find the picture tile for this word. Your turn: "/gui/ -tar." Now let's put the sounds together, /gui/ -tar.

4. Practice more onsets with the rime -at, such as /b/, /m/, /p/.

✓ **Check for Understanding:** Observe and listen as children say the onsets and rimes. Do they know the onset and the rime and can they blend them together?

Support/ELL: Help children make up fun words to help them better understand word families.

Enrichment: Place three Picture Tiles on the Sound Around Box. Say the onset, rime, and whole word for each tile.

Materials:

- Sound Around Box (Vol. 1, pp. 48–49)
 - Picture Tile: Guitar
 - Color Tile: Green
- Student App: Sound Around Letters **G**

We're Learning:

- ♥ Take turns, listen to/follow directions
- 📖 Onsets and rimes, break words into two parts

Vocabulary:

onset, rime, green, guitar

Objective: Children learn to trace letter **G**.

Grouping: Whole group, small group

Trace G, Color & Draw

Multisensory Introduction: Review **G** using Door Tracing.

1. Look and learn

Review **G** and its sound. Children point and say the name of each image.

2. Trace and Write G

My First School Book G: Children finger trace **G** step by step. Children trace **G**. Model **G**. Children put crayon on the ↵. Say the directions: **Big Curve, Little Line up, Little line across.**

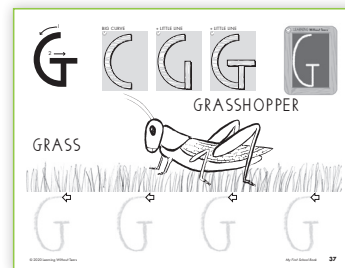
3. Color and Draw

Children color the picture and add detail. Encourage creative drawing on page.

✓ **Check for Understanding:** Observe as children as they trace the horizontal Little Line of **G**. Make it in one stroke like this →. The exception is ← for left-handed children.

Support/ELL: Demonstrate tracing **G** with Line It Up Letter Card **G**. **G** uses two strokes.

Enrichment: **G** makes a /g/ sound in Gail, goat, gas, and goals. **G** makes a /j/ sound in George, gym, gentle, and giraffe.



READINESS & WRITING

Materials:

- *My First School Book* p. 37
- Flip Crayons
- PreKITT Resources: 😊 Smiley Face
- PreKITT App: Letter & Number Formations **G**

We're Learning:

- ♥ Sequence
- 📖 Recognize and name capital letters, recognize distinct letter sounds
- 🖍 Use art as a form of creative expression
- 👣 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize objects
- ✍ Use correct top-to-bottom, left-to-right directionality for letters, trace correctly, step by step, color and draw creatively

Vocabulary:





grasshopper, green, Big Curve, Little Line, up, across

NUMBERS & MATH

Materials:

- Slate Chalkboard (1 per child) (Vol.1, p. 72)
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- PreKITT Resources: "Rowboat, Rowboat"
- PreKITT App: Wet-Dry-Try 7

We're Learning:

-  Listen to/follow directions, attend to a simple task
-  Identify numerals
-  Develop correct pinch grasp, hold a tool with proper grip to write
-  Trace correctly, step by step

Vocabulary:

Big Line, Little Line, rowboat, across, top, down

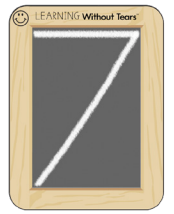
Objective: Children learn how to form 7.

Grouping: Whole group, Small group

Learn 7 Using Wet-Dry-Try on the Slate

Multisensory Introduction: Sing "Rowboat, Rowboat."

- Review 7 and count 7 objects that begin with S.
- Prepare Slate Chalkboards by writing 7 with chalk as a model to trace.
- Demonstrate 7 on your own Slate Chalkboard. Say the words for each step. **Little Line across the top, Big Line slides down**
- Teacher models and children participate:
 - Wet:** Child uses a Little Sponge Cube to trace the number.
 - Dry:** Child uses a little piece of paper towel to dry the number.
 - Try:** Child uses a Little Chalk Bit to write the number.



✓ **Check for Understanding:** Observe as children complete the activity. Can they complete the steps correctly?

Support/ELL: Provide physical prompting as needed.




Enrichment: Have children air write number 7 with a piece of chalk.

ORAL LANGUAGE

Materials:

- Squawker (Vol.1, pp. 46–47)
- Word Cards: lively/sad
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

-  Take turns, remain engaged, listen to/follow directions
-  Name feelings, understand print has meaning
-  Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

lively, sad, feel, energy, unhappy, dance, toy, song, favorite

Objective: Children learn two adjectives, say the words in sentences, and use them in conversation.

Grouping: Whole group

Adjectives: Lively/Sad



- Look** Say the words with Squawker.
Lively means to have a lot of energy. Sad means to feel unhappy.
- Do** Sing "Row, Row, Row Your Boat" in a lively way. Have children join in. Sing "Row, Row, Row Your Boat" in a sad way. Have children join in.
- Say** **The song is lively. The song is sad.**
- Talk** Squawker says: **Lively songs make you want to dance. What makes you feel lively? You feel sad when you lose your favorite toy. What else makes you feel sad?** Discuss how children have different feelings.

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children talk. Do they understand the difference between lively and sad?

Support/ELL: Have children listen to songs that are both lively and sad. Provide verbal cues to aid the discussion.





Enrichment: Discuss. **Tempo means how fast or how slow the music is. A fast tempo often sounds lively. A slow tempo can feel sad. What music do you like?**

NUMBERS & MATH

Materials:

- Mix & Make Shapes (Vol. 1, pp. 84–85)
 - Large Circles (4)
 - Large Triangles (4)
 - Large Rectangles (4)
 - Large Squares (4)
- I Know My Numbers* Booklet 7 (Vol. 1, pp. 22–23)
- Flip Crayons
- Objects to Count Beginning with J
- PreKITT Resources: “Shape Song”

We’re Learning:

-  Cooperate with peers, listen to/follow directions, attend to a simple task
-  Understands and compares shapes
-  Position an object for use, placement, or release
-  Trace correctly, step by step, color and draw creatively

Vocabulary:

seven, circle, triangle, square, rectangle, shape

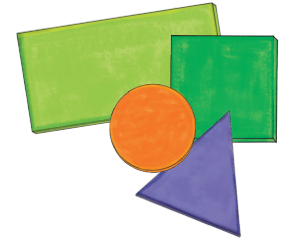
Objective: Children recognize circles, triangles, rectangles, and squares within a group.

Grouping: Whole group, small group

Recognize Shapes in a Group

Multisensory Introduction: *I Know My Numbers* Booklet 7:

Choose which pages you want to complete with children. Use real objects to count.



- Play and sing the “Shape Song”.
- Spread the shapes on the ground. Play Simon Says.
- Simon says: Jump to a triangle/Put your hand on a square/Stand on a circle.**
- When they understand the activity, let a child be Simon.
- Don’t try to trick the children until they can play without mistakes. Then, give a direction without saying **Simon says**.

