

TEXAS



EDITION

# Scope & Sequence

WEEKS 14-15



**CiRCLE**  
**PRE-K**  
**CURRICULUM**

by the  
**Children's Learning Institute**

SAMPLE



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# Scope and Sequence Overview

The *Scope and Sequence* is the primary curriculum component designed to ensure comprehensive coverage of prekindergarten skills across the school year. This resource provides 35 weeks of instruction.

The curriculum is flexibly designed, allowing teachers to select the day of the week and setting (small or whole group) for each lesson. Lesson names appear in colored font, with fully detailed lessons housed in the CIRCLE Activity Collection (CAC) at [www.CLEngage.org](http://www.CLEngage.org). Lessons can be used multiple times across the week as concepts are introduced, practiced, and reinforced. Refer to the *Teacher's Manual* for more detailed information about *Scope and Sequence* components and planning.

## Scope and Sequence Components

### Target Lessons

Use each Target Lesson with all children one or more times during the week to ensure skill coverage and progression. Repeat lessons across the week as needed or desired.





### Step It Up!

Use these optional lessons with children who might benefit from more challenging tasks than those included in the Target Lessons.

### Additional Lessons

Additional Lessons are Target Lessons from previous weeks in the curriculum. Use these optional lessons to address a greater range of skills and to revisit previously taught lessons. Repeat lessons across the week as needed or desired.

## Scope and Sequence Icons

-  Indicates lessons recommended for use only in a **small group setting**. This icon is not used with most lessons in the curriculum because most lessons are appropriate for either whole group or small group settings, and teachers determine the setting based on children's needs, materials, and classroom management considerations.
-  Indicates **notes or tips** for preparing and delivering lessons or activities.
-  Identifies lessons with **video examples**. Visit the digital lesson in the CIRCLE Activity Collection at [www.CLEngage.org](http://www.CLEngage.org) to view these lessons in action with children.
-  Reminds you to always select and use a **Theme Guide** in conjunction with this *Scope and Sequence*.

**Book & Print Reading**

**Target Lessons**

**Focus:** Actively engage in read alouds. Identify and understand the purpose of question marks and periods in print.

- Multiple Readings of the Same Text
- Punctuation Introduction
- Using Wordless Picture Books

- ★ Include question marks when reteaching *Punctuation Introduction*.
- 👤 See *Theme Guide* for read aloud titles.

TPG II.D.1, II.D.3, III.A.1, III.A.3, III.D.3, III.E.3, IV.C.5

**Step It Up!**

Guiding Questions for Comprehension

- ★ Set guiding questions for read alouds that require higher-order thinking skills, such as inferring or comparing and contrasting.

TPG II.A.1, III.D.3, III.D.4

**Additional Lessons**

**Focus:** Use mental images to comprehend text. Add words from text to vocabulary.

- Make a Movie in Your Mind
- ▶ Teaching Vocabulary before a Read Aloud

TPG II.D.2, II.D.3, III.D.3

**Phonological Awareness**

**Target Lessons**

**Focus:** Recognize and blend phonemes to make words.

- ▶ Can You Find My Picture? Introduction to Phoneme Blending
- Say the Word – Phonemic Awareness
- ★ Practice saying phonemes prior to instruction. Be careful not to add "uh" to the end of sounds.

TPG III.B.9

**Step It Up!**

- Can You Find My Picture? Phoneme Blending Practice 1
- Mystery Bag

TPG III.B.9

**Additional Lessons**

**Focus:** Blend onset and rime to make words.

- Can You Find My Picture? Onset-Rime Blending Practice 1
- ▶ What's the Word?

TPG III.B.8

**Language & Communication**

**Target Lessons**

**Focus:** Use language to describe and explain. Answer questions through conversation. Listen and match responses to descriptions.

- ▶ The Opposite of...
- ▶ Pictures Need a Thousand Words
- ▶ Question of the Day
- Simon Says
- 👤 Use theme related pictures with *Pictures Need a Thousand Words*.

TPG II.A.2, II.B.3, II.C.1, II.D.1, II.D.3, V.A.2, IX.A.2

**Step It Up!**

- ▶ Categories—What's in Them?

TPG II.D.1

**Additional Lessons**

**Focus:** Actively listen to determine information and sounds.

- Classroom Scavenger Hunt
- Guess the Voice

TPG II.A.1, II.D.1, X.A.1, X.A.2

**Alphabet Knowledge**

**Target Lessons**

**Focus:** Name, recognize, and produce sounds for letters.

- ▶ Can You Find Your Name for Me?
- ▶ Words We Know Alphabet Book
- Featured Letters:**  
Pp, Oo, Ff  
*Letter Introduction Routine*
- ★ Repeat *Letter Introduction Routine* with each featured letter.

TPG II.C.2, III.C.1, III.C.2, III.C.3, III.E.1, IV.C.2

**Step It Up!**

- Word Detective
- My Special Letter

TPG III.C.1, III.C.2, III.C.3, III.E.1

**Additional Lessons**

- Sentence Strip Name Book
- Wiggle Worms

TPG III.C.1, III.C.2, III.C.3, VIII.B.1



Writing

Target Lessons

**Focus:** Write about personal experiences. Engage in and contribute to shared and interactive writing experiences.

- Creating a List
- Did You Know? Class Book
- ▶ Interactive Daily News
- ▶ Morning Message
- Multi-Sensory Name Writing

TPG III.C.3, IV.A.1, IV.B.1, IV.C.1, IV.C.2, IV.C.4, IX.B.1

Step It Up!

- ▶ I Remember When...
- ★ Emphasize beginning sounds, encouraging children to think of the letter to write for the sound. Whenever possible, connect the sound to children's names.

TPG III.C.3, IV.A.1, IV.A.2

Additional Lessons

People Write in Different Ways

- ★ Revisit the many ways people write as children's writing evolves and progresses.

TPG IV.A.1, IV.C.2

Mathematics

Target Lessons

**Focus:** Identify numerals 0-5. Recognize and describe rectangles, circles, triangles, and squares.

- Number Hop
- Shape Freeze
- Shape Similarities
- ▶ Teaching about Shapes through Read Alouds
- ★ Encourage children to think about counting as one way we problem solve. Rather than prompting to tell how many, ask "How can we find out how many we have?"

TPG I.B.1.c, III.D.2, V.A.5, V.C.1, V.E.1, IX.A.2

Step It Up!

- Build It!
- ★ Incorporate additional shapes into Target Lessons as children are ready.

TPG I.C.2, II.B.2, II.B.3, V.C.1

Additional Lessons

**Focus:** Collect and organize data into graphs.

- ▶ Yes or No Graphs

TPG V.A.3, V.E.2

Science

Target Lessons

**Focus:** Observe, record, and discuss what happens to warm water vapor as it cools to understand how clouds are made. Observe clouds and recreate their shapes.

- Cloud in a Jar
- Head in the Clouds
- ★ Check the forecast to see which day is best for Head in the Clouds.
- 🐾 These lessons are also included in the The Sky Above Me Theme Guide.

TPG VI.A.1, VI.C.2, VIII.A.1, VIII.B.1

Social & Emotional Development

Target Lessons

**Focus:** Learn about feeling safe. Recognize and express various feelings.

- Feeling Safe
- Feeling Scared or Afraid
- What Makes You Feel Safe?
- ★ Revisit How Does Your Family Celebrate? to recognize and honor all winter holidays celebrated by children.
- ★ Continue How I Feel Right Now daily with all children and Student of the Week each week.

TPG I.A.2, I.B.1.a, I.B.2.a, I.B.2.b, I.D.1, II.B.2, II.D.1, III.D.2, III.D.3., III.D.4, IV.A.2, VII.A.1, VII.A.2

Review, Repeat, Adapt



Every child is unique, and every class or group of students is different. Customizing support for diverse learners and special populations is critical to ensure the success of all students. Based on formal and informal assessments of students' needs, teachers should review, repeat, and adapt lessons (from this week or a previous week) with students who need additional support. Refer to the Scaffolding and Teacher Tips noted in activities for ways to modify lessons for understanding and mastery.

Family Engagement

The following hands-on family activities complement and support skills addressed in the classroom this week.

- ▶ Outline Puzzles / Objetos con contornos  
Families play a guessing game to identify objects by their outlines.
- Shadows and Light / Sombras y Luz  
Families create shadows using a lamp or flashlight to explore how they are made and why they change throughout the day.



# Multiple Readings of the Same Text

Children will build comprehension skills by focusing on a different guiding question each time the text is read.

## Texas Prekindergarten Guidelines: PK4 Outcomes

II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.

III.D.3 Child asks and responds to questions relevant to the text read aloud.

## Head Start Early Learning Outcomes Framework

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

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

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

## Materials

- book: *Bunny Cakes* by Rosemary Wells  
(if you do not have this book, see Teacher Tips for other suggestions)

## Preparation

Preview the story so that you can set a high-quality guiding question for each reading of the text. You may also want to put sticky notes on the pages where you plan to stop with reminders of what you plan to model or questions you plan to ask.

## Directions

First reading: Before reading

Introduce the book: **“Today we are going to read *Bunny Cakes* by Rosemary Wells.”**

Provide a purpose for reading: **“As you listen to this story today, I want you to think about the guiding question: What do Max and Ruby put in their cakes?”**

First reading: During reading

Ask comprehension questions:

Stop at the end of page 1. **“I learned that Max puts earthworms in his cake. It says right here, ‘Max made her an earthworm birthday cake.’”**

Stop at the end of the page that has the note “milk” on it. **“What does Ruby put in her cake?”**

Stop after “...Max had a brand-new idea.” **“What else will Ruby put on her cake?”**

First reading: After reading

Revisit the purpose for reading: **“What do Max and Ruby put in their cakes?”** (Possible answers: Max: mud, earthworms, caterpillar icing, Red-Hot Marshmallow Squirters; Ruby: eggs, milk, flour, raspberry-fluff icing, silver stars, sugar hearts, buttercream roses, and candles).