✓ **Check for Understanding:** Observe as children clean up the pieces. Do they select the right shapes?

Support/ELL: Start with two shapes. Add additional shapes when child is ready.




Enrichment: Add more shapes to Simon Says for an extra challenge. You can also use an oval, star, diamond, pentagon, hexagon, or octagon.

SOCIAL STUDIES

Materials:

- Chefs and What They Do* by Liesbet Slegers, *Books All Year* (Vol. 1, pp. 102–105)
- Pretend Fruit, Vegetables, and Other Food
- PreKITT Resources: “Counting at the Table”
- Chef’s Hat, Apron, and Other Kitchen Related Dress Up Items (optional)

We’re Learning:

-  Take turns, cooperate with peers, work positively in a group activity
-  Describe jobs people do
-  Explore dramatic play

Vocabulary:

chef, cook, food, restaurant, job

Objective: Children learn about a job.

Grouping: Whole group

Describe Jobs

Multisensory Introduction: Sing “Counting at the Table.”

- We sit at a table when we get ready to eat food. What is the name of a person whose job is to cook food at the school or in a restaurant? Yes, a cook or a chef.**
- Read *Chefs and What They Do* or another book about cooking from Book Connections.
- Discuss the story. Tell us about one of your favorite meals and where you ate it. Model: “When I ate my favorite meal, I was at _____ (name the place) and it was _____ (name the food).”
- Let’s pretend to have a restaurant and do what chefs and cooks do. Have one group cook, another group tell friends what to do when taking orders, and the last serve food. Some children will be the customer, then they will switch places.**



✓ **Check for Understanding:** Observe children during dramatic play time. Do they cooperate with each other? Do they sustain attention? Do they take care of dramatic play materials?

Support/ELL: Provide verbal prompts to assist with participation during dramatic play.

Enrichment: Have children make their own snack.

NUMBERS & MATH

Materials:

- Slate Chalkboard (1 per child) (Vol. 1, p. 72)
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- Objects to Count that Begin with **B**
- PreKITT Resources: "Rowboat, Rowboat!"
- PreKITT Resources: Wet-Dry-Try **9**

We're Learning:

- ♥ Sequence, listen to/follow directions, use manipulatives to find a solution
- ✍ Write numerals
- 🏃 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object, use both sides of the body, move and place body to perform tasks
- ✍ Trace correctly, step by step, develop fill-in coloring skills

Vocabulary:

Little Curve, Big Line, sponge, squeeze, write

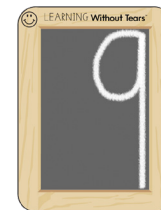
Objective: Children learn how to form **9**.

Grouping: Small group

Learn 9 Using Wet-Dry-Try on the Slate

Multisensory Introduction: Sing and move to "Rowboat, Rowboat."

1. Review **9** and count **9** objects that begin with **Bb**.
2. Prepare Slate Chalkboards by writing **9** with chalk as a model to trace.
3. Demonstrate number on your own Slate Chalkboard. Say the words for each step.
Little Curve up, Big Line down.
4. Teacher models and children participate:
 - Wet:** Child uses a Little Sponge Cube to trace the letter.
 - Dry:** Child uses a little piece of paper towel to dry the letter.
 - Try:** Child uses a Little Chalk Bit to write the letter.



✓ **Check for Understanding:** Observe as children form the number. Do they follow the sequence of formation step by step?

Support/ELL: Repeat the activity 1:1 with children in need of additional assistance.

Enrichment: Have children group beads, buttons, etc. in groups of **9**.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: sun/star
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

sun, star, Earth, closest, far, day, night

Objective: Children learn two nouns while asking and answering questions.

Grouping: Whole group

Q & A with Nouns: Sun/Star



1. **Look** Say the words with Squawker.
The Sun shines light on the Earth. The Sun is the star closest to Earth. Stars look tiny because they are far away. We see light from stars at night.
2. **Do** Have children gather at the window or outside and point to the sun. Repeat later. Point out that the sun is in a different place, depending on the time of day.
3. **Say** **What is the Sun? The Sun is a star.**
4. **Talk** Squawker says: **The Sun is always shining during the day. Where is the Sun when it is dark outside? We see other stars at night. A star can be part of a group of stars. Some groups of stars form pictures in the sky. What pictures do you see in the stars?**
5. **Closing:** Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children talk about objects in the sky.
Can they identify different objects in the sky?

Support/ELL: Label pictures of the sun and a star.

Enrichment: Discuss. **Sun is a name for our closest star. That's why it begins with a capital letter S. We always use a capital at the beginning of names.**

NUMBERS & MATH

Materials:

- Wood Pieces Set for Capital Letters (Vol. 1, pp. 61–63)
- Mat for Wood Pieces (2 per 2 children) (Vol. 1, p. 67)
- PreKITT Resources: “Toe Song”

We’re Learning:

- ♥ Sequence, listen to/follow directions, use manipulatives to find a solution
- 📖 Use correct top-to-bottom, left-to-right directionality
- 🗣️ Verbally count 1–10
- 👤 Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object, use both sides of the body, move and place body to perform tasks

Vocabulary:

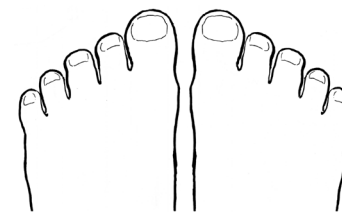
Big Line, down, Big Curve, keep, going, stop

Objective: Children learn to sequence and form numbers.

Grouping: Small group, pairs

Learn 10 Using Wood Pieces

Multisensory Introduction: Sing and move to the “Toe Song.”



1. Review **10** and count **10** objects or pictures that begin with **K**. Review that **10** includes two numbers.
2. Gather the Wood Pieces and two Mats.
3. Describe each step as you build the numbers: **Watch as I build 10. When we make 10 we first make the 1, then the 0. One, Big Line down. Zero, Big Curve, Keep going, Stop. Number 10!**
4. **Now let’s build 10 on the Mats.** Pair children and give them two Mats to place right-side up. Repeat step three on the Mat using My turn, Your turn.

✓ **Check for Understanding:** Watch as children build **10**. Do they build it correctly?

Support/ELL: Have children finger trace **10** using the 1-2-3 Touch & Flip Cards before building **10** on the Mats.

Enrichment: Have children rote count to **15**.

SOCIAL STUDIES

Materials:

- Local Map or World Map
- Book about Weather or Being a Meteorologist
- kids.kiddle.co/Meteorology

We’re Learning:

- ♥ Remain engaged, listen to/follow directions
- 🌍 Describe jobs people do, explore geography tools

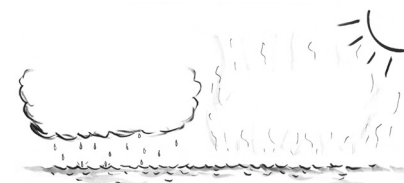
Vocabulary:

weather, meteorologist, tools, satellites, Doppler radar

Objective: Children learn who studies weather and locations of study.