Summarize: **“Today we practiced thinking about the guiding question as we listened to the story. This helped us to be good listeners. Good listeners and readers pay attention to what happens in the beginning, middle, and end so that they understand the story better!”**

Second reading: Before reading

Introduce the book: **“Today we are going to re-read *Bunny Cakes* by Rosemary Wells.”**

Provide a purpose for reading: **“As you listen to this story today, I want you to think about the guiding question: What do we learn about Max and Ruby?”**

Second reading: During reading

Ask comprehension questions:

Stop at the end of the page that has the note “milk” on it. **“Why does Ruby have to send Max to the store?”**

Stop after “...the most beautiful writing he knew.” **“Why does Max keep writing Red-Hot Marshmallow Squirters in different ways?”**

Stop after “...it must be Red-Hot Marshmallow Squirters!” **“Why does the grocer know what Max wants this time?”**

Second reading: After reading

Revisit the purpose for reading: **“What do we learn about Max and Ruby?”**

Summarize: **“Today we thought about the guiding question as we listened to the story. This helped us to be good listeners. Good listeners and readers pay attention to what happens in the beginning, middle, and end so that they understand the story better!”**

## Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

Upward scaffold: Ask an inferential question, such as, **“Why did Ruby make a sign on the kitchen door?”** or **“How do you think Grandma felt about her cakes?”**

Downward scaffold: Return to pages that show pictures supporting answers to the guiding question. You may need to model your thinking again.



## Teacher Tips

This lesson can be done with any text. Suggestions:

*Corduroy* by Don Freeman

*Lilly's Purple Plastic Purse/Lily y su bolso de plástico morado* by Kevin Henkes

*The Kissing Hand/Un beso en mi mano* by Audrey Penn

*The Little Red Hen/La gallinita roja* by Carol Ottolenghi

The first time you read a text, set an easier guiding question, for example, a literal question. For subsequent readings, you may ask a higher-level thinking question to deepen comprehension.

## Preparation

As you choose sentences, half of the sentences should be exclamations (for example, "No more monkeys jumping on the bed!") and half should be statements (for example, "Mary had a little lamb."). Using no punctuation, write each selected sentence on sentence strips.

Make a chart that shows a period next to a face with no expression and an exclamation point next to face with an excited expression. Write a short example sentence under each.

## Introduce

**"Have you ever noticed that when I read aloud to you, I sometimes use a very excited voice? And other times, I use my regular voice?"** Give an example from a recent read aloud.

**"I know when to change my voice because authors use marks called *punctuation marks* to tell readers *how* to say the words they read. *Punctuation marks* go at the ends of sentences. Today we will learn about two of kinds of *punctuation marks*."**

## Model and Explain

Point to the period on your chart. **"This one is called a *period*. When I see a *period*, I know I should use my regular voice because the author is telling me something without a lot of emotion."** Read the example on the chart. Ask children to repeat the word "period."

Point to the exclamation point on your chart. **"This one is an exclamation point. When I see an exclamation point, I know I should use my excited voice because the author is telling me something that has a lot of feeling."** Read the example on the chart. Ask children to repeat the words "exclamation point."

Show the children the index cards with punctuation. Read one of the sentences from your sentence strips. First model reading it with a regular voice and then read it with excitement. Think aloud about which punctuation mark makes more sense with this sentence. Place the index card at the end of the sentence strip.

Repeat the modeling with a sentence strip that has the punctuation you have not yet modeled.

## Guide Practice

Guide the children to discuss the rest of the sentences on the strips. After you read the sentence once, ask children to say it with you in either a regular reading voice or an excited voice. Facilitate choosing the correct punctuation marks to place at the end of each sentence.

## Summarize

**"You did a great job today deciding which sentences needed a period and which ones needed an exclamation point. You can look for them in books or you can try using them in your own writing!"**

# Punctuation Introduction

Children will determine whether to use a period or exclamation point at the end of familiar sentences.

### Texas Prekindergarten Guidelines: PK4 Outcomes

III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.

IV.C.5 Child begins to experiment with punctuation when writing.

### Head Start Early Learning Outcomes Framework

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

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

## Materials

- emotion cards (download PDF)
- four to six sentence strips
- four to six sentences from familiar nursery rhymes or stories
- index cards with periods and exclamation points drawn on them in large print

## Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

Upward scaffold: Say sentences that are not as familiar.

Upward scaffold: Have the child say a sentence and decide which punctuation mark it needs.

Downward scaffold: Overemphasize your reading. For example, a flat tone for the period or an extremely emotional tone for the exclamation point.

Downward scaffold: Ask whether given punctuation would make sense given the context. For example, **“The doctor is upset when he says ‘No more monkeys jumping on the bed!’ Do you think he used an excited voice or a normal talking voice? So do we need a period or an exclamation point?”**

## Teacher Tips

You may want to put pictures on the sentence strips to remind children of the book or rhyme in which they first heard the sentence. This is a particularly helpful strategy for children learning English or those who may need accommodations.

When children are comfortable with two punctuation marks, repeat the lesson with question marks.

Reinforce children’s learning by pointing out punctuation in authentic contexts, like in books or advertisements. Model using different tones based on punctuation as you read.

Following this lesson, apply new learning about punctuation marks to whole and small group writing experiences. Refer to this lesson as you encourage children to suggest the punctuation to be used for different sentences. Experiment with the ways punctuation changes the message.

# Using Wordless Picture Books

Children will build comprehension and engage in literacy-rich conversations as they make up a story to a wordless picture book.

## Texas Prekindergarten Guidelines: PK4 Outcomes

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

III.A.1 Child engages in story-related pre-reading activities.

III.D.3 Child asks and responds to questions relevant to the text read aloud.

## Head Start Early Learning Outcomes Framework

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

P-LC 7. Child shows understanding of word categories and relationships among words.

P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.

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

## Materials

- book: *A Ball for Daisy* by Chris Raschka  
(if you do not have this book, see Teacher Tips for other suggestions)

## Preparation

Preview the wordless book of your choice so that you are familiar with it and have developed a plan for what you will tell on each page. You may want to put sticky notes at the places where you plan to stop, with reminders of what you plan to model/questions you plan to ask.

## Introduce

**“Today we are going to read a wordless picture book. That means there are no words in the book for me to read. I have to make up a story to go with the pictures! I am going to show you how I make up the story to match the pictures. Sometimes I will ask you to help me, so you will need to pay attention!”**

Introduce the book’s title and author. Model: **“I think this is Daisy.”** Point to the dog on the cover. **“The title is *A Ball for Daisy*, and in this picture, I can see the dog chasing after the ball. Dogs like balls. Let’s learn about Daisy and her ball.”**

## Model and Explain

Show the dedication page. Model: **“Here is Daisy with her ball. But look! There is someone else in the picture.”** Point to the character at the top of the page. **“What should we call this character?”** Allow the children to suggest names. Agree on one of the names and use that name to refer to the character throughout the text.

Model telling the story to match the pictures. Point to the pictures as you enthusiastically describe what’s happening on each page. Stop on the page where the character is holding the leash. **“What’s \_\_\_(name of character) holding? What do you think is going to happen?”** Allow the children to suggest that they are going to go for a walk. Extend discussion by asking where they might go. Weave their predictions into the storytelling.

## Guide Practice

Continue telling the story, stopping again when the brown dog enters the story. Ask children to name the new character and predict what might happen. Tell the story to the point where the ball pops. Ask, **“What happened to Daisy’s ball? How do you think she feels?”**

Continue with the story and stop one last time when the blue ball is introduced. Draw attention to the pictures. Take predictions and weave predictions into the story telling.

When you have finished telling the story, ask the children, **“What did we learn about Daisy and her ball?”**

## Summarize

**“Today we practiced making up the words to the story. Making up our own story to match the pictures is lots of fun! We need to look closely at the pictures, and think about who the characters are and what might happen to them in the story. That helps us to tell a good story!”**

## Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

Upward scaffold: Ask an inferential question, such as, **“How do you think Daisy felt at the end of the story?”** or **“What do you think Daisy might do tomorrow? What makes you think that?”**

Downward scaffold: Return to pages that show pictures supporting answers to the questions you asked and try to access the child’s background knowledge. For example, **“Does this picture remind you of anything that has happened to you?”** or **“Have you ever seen a dog do that before?”**

## Teacher Tips

You may wish to have children turn and talk to share ideas before calling on one or two children to share out.

Use other wordless books to deliver similar lessons. Because they are wordless, you can use them with children who speak Spanish or other languages! Titles include:

*Mr. Wuffles* by Dave Wiesner

*Good Night, Gorilla* by Peggy Rathmann

*Rain* by Peter Spie

*10 Minutes Till Bedtime* by Peggy Rathmann

*Flashlight* by Lizi Boyd

*The Boy and the Airplane* by Mark Pett

## Guiding Questions for Comprehension

Children will receive a purpose for listening to a read-aloud.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.
- III.D.3 Child asks and responds to questions relevant to the text read aloud.
- III.D.4 Child makes inferences and predictions about a text.

### Head Start Early Learning Outcomes Framework

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

## Materials

- book
- sticky notes
- pen/pencil

## Preparation

Read the book you chose.

### Directions

Try asking a *guiding question* before reading to give children a purpose for listening to a read-aloud. Text comprehension increases when children know they have to do something after they read, so it is essential to ask a guiding question before reading! Good guiding questions consider the whole book, not just a specific event or page. Guiding questions are open-ended and rarely have just one correct answer. As children use higher-level thinking, they use complex language to explain their thinking.

Try reading the same book aloud multiple times and ask a new guiding question each time you read. Guiding questions should get a little bit harder each time you read. The first guiding question might require children to simply describe or recall, while subsequent guiding questions might require children to compare, infer, predict, make connections, explain changes, or draw conclusions.

Here is an example of questions getting more difficult across readings using the familiar Goldilocks story.