Grouping: Whole group

Study Weather



1. **What job studies weather? A meteorologist is a person who learns as much as possible about the weather. A Climatologist studies the effects of weather on the earth.**
2. **Meteorologists use different tools to study weather. They use satellites, Doppler radars, etc. Climatologists use information from weather stations as they study how weather changes things.** Discuss examples like: the heat of the sun’s effect on rocks, sand, etc.
3. **A meteorologist or a climatologist can work anywhere in the world from where we live to China.** Locate your hometown and/or China on a map and discuss the weather in that location.
4. Read and discuss a book about weather, **the effects of weather**, or being a meteorologist or climatologist.

✓ **Check for Understanding:** Observe as children talk. Do they understand the term weather?

Support/ELL: Provide pictures of different types of weather and discuss.

Enrichment: Discuss: If you were a meteorologist, what type of weather would you want to know more about?

NUMBERS & MATH

Materials:

- 1-2-3 Touch & Flip Cards (Vol. 1, pp. 82–83)
 - Tactile Cards: **0, 1, 10**
- Student App: Touch & Flip Numbers **10**

We're Learning:

- ♥ Sequence, listen to/follow directions, use manipulatives to find a solution
- 📏 Verbally count **1–10**, write numerals
- 🏃 Use same hand to hold tool, hold crayon with proper grip, use helper hand, use both sides of the body, move and place body to perform tasks
- ✍ Use correct top-to-bottom, left-to-right directionality, trace correctly, step by step

Vocabulary:

bottom, compare, longest, most, shortest, top

Objective: Children respond to questions by moving their bodies to different areas.

Grouping: Whole group, small group

Move to Answer Questions

Multisensory Introduction: Review **10** with 1-2-3 Touch & Flip Cards. Say directions: **One, Big Line down. Zero, Big Curve, Keep going, Stop.**



1. **Let's look at all our different clothes.**
2. **What type of clothes are you wearing on the bottom? Are they pants? Skirts?** Children move into specific groups.
4. **Which group has the most children? Let's make lines to find out.** Children line up by type of clothing. **We can see which line is longest and which line is shortest.**
5. **We can also count the people in each line. Let's count to compare the number of children in each group. Which group has the most children?**

✓ **Check for Understanding:** Observe as children move into groups. Do they choose the correct group?

Support/ELL: Help children compare the two groups.

Enrichment: Repeat activity with 4 Squares More Squares pieces using shape, type, etc.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: white/gray
- Flip Cards: **Gray**
- ~~Cloud Outlines~~
- ~~Glue~~
- ~~Cotton balls~~
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

white, gray, clouds, elephants, animals, rabbits, colors, snow

Objective: Children learn two adjectives, say the words in sentences, and use them in conversation.

Grouping: Whole group, small group

Adjectives: White/Gray



1. **Look** Say the words with Squawker. **White and gray are colors. White is the color of snow. Gray is a mixture of black and white. Gray is the color of a dolphin.**
2. **Do** Have children gather at a window or outside and describe the clouds. Are they gray or white?
3. **Say** **Clouds are white. Clouds are gray.**
4. **Talk** Squawker says: **Some rabbits are white. What other animals can be white? Elephants are gray. What other animals can be gray?**

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children talk. Do they understand the difference between white and gray?

Support/ELL: Encourage children to talk about experiences with white and gray. Provide visual/verbal cues to aid the discussion.

Enrichment: Discuss. **Gray clouds are filled with water droplets that make them look gray. Gray clouds can tell us that rain may be coming soon.**

NUMBERS & MATH

Materials:

- My First School Book p. 89
- Flip Crayons
- PreKITT Resources: "Toe Song"

We're Learning:

- ♥ Sequence
- ✎ Write numerals
- 👣 Hold a tool with proper grip to write, use helping hand to stabilize object, use same hand to hold tool
- ✎ Use correct top-to-bottom, left-to-right directionality, trace correctly, step by step, develop fill-in coloring skills

Vocabulary:

ten, worms, counting, table

Objective: Children learn to trace number 10.

Grouping: Whole group, small group

Learn 10 by Tracing, Coloring & Counting

Multisensory Introduction: Sing "Toe Song."

1. Count 10 with Fingers and Toes

Hold up left hand for 5. Count on from 5 (6, 7, 8, 9, 10). Count toes by fives.

2. Count 10 Worms

Point to 10 at the top. See 10 worms. Count 10 worms.

3. Trace and Write

My First School Book 10: Children finger trace 10, step by step, at the top of the page. **Let's write 10. First, write 1. Put the crayon on the 😊.** Say the directions: **Big Line down.** Next, children put crayon on the ↶. Say the directions: **Big Curve, Keep going, Stop.**

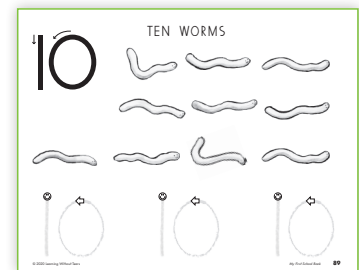
4. Color and Draw

Children color the picture and add detail. Encourage creative drawing on page.

✓ **Check for Understanding:** Observe as children trace 10. Can they trace a 1 and 0 correctly?

Support/ELL: Review 10 with a favorite multisensory activity.

Enrichment: Make a class collage of items in groups of 10.



SCIENCE

Materials:

- Sponge
- Spoon
- Water in a Container
- Book About Rain, Book Connections (Vol. 1, p. 97–101)
- PreKITT Resources: "Rain Song"

We're Learning:

- ♥ Remain engaged, listen to/follow directions
- 🌍 Describe jobs people do
- 🔬 Ask questions, gather information, and makes predictions, learn through senses, use scientific vocabulary

Vocabulary:

sponge, spoon, water, rain, clouds, meteorologist

Objective: Children learn about rain.

Grouping: Whole group, small group

Study Weather

Multisensory Introduction: Sing and move to the "Rain Song."

1. Meteorologists study weather like rain. Let's read a book about rain. Choose a book or select one from Book Connections.

2. Rain happens when clouds fill with too much water. Let's do an experiment to make rain. Let's pretend this sponge is a cloud in the sky.

3. Have children help add water to the sponge with a spoon until it starts to drip while you hold it up over a container.

4. When there is too much water in the clouds it starts to rain like the sponge is doing.

5. Look! We made rain. Repeat until every child has an opportunity to make rain.

✓ **Check for Understanding:** Observe as children participate. Do they follow the directions?

Support/ELL: Preview the book with the children by discussing the pictures.