First Reading	<b>“What different things does Goldilocks try?”</b> (Recall)
Second Reading	<b>“Why do you think Baby Bear’s things are ‘just right’ for Goldilocks?”</b> (Infer)
Third Reading	<b>“Do you think Goldilocks made a good choice by going into the bears’ house? Why or why not?”</b> (Draw a conclusion)

Read your book again. What important ideas do you want children to think about as you read? Write each guiding question on a sticky note. Does each question:

- have many possible answers (open-ended)?
- consider the whole book?
- require children to use higher-level thinking?

Decide which question you will ask before each reading. Write 1 (first reading), 2 (second reading), or 3 (third reading) on each sticky note and place them all inside the front cover for easy access!

### Teacher Tips

Concept books, like counting or alphabet books, are not great candidates for asking guiding questions before reading.

You can write guiding questions for both narrative and informational books.

Don’t forget to have children answer the guiding question after you read! A good reminder is to write the question on a sentence strip.

# Make a Movie in Your Mind

The student will visualize a sensory mental image from oral text.

### Texas Prekindergarten Guidelines: PK4 Outcomes

III.D.3 Child asks and responds to questions relevant to the text read aloud.

### Head Start Early Learning Outcomes Framework

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

### Materials

- If not using the passage below, choose a text from Teacher Tips.

### Preparation

Review the passage below to be used during the activity.

### Introduce

**“When you hear a story, you can use your imagination to see what the author of a book is telling you. The author’s words will help you imagine what something in the story might look like, feel like, taste like, smell like, or even sound like.”**

**“I am going to read you a short passage today. You will have a special job. As I read, I want you to close your eyes and let the words I read make a movie in your mind.”**

### Model and Explain

**“I’ll show you how this works. You will close your eyes as I start reading. The first time I read, you will raise your hand as you start to see a little movie in your mind of what I am describing.”** With your eyes closed, model raising your hand slowly. **“If the movie in your mind goes away (with eyes closed, model frowning), you should put your hand down (lower your hand), and listen closely to my words (model putting fingers to your temples) until the movie comes back. If I see your hand go down, I will go back and read that part again to help the movie come back. Going back to read a part of a story again can help you understand what is happening. The movie in your mind is what helps you understand the story. And when you understand a story, it is really fun!”**

**“Now, close your eyes and raise your hand when you can imagine something that I am describing.”** Use the numbers during the second reading. Read slowly and with emphasis on sensory words.



It is a warm and sunny day at the park.

White fluffy clouds float on the breeze through the bright blue sky.

(1)

A green and yellow kite dips down to the ground and then shoots back up in a blast of strong wind.

(2)

The wind rushes through your hair and blows the tall grass back and forth, back and forth, tickling your legs.

(3)

A nearby barbecue pit begins to sizzle and pop.

(4)

Then your tummy rumbles as the smoky scent of roasting hot dogs and hamburgers drifts toward you.

(5)

Your mouth waters because you can almost taste the warm juicy meat and feel the soft bread melt in your mouth...

(6)

**“Okay, you can open your eyes.”**

Stop and have children open their eyes for a moment. Briefly allow students to comment.

### Guide Practice

**“Let’s do that again. I still want you raise your hand when the movie in your mind starts to show you what I am saying. I am also going to stop to ask some questions this time. Try to keep your eyes closed and keep the movie going. You can show me that your movie is going away by lowering your hand. That will tell me I should go back and read that part again to help you get your movie started back up.”**

**“Ready? Close your eyes.”** For the second reading, pause briefly at each number and ask a specific student a question. Continue to monitor for students who may have lost the visual image/movie in the mind. Reread previous sentences as needed.

1. “(Student name), **what can you see?**”
2. “(Student name), **what do you see?**”
3. “(Student name), **can you feel something now? What?**”
4. “(Student name), **did you hear something? What? Can you make that sound?**”
5. “(Student name), **what do you smell?**”
6. “(Student name), **can you almost taste it? Can you describe it?**”

Praise and scaffold as needed.

### Summarize

**“When you are reading a story or when someone else is reading a story to you, you will enjoy the story more if you understand what is happening. If you make a movie in your mind, you will really see and feel what is happening in the story. You can go back and read a part of a story again if the movie in your mind goes away. You can also ask the person reading to stop and read a part again so that you can get your movie back. You did a great job today listening and using your imagination!”**

### Scaffolding

If students lose the visual image or are unable to create a visual image:

Less support: Reread part of the passage.

More support: Try rewriting parts of the passage to match the background knowledge of the student, group, or class.

Most support: In small group setting, provide drawing paper and colors for students to draw the scene sentence by sentence.

### Teacher Tips

Books that might be used in place of the passage provided:

*The Listening Walk* by Paul Showers

*Old Black Fly* by Jim Aylesworth

*Night in the Country* by Cynthia Rylant

*Night Tree* by Eve Bunting

*The Storm Book* by Charlotte Zolotow



# Teaching Vocabulary before a Read Aloud

Children will learn new vocabulary through the use of child-friendly definitions.

## Texas Prekindergarten Guidelines: PK4 Outcomes

II.D.2 Child understands (receptive) and uses (expressive) the instructional language of the classroom.  
II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

## Head Start Early Learning Outcomes Framework

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

## Materials

- book: *Extra Yarn* by Mac Barnett
- vocabulary word cards

## Preparation

Pre-read the book and choose two to four target vocabulary words.

Choose words based on the following criteria:

- Unknown words (not commonly known to four-year-olds)
- Words that are necessary for children to comprehend the story
- Words that can be explained in terms that children understand
- Words that children will hear and be able to use (rich language)

Make a vocabulary word card for each target word. To make the cards, find a picture to represent each word. Write a child-friendly definition at the bottom or on the back of the picture.

▶ Video demonstration available at [CLIEngage.org](https://cliengage.org)

## Directions

Introducing vocabulary words before the read aloud can help children better understand the story. Teachers can increase children's vocabulary knowledge when targeting words that children may be unfamiliar with by having them repeat the word, providing a child-friendly definition of the word, showing a picture that uses the word in a different context, and having children act out the word or say a sentence that includes the word.

"Today, we are going to read this book called *Extra Yarn*. There are some words in the book that you may not know. Let's go over these words together."

"The first word is *extra*." Hold up the picture card for *extra* and follow the procedure below.

Say the word and have children repeat the word. "Say the word after me – *extra*."

Provide a child-friendly definition for the word *extra*. "When you have *extra* of something, you have more than you need."

Describe picture. "The boy in this picture has extra sandwiches."

Act it out. "Turn to the person next to you and ask, 'Do you want my extra sandwich?'"

"The next word is *remarkable*."

Say the word and have children repeat the word. "Say the word after me – *remarkable*."

Provide a child-friendly definition for the word *remarkable*. "Remarkable means special in a way that makes people notice."

Describe picture. "This dog's eyes are remarkable because they are two different colors."

Act it out. "Imagine that this dog is with us and pretend to pet him and say, 'Your eyes are remarkable!'"

Follow the procedure above with the remaining vocabulary words.

"As we read the book, look and listen for these new vocabulary words we talked about, *extra* and *remarkable*. We know that *extra* means you have more than you need. Remarkable means special in a way that makes people notice."

"It's fun to learn new words!"

## Teacher Tips

Follow this procedure for other read alouds.

# Can You Find My Picture?

## Introduction to Phoneme Blending

With teacher support, children will select the appropriate picture when the teacher says a word segmented by individual phonemes.

### Texas Prekindergarten Guidelines: PK4 Outcomes

III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

### Head Start Early Learning Outcomes Framework


P-ATL 8. Child holds information in mind and manipulates it to perform tasks.  
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

### Materials

- picture of robot and pairs of picture cards (download PDF)

### Preparation

Use pairs of pictures that begin with the same sound, have only one syllable, and begin with a consonant that has a continuous sound (for example, sun/sock, rug/rake, mat/mop, feet/fox, rock/rat, soap/seal, lock/leg). The picture of a robot and the pairs of pictures can be found in Materials.

 Video demonstration available at [CLIEngage.org](https://cliengage.org)

### Introduce

Show the robot picture. **“We are going to play a game with this robot. This is Bot. He is a robot and he has a strange way of talking. He says the sounds in his words very slowly. Because he says things in a different way, we have to think about what he is trying to say.”**

### Model and Explain

**“Here is how we play the game. I will show you two pictures. Bot will tell you which picture he is thinking of and you will figure out which picture it is. Because Bot has a strange way of talking, you will have to put the sounds he says together to make a word.”**

**“I will go first so that you can see how to play. Here we have pictures of a sock and a sun.”** Point to each picture as you name it. **“Now Bot will say the name of one of these pictures in his slow way, saying each sound in the word. I will blend the sounds together**

**to figure out the word. Bot says /s/ /u/ /n/.”** Isolate each sound and pause briefly between each sound.

**“If I put /s/ /u/ /n/ together, it makes the word sun. The word Bot is saying is sun!”** Point to the picture of the sun.

### Guide Practice

**“Let’s see if we can figure out more words that Bot is saying. Here we have a picture of a rug and a rake.”** Point to each picture as you name it. **“Bot says the word he is thinking of is /r/ /u/ /g/.”** Isolate each sound, and pause briefly between each sound. **“If we put /r/ /u/ /g/ together, what word do we have?”** Children respond, “Rug.” **“Yes, Bot was saying the word rug! When we put /r/ /u/ /g/ together, it makes the word rug.”** Point to the picture of the rug.

**“Here we have a picture of a mat and a mop.”** Point to each picture as you name it. **“Bot says the word he is thinking of is /m/ /o/ /p/.”** Isolate each sound, and pause briefly between each sound. **“If we put /m/ /o/ /p/ together, what word do we have?”** Children respond, “Mop.” **“Yes, Bot was saying the word mop. When we put /m/ /o/ /p/ together, it makes the word mop.”** Point to the picture of the mop.

Continue this procedure with the remaining pictures.