Enrichment: Discuss. **What can you do when it's raining outside? What does it look like after it rains?**



NUMBERS & MATH

Materials:

- Slate Chalkboard (1 per child) (Vol. 1, p. 72)
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- PreKITT App: Wet-Dry-Try 10

We're Learning:

- ♥ Imitate teacher's movements, follow school routines, listen to/follow directions, attend to simple tasks, share
- 🗣️ Learn words linked to content, communicate thoughts with words
- 📏 Observe and sort
- 🏃 Use visual cues to guide reaching for, grasping, and moving object, use both sides of the body

Vocabulary:

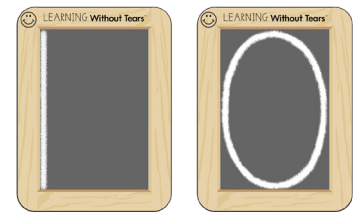
Big Curve, keep, going, stop, ten, one, zero

Objective: Children learn how to form 10.

Grouping: Small group

Learn 10 Using Wet-Dry-Try on the Slate

1. Review 10 and count 10 objects beginning with K.
2. Using two Slate Chalkboards prepare by writing 10 with chalk as a model to trace.
3. Provide pairs with slates prepared with 1 and the other with 0.
4. Demonstrate 1 on your own Slate Chalkboard. Say the words for each step. **One, Big Line down.** Demonstrate 0 on your own Slate Chalkboard. Say the words for each step. **Zero, Big Curve, keep going, stop.**
5. Teacher models and children participate:
 - Wet:** Child uses a Little Sponge Cube to trace the number.
 - Dry:** Child uses a little piece of paper towel to dry the number.
 - Try:** Child uses a Little Chalk Bit to write the number.
6. After children each write their number, have them place the slates side by side and explain **10 is two separate numbers that are placed side by side.**



✓ **Check for Understanding:** Observe as children trace. Can they write numbers correctly?

Support/ELL: Review numbers by playing Hop Scotch.

Enrichment: Teach children to count by tens. Use counters.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: breeze/windy
- Paper Fan
- Picture of Tree in Wind
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣️ Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

white, gray, clouds, elephants, animals, rabbits, colors, snow

Objective: Children learn two nouns while asking and answering questions.

Grouping: Whole group

Q & A with Nouns: Breeze/Wind



1. **Look** Say the words with Squawker. **A breeze is air moving slowly or lightly. A wind is air moving strongly.**
2. **Do** ~~Have Helper fan him/herself. Have Helper fan each child.~~ Have Helper show picture of blowing tree. Have children make wind sounds and pretend to be blown by the wind.
3. **Say** ~~What is a breeze?~~ **A breeze is a light wind.**
4. **Talk** Squawker says: **A breeze can blow on a hot or cold day. How does a breeze feel on a hot day? A wind can move sailboats. Discuss what happens on windy day. (The clouds move, the leaves move.)**

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children participate. Do they understand the difference between breeze and wind?

Support/ELL: Encourage children to talk about experiences with breeze and wind. Provide visual/verbal cues to aid the discussion.

Enrichment: **Discuss how the earth changes when it is windy in different seasons. (In fall, leaves fall from the trees. In winter, the wind blows the snow.)**

NUMBERS & MATH

Materials:

- *I Know My Numbers* Booklet 10 (Vol. 1, pp. 22–23)
- Flip Crayons
- Toy Animals (10)
- Pre-Drawn Two-Row Horizontal Graph
- PreKITT Resources: 🐶 Dog or Fish?

We're Learning:

- ♥ Sequence, listen to/follow directions, use manipulatives to find a solution
- ✍ Match 1:1, verbally count 1–10
- ✍ Trace correctly, step by step, develop fill-in coloring skills
- ✍ Use art as a form of creative expression
- 👤 Use consistent handedness, hold crayon with proper grip, use helper hand, use both sides of the body, place body to perform tasks

Vocabulary:

animal, dog, fish, pet, favorite, row, graph, choices, organized, longer, more, ten

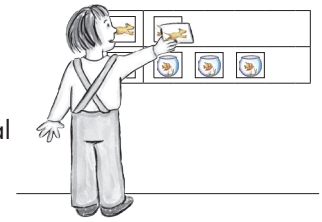
Objective: Children make and analyze a pictograph.

Grouping: Whole group

Explore Pictographs

Multisensory Introduction: *I Know My Numbers* Booklet 10.

Choose what pages you want to complete with children. Use real objects to count.



1. Review **10** and count **10** animals for **A**.
2. **Pets are animals. What is your favorite pet? A dog or a fish?** Children take a dog or fish cutout to show their choice.
3. **What is the class favorite? A dog or a fish? Let's make a graph to see.** Children take turns placing their cutout on the graph.
4. **Which row is longer? Count each row together. Which row has more? The rows help us see the favorite pet.**

✓ **Check for Understanding:** Observe as children place their sticker in the correct row. Can they identify the class favorite?

Support/ELL: Using 1-2-3 Touch & Flip Animal Cards, have children choose two cards and count the animals on each card.

Enrichment: Use this activity any time you have a class vote.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: bumpy/smooth
- Wagon
- Blocks
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

bumpy, smooth, sudden, slide, easily, roads, bikes, ride

Objective: Children learn two adjectives, say the words in sentences, and use them in conversation.

Grouping: Whole group

Adjectives: Bumpy/Smooth



1. **Look** Say the words with Squawker. **Bumpy means having a lot of sudden ups and downs. Smooth means able to slide easily without bumps.**
2. **Do** Place blocks in front of the wagon. Have Helper pull Squawker in the wagon over the blocks. Clear the blocks away. Have Helper pull Squawker in the wagon over the smooth ground.
3. **Say** **The ride is bumpy. The ride is smooth.**
4. **Talk** Squawker says: **Some roads are bumpy. What can make a road bumpy? Bikes have a smooth ride. What else can give you a smooth ride?**

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children participate. Do they understand the difference between bumpy and smooth?

Support/ELL: Provide items with bumpy and smooth textures for children to explore.

Enrichment: Discuss. **Bumpy and smooth can describe how things feel. Find something bumpy in the classroom. Find something smooth.**

NUMBERS & MATH

Materials:

- *I Know My Numbers* Booklet 10 (Vol. 1, pp. 22–23)
- Flip Crayons
- Objects to Count Beginning with Letter A
- PreKITT Resources: “Big Numbers”

We’re Learning:

- ♥ Cooperate/problem solve with peers, listen to/follow directions, recognize simple shapes, draw simple shapes
- ✏ Identify shapes within a group
- ✏ Use consistent handedness, hold crayon with proper grip, use helper hand, trace correctly, step by step, develop fill-in coloring skills

Vocabulary:

ten, little, fingers, Big Line, Big Curve, down, keep, going, stop

Objective: Children learn math by coloring, counting, building, rhyming, singing, and playing using *I Know My Numbers*.

Grouping: Whole group, small group

Review 10 Using *I Know My Numbers*

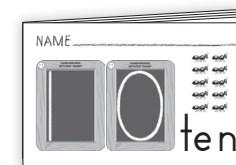
Multisensory Introduction: Sing and move to “Big Numbers.”

1. Review and count **10** objects/pictures beginning with **A**.
2. Choose what pages you want to complete with children in *I Know My Numbers* Booklet 10.
3. Children trace number **10**. Children color the pages.
4. Send home *I Know My Numbers* Booklet 10 for children to complete with their parents.
5. Remind children, **10 is two separate numbers that are placed side by side, almost touching one another so we know they go together.**

✓ **Check for Understanding:** Observe as children use the booklet. Do they make a connection to number **10**?

Support/ELL: Use real objects to make a connection to **10**. Count **10** alligators.

Enrichment: Have children review numbers with Hop Scotch.



ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: airplane/clouds
- PreKITT Resources: “Puffy, Fluffy”
- PreKITT Resources: “Letters Together Make Words”

We’re Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

airplane, clouds, flies, places, drops, water, sky, white, gray, puffy, high, ground, bumpy

Objective: Children learn two nouns while asking and answering questions.

Grouping: Whole group

Q & A with Nouns: Airplane/Clouds



Multisensory Introduction: Sing and move to “Puffy, Fluffy.”

1. **Look** Say the words with Squawker.
An airplane takes people and things to other places. Clouds are made from drops of water collecting in the sky. They can look white or gray.
2. **Do** Have children gather at the window or outside. Have them describe the clouds. Discuss if the clouds are rainclouds. If they are gray, they are full of water.
3. **Say** **Where is the airplane? The airplane is in the clouds.**
4. **Talk** Squawker says: **An airplane flies high in the air. How do things on the ground look from high up in an airplane? Clouds can sometimes make an airplane ride bumpy. What else can make a ride bumpy?**

Closing: Sing “Letters Together Make Words.”

✓ **Check for Understanding:** Observe as children talk. Do they understand the meaning of airplane and clouds?

Support/ELL: Read a book about clouds from Book Connections.

Enrichment: Discuss. **Some pictures show people resting on clouds like pillows. Clouds may look soft and comfortable, but they cannot hold up a person.**

NUMBERS & MATH

Materials:

- Mix & Make Shapes (Vol. 1, pp. 84–85)
 - Large Circles (4)
 - Large Triangles (4)
 - Large Rectangles (4)
 - Large Squares (4)
- My First School Book p. 58
- Flip Crayons

We're Learning:

- ♥ Participate in clean-up routines, cooperate with peers
- ✍ Identify specific shapes within a group
- 🏃 Maintain posture/position and mobility, use same hand to hold tool, use helping hand to stabilize object
- ✍ Trace correctly, step by step, develop fill-in coloring skills, color and draw creatively

Vocabulary:

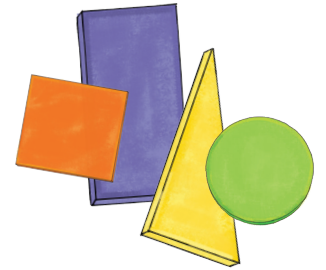
rectangle, square, circle, triangle

Objective: Children distinguish triangles, circles, squares, and rectangles within a group of shapes.

Grouping: Small group

Play Simon Says with Shapes

1. Spread shapes on the ground. **I will be Simon first. I'll tell you what to do.**
2. **Simon says Jump to a triangle** or **Put your hand on a square** or **Sit on a shape with four sides.**
3. When they understand the activity, let a child be Simon. Play along and help if the group gets stuck.
4. Don't try to trick the children until they can play without mistakes. Then, give a direction without saying Simon says.
5. **Now, let's draw shapes!** My First School Book Shapes Review: Demonstrate how to draw a cross, circle, square, and triangle. Children trace, draw, and color.



✓ **Check for Understanding:** Observe as children clean up shapes. Do they put them in the bin labeled shapes? Do they take care of classroom materials?

Support/ELL: Preview the actions before starting the activity. Model and say the name of the movement: jump, hop, hold up your hand, tickle, sit. Have children repeat and imitate.

Enrichment: Build Mat Man using different shapes for his body.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: rocky/sandy
- Containers (2)
- Rocky Soil
- Sandy Soil
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

rocky, sandy, bumps, ground, covered

Objective: Children learn two adjectives, say them in sentences, and use them in conversation.

Grouping: Whole group

Adjectives: Rocky/Sandy



1. **Look** Say the words with Squawker. **Rocky means the ground has many rocks and bumps. Sandy means the ground is covered with sand.**
2. **Do** Have Helper feel the rocky "ground" in the container. Have Helper feel the sandy "ground" in the container.
3. **Say** **The ground is rocky. The ground is sandy.**
4. **Talk** Squawker says: **A hiking trail can be rocky. What else can be rocky? Playing at the beach will make your feet sandy. What else can be sandy?**

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children discuss rocky and sandy. Do they show an understanding of the words' meanings?

Support/ELL: Show pictures of rocky or sandy places. Have children sort the pictures next to the container with rocky or sandy ground.

Enrichment: Discuss. **What kind of shoes would you wear in rocky or sandy ground?** Have children trace feet and draw examples of the shoes.

Unit 5: Week 27: Day 3

Focus: Letter **V** and **W** and Math Review

LANGUAGE & LITERACY

Objective: Children identify rhyming words.

Grouping: Whole group, small group

Recognize Rhyming Words

1. Review **V** and **W** and their sounds.
 2. Listen to the words **van** and **can**. **Van...pan. They have the same ending sound. They rhyme. Let's find other words that rhyme.**
 3. Review the Picture Tiles with the children and place them in the Sound Around Box.
 4. I want to find a tile that rhymes with **van**. Reach in the box and pull out the **can** picture. **Jump up if you think can rhymes with van.**
 5. Repeat with other rhyming words. On occasion, deliberately pull out a tile that does not rhyme. **Does pan rhyme with pig? No, pan does not rhyme with pig. But pan rhymes with man.**
 6. When children are ready, have them take turns choosing the Picture Tiles and/or pictures.
- ✓ **Check for Understanding:** Observe as children jump. Can they tell which words rhyme and which do not?
- Support/ELL:** Show children a toy cow and tell them: **Cow**. Then say **wow!**
- Enrichment:** Read a book, poem, or nursery rhyme. Have children pick out rhyming words.



Materials:

- Sound Around Box (Vol. 1, pp. 48–49)
 - Picture Tiles Rhyming Words: Pan, Van, Dog, Log, Frog, Bee, Key, Cat, Hat, Green, Queen, Jar, Car, Two, Blue, Yak, Black
- Pictures or Objects that Rhyme with Picture Tiles (can, ran, man, etc.)