### Summarize

**“You did a great job figuring out which word Bot was saying! You did this by blending each sound together to make the word. I will put Bot and the picture cards in a center and you can play this game with your friends.”**

### Scaffolding

**“Listen to each sound in the word, /r/ /u/ /g/. Now put the sounds together, /r/ /u/ /g/.”** Make the pause between the sounds a bit shorter so that it is easier to blend. **“When we put the sounds together, /r/ /u/ /g/, do you hear the word rug or rake?”** Point to the pictures. **“Yes, /r/ /u/ /g/ makes the word rug.”**

### Teacher Tips

When introducing this concept to children, use words that start with letters that make continuous sounds (for example, m, s, f, l, r, n,).

# Say the Word—Phonemic Awareness

The child will blend phonemes together to form a one-syllable word.

## Texas Prekindergarten Guidelines: PK4 Outcomes

III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

## Head Start Early Learning Outcomes Framework

P-ATL 8. Child holds information in mind and manipulates it to perform tasks.  
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

### Materials

None

### Directions

**“Let’s practice figuring out a word by blending the sounds together. I will say a word sound by sound. You will blend the sounds together and say the word. If I say /p/ /i/ /g/, you would blend those sounds together and say pig.”**

**“Let’s try some more words.”** Remember to isolate each sound and pause briefly between each sound.

If I say /b/ /a/ /t/, you will say \_\_\_\_\_. (bat)

If I say /m/ /o/ /m/, you will say \_\_\_\_\_. (mom)

If I say /f/ /o/ /x/, you will say \_\_\_\_\_. (fox)

If I say /c/ /a/ /t/, you will say \_\_\_\_\_. (cat)

If I say /d/ /a/ /d/, you will say \_\_\_\_\_. (dad)

If I say /n/ /u/ /t/, you will say \_\_\_\_\_. (nut)

If I say /d/ /o/ /g/, you will say \_\_\_\_\_. (dog)

If I say /r/ /u/ /g/, you will say \_\_\_\_\_. (rug)

If I say /s/ /u/ /n/, you will say \_\_\_\_\_. (sun)

If I say /w/ /e/ /b/, you will say \_\_\_\_\_. (web)

# Can You Find My Picture? Phoneme Blending Practice 1

Children will select the appropriate picture when the teacher says a word segmented by individual phonemes.

## Texas Prekindergarten Guidelines: PK4 Outcomes

III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

## Head Start Early Learning Outcomes Framework

P-ATL 8. Child holds information in mind and manipulates it to perform tasks.  
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

### Materials

- picture of robot and pairs of picture cards (download PDF)
- or, find pairs of pictures that begin with the same sound, have only one syllable, and begin with a consonant that has a continuous sound (e.g., sun/sock, rug/rake, mat/mop, feet/fox, rock/rat, soap/seal, lock/leg)

### Preparation

Gather the robot and picture cards used in the introductory activity [Can You Find My Picture? Introduction to Phoneme Blending](#), or print them (download PDF).

### Introduce

Show the robot picture. **“Today, we will play another game with Bot. Bot is a robot, and he has a strange way of talking. He says the sounds in his words very slowly. Because he says things in a different way, we have to think about what he is trying to say.”**

### Model and Explain

**“Here is how we play the game. I will show you two pictures. Bot will tell you which picture he is thinking of and you will figure out which picture it is. To do this, you will have to put the sounds he says together to make a word.”**

**“I will go first so that you can see how to play. Here we have a picture of a *rock* and a *rat*.”** Point to each picture as you name it. **“Now Bot will say the name of one of these pictures in his slow way, saying each sound in the word. I will put the sounds together to figure out the word. Bot says /rrr/ /a/ /t/.”** Isolate each sound and pause briefly between each

sound. **“If I put /r/ /a/ /t/ together, it makes the word *rat*. The word Bot is saying is *rat*!”**  
Point to the picture of the rat.

### Guide Practice

**“This time, we will take turns. Each of you will have a turn to figure out the word that Bot is saying.”**

Call on the first child. **“Here we have a picture of a *seal* and *soap*.”** Point to each picture as you name it. **“Bot says the word he is thinking of is /sss/ /ō/ /p/.”** Isolate each sound and pause briefly between each sound. **“If we put /sss/ /ō/ /p/ together, what word do we have?”** Child responds, “Soap.” **“Yes, Bot was saying the word *soap*! When we put /sss/ /ō/ /p/ together, it makes the word *soap*.”** Point to the picture of the soap.

Continue this procedure until all children have had a couple of turns to figure out the word.

### Summarize

**“You each did a fantastic job figuring out which word Bot was saying! You are getting good at blending the sounds together to figure out the word. You can play this game again during center time.”**

### Scaffolding

**“Listen to each sound of the word /sss/ /ō/ /p/. Now put the sounds together, /sss/ /ō/ /p/.”** Make the pause between the segments a bit shorter so that it is easier to blend. **“When we put the parts together, /sss/ /ō/ /p/, do you hear the word *soap* or *seal*?”** Point to the pictures. **“Yes, /sss/ /ō/ /p/ makes the word *soap*.”**

### Teacher Tips

Use the same words from the introductory activity, [Can You Find My Picture? Introduction to Phoneme Blending](#). Children have blended these words together with the teacher, so it will be easier for them to blend them on their own.