We're Learning:

- ♥ Demonstrate active listening
- 🗣️ Repeat words, say sentences
- 📖 Say whether two spoken words rhyme, say whether two spoken words are the same or different, repeat rhyming words

Vocabulary:

rhyme, learn, words, same, ending sound

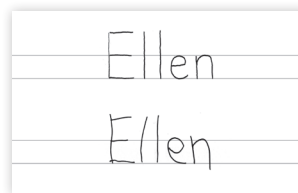
Objective: Children learn the correct way to write letters by tracing and writing.

Grouping: Small group

Review Capitals & Write Name

Multisensory Introduction: Sing "Sing Your Name."

1. Review **V** and **W** and their sounds.
 2. Have children finger trace **V** and **W** cards. Say the directions:
V: Big Line slides down, Big Line slides up.
W: Big Line slides down, Slide up, Slide down, Slide up.
 3. Now, let's write our name **beginning with a CAPITAL letter**. Use the A Click Away Write Name in Title Case practice page. Demonstrate each letter one at a time and wait for the child to imitate you with *My turn, Your turn*.
- ✓ **Check for Understanding:** Observe as children write their names. Are they writing each letter correctly?
- Support/ELL:** Send home for practice: 🗣️ A Click Away Help me Write My Name in Title Case, 🗣️ Write Name in Title Case practice pages, and 🗣️ A Click Away Lowercase Letter Formation Chart.
- Enrichment:** As children are ready, show them how to write their last name.



READINESS & WRITING

Materials:

- A-B-C Touch & Flip Cards (Vol. 1, p. 70)
 - Picture Cards – Tactile Side: **V** and **W**
- Flip Crayons
- PreKITT Resources: "Sing Your Name"
- PreKITT Resources: 🗣️ Write Name in Title Case, 🗣️ Lowercase Letter Formation Chart

We're Learning:

- ♥ Sequencing, listen to/follow directions, attend to simple tasks
- 📖 Recognize distinct letter sounds, recognize and name capital letters, position capitals right-side up
- 👤 Hold a tool with proper grip to write, use helping hand to stabilize paper
- ✍️ Write letters in name

Vocabulary:

letter names, capital, capital letter formation words, name, title case

Unit 5: Week 30: Day 4

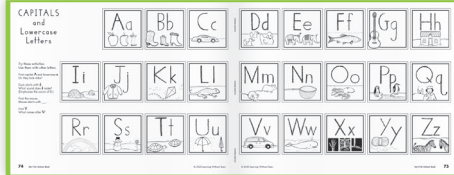
Focus: Letter Zz, Alphabet Review, and Math Review

LANGUAGE & LITERACY

Objective: Children identify capital and lowercase letters.

Grouping: Whole group, small group, 1:1

Identify Letters



1. Review **Zz** and its sound. **Zz makes the /z/ sound as in zebra.** Have children repeat the letter, sound, and word.
2. Find capital **Z** and lowercase **z**. Do they look alike?
3. Find capital **A** and lowercase **a**. **Aa make the /a/ sound as in apple.** Show a picture or pretend apple. Do **Aa** look alike? Repeat with other letters and their sounds.
4. Can you find the letter your name starts with? What sound does it make?
5. Find **V**. What comes after **V**? What comes before? Repeat with other letters.

✓ **Check for Understanding:** Observe as children answer questions. Are they able to answer correctly?

Support/ELL: Begin with letters in child's name.

Enrichment: See if children can identify when the letter is the first letter of their name.

Materials:

- *My First School Book* pp. 74–75

We're Learning:

- ♥ Take turns
- 📖 Recognize distinct letter sounds, recognize and name capital letters, recognize and name lowercase letters

Vocabulary:

look, sound, after, before

READINESS & WRITING

Objective: Children recognize and name capital letters.

Grouping: Whole group, small group

Trace & Write Capital Letters



1. **Look and Learn**
Let's point and say the names of our capitals. Point and say letters **A–F**.
2. **Trace and Write**
Let's trace and write capitals in gray blocks! Let's write **A**. Demonstrate: Finger trace **A**, pick up the crayon, trace **A**, and write **A**. Children repeat the steps for **A**. Continue for **B, C, D, E,** and **F**.
3. Repeat step two for letters on the next pages.

✓ **Check for Understanding:** Observe as children trace and write the capitals. Do they recognize the letter when complete?

Support/ELL: Model the strokes using *My turn, Your turn* for difficult letters.

Enrichment: Have children say the sound for each letter.

Materials:

- *My First School Book* pp. 68–72
- Flip Crayons

We're Learning:

- ♥ Listen to/follow directions
- 📖 Recognize and name capital letters
- 🏃 Hold a tool with proper grip to write, use helping hand to stabilize object
- ✍ Use correct top-to-bottom, left-to-right directionality, trace correctly, step by step, write correctly, step by step

Vocabulary:

alphabet, writing, point, say, letters, practicing

Unit 6: Week 31: Day 5

Focus: Letters v and w and Review 5

LANGUAGE & LITERACY

Objective: Children recognize capital and lowercase letters **Cc, Oo, Ss, Vv,** and **Ww**.

Grouping: Whole group, small group, 1:1

Match Capital & Lowercase Letters

Multisensory Introduction: Sing and move to "Inside, Outside."



1. Review **v** and **w** and their sounds.
2. Use the A-B-C Touch & Flip Cards to match capital **W** and lowercase **w**. Continue with letters of **Cc, Oo, Ss,** and **Vv**.
3. Trace the capital letter and review sounds of each pair.
4. Flip the letter card to show the lowercase letter, leaving the Animal Card capital next to it.

✓ **Check for Understanding:** Observe as children recognize letters. Are they able to distinguish capitals v. lowercase letters?

Support/ELL: Show children how to make **vs** with two fingers and put both hands together at the top to form **w**.

Enrichment: Have children identify the sounds and say words that begin with the letters **c, o, s, v** and **w**.

Materials:

- A-B-C Touch & Flip Cards (Vol. 1, p. 44–45)
 - **Cc, Oo, Ss, Vv, Ww**
- PreKITT Resources: "Inside, Outside"

We're Learning:

- ♥ Take turns, cooperate with peers
- 📖 Match capital and lowercase letters, identify beginning sound in spoken word
- 🏃 Position an object for use, placement, or release, isolate finger to trace

Vocabulary:

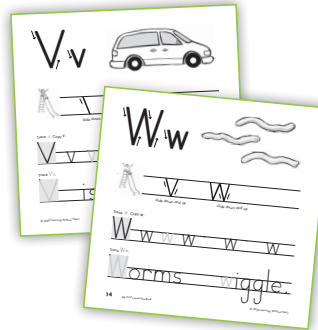
capitals, lowercase, letters, match, flip, check

Objective: Children develop correct habits for writing lowercase **v** and **w**.

Grouping: Whole group, small group

Learn Lowercase v & w by Tracing & Copying

Multisensory Introduction: Use the Magnetic Lowercase & Blackboard Set and Hand Activity to review the size of **Vv** and **Ww**.



1. Wet-Dry-Try

Demonstrate the number of **vs** and **ws** for the number of children in your group. Pass the blackboard for each child to complete Wet-Dry-Try.

2. Trace, Write, and Read **VV** and **Ww**

My First Lowercase Book: Finger trace **Vv**. Name image. Children trace and copy **v** with pencil. (Repeat with **Ww**). Read sentence aloud. Children trace **Vv** with pencil. (Repeat with **Ww**)

3. Color and Draw

Children color the picture and add detail. Encourage creative drawing on page.

✓ **Check for Understanding:** Observe as children trace and copy letters. Did they start the letters correctly?

Support/ELL: Review capital **V** and **W** with Wet-Dry-Try on the Slate Chalkboard.

Enrichment: Share other forms of transportation (bicycles, trains, airplanes, etc.).

READINESS & WRITING

Materials:

- Magnetic Lowercase & Blackboard Set (Vol. 1, pp. 76–77)
 - Magnetic Hands: Small
 - Magnetic Letters: **v, w**
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- *My First Lowercase Book* pp. 13–14
- Pencils for Little Hands
- Flip Crayons
- PreKITT App: Letter & Number Formations **v, w**

We're Learning:

- 📖 Recognize and name letters, recognize distinct letter sounds
- 🎨 Use art as a form of creative expression
- 🏃 Hold a tool with proper grip to write
- ✍️ Trace correctly, step by step, develop fill-in coloring skills, color and draw creatively

Vocabulary:

van, worms, small, tall

Unit 6: Week 35: Day 2

Focus: Letter h and Number 16

LANGUAGE & LITERACY

Objective: Children tell a story through dramatic play.

Grouping: Small group

Retell through Play

1. Review **h** and its sound. **Hat begins with h.**
2. **We are going to act out a story.** Read *Mat Man Hats* by Jan Olsen. Share favorite jobs from the book. Introduce a few hats from different jobs. Let children try them on.
3. **Next, help children write a storyline and select roles.**
4. Talk about what each person will do in the play. **Ask questions to help them decide what will happen next and brainstorm an ending.**
5. After play ends, talk about what happened, and how the story could change. **Over the next few days, rewrite and reenact the play with alternate endings suggested by the children.**



✓ **Check for Understanding:** Observe as children tell the story through dramatic play. Do they understand the storyline?

Support/ELL: Select a story or nursery rhyme that is very familiar. Have children re-enact story.

Enrichment: While writing the class story, prompt children to add more detail with questions such as, "How might the mailman act when the dog surprised him?"

Materials:

- *Mat Man Hats* by Jan Olsen
- Hats/Props for Various Professions (hard hat or tools for builders)
- PreKITT *Mat Man Books: Mat Man Hats*
- Student App: Sound Around Letters **h**

We're Learning:

- ♥ Take turns, work with others to solve problem
- 🗣️ Use new words linked to content being taught, share opinions and ideas
- ✍️ Participate in imaginary and dramatic play

Vocabulary:

builder, hammer, astronaut, firefighter

READINESS & WRITING

Objective: Children develop correct habits for writing lowercase **h**.

Grouping: Whole group, small group

Learn Lowercase **h** by Tracing & Copying

Multisensory Introduction: Use the Magnetic Lowercase & Blackboard Set and Hand Activity to review the size of **Hh**.

1. Wet-Dry-Try

Demonstrate the number of **hs** for the number of children in your group. Pass the Blackboard for each child to complete Wet-Dry-Try.

2. Trace, Write, and Read Hh

My First Lowercase Book: Finger trace **Hh**. Name image.

Children trace and copy **h** with pencil. Say directions: **Dive down, Swim up and over, Down.** Read sentence aloud. Children trace **Hh** with pencil.

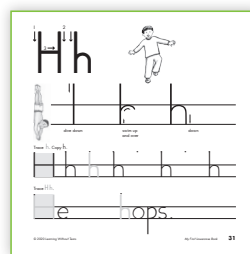
3. Color and Draw

Children color the picture and add detail. Encourage creative drawing on page.

✓ **Check for Understanding:** Observe as children trace and copy letters. Did they start the letters correctly?

Support/ELL: Pretend to climb up a ladder to a high diving board. Diver letter **h** starts high.

Enrichment: Have children write numbers in boxes for hopscotch.



Materials:

- Magnetic Lowercase & Blackboard Set (Vol. 1, pp. 76–77)
 - Magnetic Hands: Tall
 - Magnetic Letters: **h**
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- *My First Lowercase Book* p. 31
- Pencils for Little Hands
- Flip Crayons
- PreKITT App: Letter & Number Formations **h**

We're Learning:

- 📖 Recognize and name letters, recognize distinct letter sounds
- ✍️ Use art as a form of creative expression
- 🏃 Hold a tool with proper grip to write
- ✍️ Trace correctly, step by step, develop fill-in coloring skills, color and draw creatively

Vocabulary:

he, hops, dive, down

Unit 6: Week 35: Day 5

Focus: Name Writing and Introduce 18

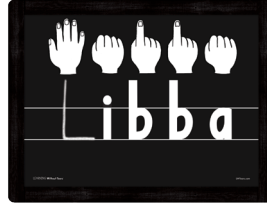
LANGUAGE & LITERACY

Objective: Children recognize their own names and their friends' names.

Grouping: Whole group, small group

Recognize Names

Multisensory Introduction: Review name placement using Magnetic Lowercase & Blackboard Set.



1. Prepare ☺ A Click Away Name Cards with children's names.
2. Sing "I'm Happy to See You." The child whose name is being sung should stand. As you sing, hold up the ☺ Name Card with the child's name on it.
3. After singing, read the child's name. **Libba, Libba begins with CAPITAL L, it's spelled L-i-b-b-a, Libba.** Point to each letter as you say it. Have class repeat after you.
4. Have children identify each letter in their own name.

✓ **Check for Understanding:** Observe as children identify letters. Can they identify the letters in their own name?

Support/ELL: Prompt children by saying the sound of the letter before they have to name the letters in their name.

Enrichment: Have children name the letters in their friends' names.

Materials:

- Magnetic Lowercase & Blackboard Set (Vol. 1, pp. 76–77)
 - Magnetic Hands: Capital, Small
 - Magnetic Letters
- PreKITT Resources: ☺ Name Cards
- PreKITT Resources: "I'm Happy to See You"

We're Learning:

- ♥ Take turns, demonstrate active listening, listen to/follow directions
- 📖 Recognize and name letters in own name
- 👤 Isolate index finger to point

Vocabulary:

name, capital and lowercase letters, first, last

Objective: Children develop correct writing habits for writing their name.

Grouping: 1:1

Write Name using Wet-Dry-Try

1. As the child watches, write child's name in title case, with chalk on the Magnetic Lowercase & Blackboard Set.
2. Instruct child to trace each letter with wet sponge and then dry the letter with a small crumpled up paper towel.
3. Child continues until all letters are traced with wet and dry.
4. Finally, have child trace/write their entire name with chalk.



✓ **Check for Understanding:** Observe grip. Is the child holding the sponge and chalk correctly?

Support/ELL: Add additional tracing opportunities. Use wet finger to trace letters.

Enrichment: Have children write their name independently on the Blackboard or use the ☺ A Click Away Write Name in Title Case practice pages.

Materials:

- Magnetic Lowercase & Blackboard Set (Vol. 1, pp. 76–77)
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- PreKITT Resources: ☺ Write Name in Title Case, ☺ Lowercase Letter Formation Chart

We're Learning:

- 📖 Recognize and name letters, recognize distinct letter sounds
- 👤 Hold a tool with proper grip to write
- ✍ Trace correctly, step by step

Vocabulary:

name

READINESS & WRITING

NUMBERS & MATH

Materials:

- 1-2-3 Touch & Flip Cards
 - Animal Card: **18** (Vol. 1, pp. 82–83)
- Three-Row Horizontal Graph Labeled with a Dog, Cat, and Fish
- Dog, Cat, Fish Stickers, or Clip Art

We're Learning:

- ♥ Use manipulatives to find a solution, take turns
- ✏ Represent data using pictures in a simple graph, verbally count **1–30** objects, compare using more and fewer, compare using long and short
- 🚶 Position an object for use, placement, or release

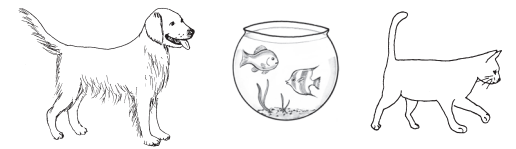
Vocabulary:

eighteen, dog, fish, cat, fewer, longer, more, row, shorter

Objective: Children make and analyze a pictograph.

Grouping: Whole class

Review Pictographs



Multisensory Introduction: Rote count to **18** and then take turns naming, touching, and tracing **18** using the 1-2-3 Touch & Flip Cards.

1. **Which pet is the class favorite? Dog, cat, or fish?**
2. Children take a sticker to show their choice.
3. **Let's make a graph to see the class favorite.** Children take turns placing stickers on graph.
4. Have children compare the length of rows to find the class favorite. Rows are organized. **Which row is longest? Count each row together. Which row has the most? Which has the least? The rows help us see the favorite pet.**
5. **What if two more people voted for dogs? How many votes would there be? Have children count on to find the total.**

✓ **Check for Understanding:** Observe as children place stickers in the correct row. Can they identify the class favorite?

Support/ELL: Use 1-2-3 Touch & Flip Animal Cards to practice counting. Which has more?

Enrichment: Give more than three choices for the pictograph.

ORAL LANGUAGE

Materials:

- Squawker (Vol. 1, pp. 46–47)
- Word Cards: two/number
- Toy Animals/Counter Bears
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

- ♥ Take turns, remain engaged, listen to/follow directions
- 📖 Understand print has meaning
- 🗣 Repeat words, say sentences, demonstrate understanding of word meaning

Vocabulary:

two, number, object, count, things, bears, hand, counter

Objective: Children learn two nouns while asking and answering questions.

Grouping: Whole group

Q & A with Nouns: Two/Number



1. **Look** Say the words with Squawker:
Two is a number.
A number is an object used to count things.
2. **Do** Have the Helper give two animals to each child.
3. **Say** **What is two? Two is a number.**
4. **Talk** Squawker says: **I am holding counter bears in each hand.**
How many do I have? Two counter bears. This is more than one.

Closing: Sing "Letters Together Make Words."

✓ **Check for Understanding:** Observe as children ask and answer questions. Can they answer the questions correctly?

Support/ELL: Have children find the numeral **2** in the classroom.

Enrichment: Discuss. **A pair means something comes in a set of two. What items come in pairs?** (e.g., shoes, gloves, socks, etc.)

Unit 6: Week 36: Day 5


Focus: Review Write Name and Review 20

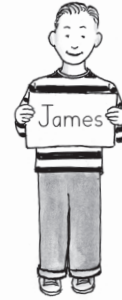
LANGUAGE & LITERACY

Objective: Children recognize letters in their name and practice positioning letters in correct sequence.



Grouping: Small group

Identify Letters in Name




1. Prepare a Tag Bag for each of the children containing the  A Click Away Letter Tags of their names in title case.
2. Inside the Tag Bags are special Letter Tags. We will build our names with our Letter Tags that have the CAPITAL letter and lowercase letters in your name.
3. Give children the Tag Bags with the letters of their names in the pocket.
4. Give children A Click Away Name Cards with their names printed on them. Remind them that the first letter in a name is capitalized.



Materials:

- Tag Bags (Vol. 1, pp. 88–89)
- PreKITT Resources:  Letter Tags (prepare prior to activity for each child)
- PreKITT Resources:  Name Cards (prepare prior to activity for each child)

We're Learning:

-  Demonstrate active listening
-  Use correct top-to-bottom, left-to-right directionality recognize and name letters in own first and last name, point to and name capital letters
-  Notice and attach meaning to visual information, isolate finger to trace, use fingers to hold cards

Vocabulary:

children's names, tag, pocket, letters

Children remove the Letter Tags and build their names following the model on their Name Cards.

✓ **Check for Understanding:** Observe as children match their tags to the Name Cards. Are they able to build their names?

Support/ELL: Help children open Tag Bags and help them say the letters and build their names.

Enrichment: Have children practice writing their names in the Writing Center using the model on their Name Cards.

READINESS & WRITING

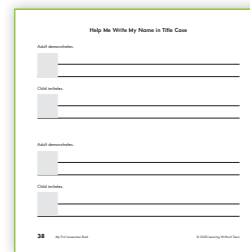
Objective: Children develop correct writing habits for writing their name.

Grouping: Small group, 1:1

Review Writing Name by Tracing & Copying

Multisensory Introduction: Wet-Dry-Try Name Writing on the Magnetic Lowercase & Blackboard Set.

1. *My First Lowercase Book*: Demonstrate writing child's name in title case. In the gray block, write the first letter (capital) of their name and say its sound.
2. Continue to write the lowercase letters of the child's name, saying the step-by-step formations for each letter. Say the ending sound.
3. Child imitates writing their name on the double lines below the model. Prompt them to say the beginning and ending sounds.



✓ **Check for Understanding:** Observe as children write their name. Did they start their letters correctly?





Support/ELL: Have children trace each letter with their finger.

Enrichment: Have children participate in Wet-Dry-Try activity with their last name.

Materials:

- Magnetic Lowercase & Blackboard Set (Vol. 1, pp. 76–77)
 - Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- *My First Lowercase Book* p. 38
- Pencils for Little Hands

We're Learning:

-  Listen to/follow directions, take turns, cooperate with peers
-  Recognize and name capital letters, recognize distinct letter sounds
-  Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize objects
-  Trace correctly, step by step

Vocabulary:

name, gray block, lines