## Mystery Bag

The children will listen to words as they are segmented into individual phonemes. They will blend the sounds back together to identify each word.

### Texas Prekindergarten Guidelines: PK4 Outcomes

III.B.9 Child blends and segments one-syllable words by phonemes with visual or gestural support.

### Head Start Early Learning Outcomes Framework

P-ATL 8. Child holds information in mind and manipulates it to perform tasks.  
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

### Materials

- picture cards of words with three phonemes (download PDF)
- canvas or paper bag

### Preparation

On the bag, write the words *Mystery Bag*. Write several question marks on the bag. Place picture cards in the bag.

### Introduce

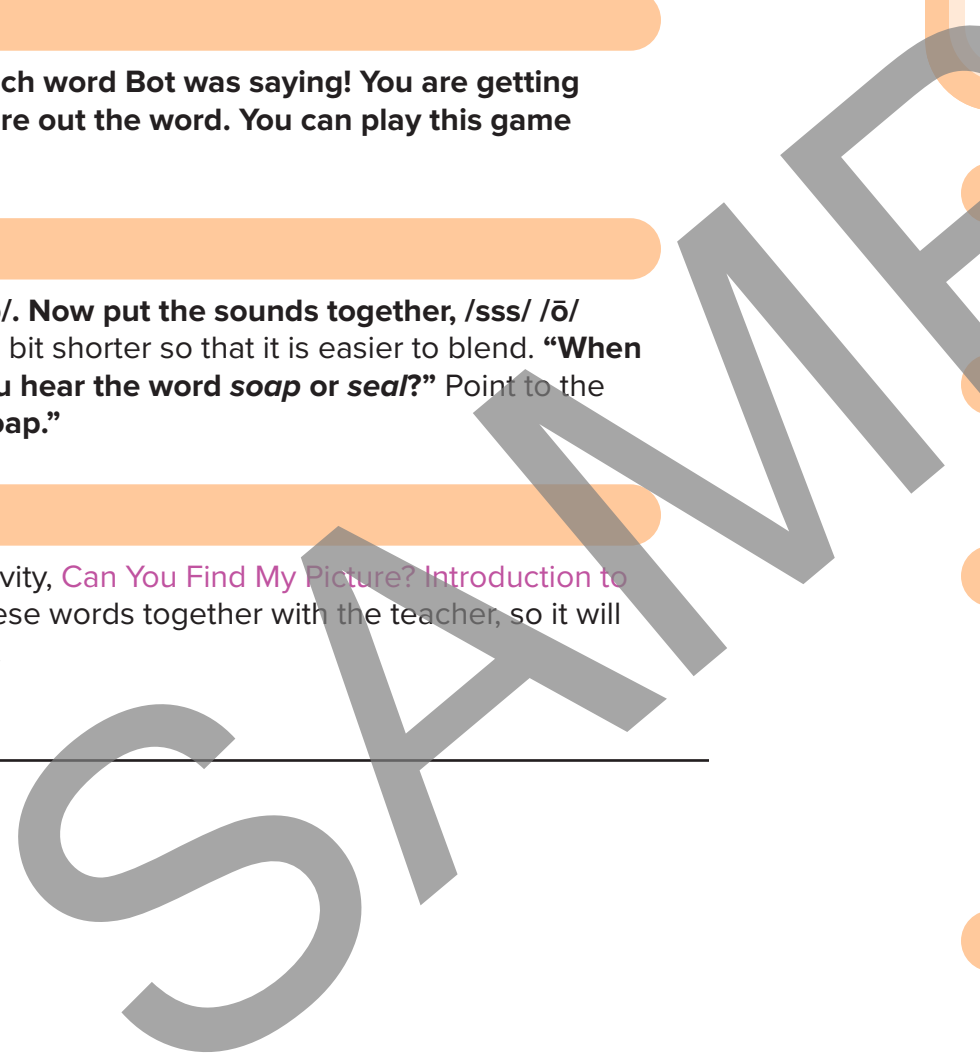
**“Today, we will play a game called *Mystery Bag*. A *mystery* is something that you don’t know and you want to figure it out. We know that words can be broken into individual sounds. In this game, I will give you a clue, then say a word slowly, sound by sound. You will blend the sounds together and tell me the mystery word.”**

**“First, let’s name all of the pictures so that you know what each one is called.”** Show each picture, say the name, and have children repeat the name.

### Model and Explain

**“I will go first so that you can see how to play the game.”**

**“This is something that you wear on your head. The mystery word is /h/ /a/ /t/. To figure out the word, I need to blend the sounds together. If I put /h/ /a/ /t/ together, it makes the word *hat*.”** Take the picture card of the hat out of the mystery bag and show it to the children. Place it on the table, face down.





## Guide Practice

"Now it's your turn. I will give you a clue and then say the word slowly, sound by sound."

"This is something that you eat. The mystery word is /c/ /a/ /k/. What is the mystery word?" Children respond, "Cake." "You are right! The mystery word is *cake*." Show the picture card of the cake. "Let's say the sounds we hear in *cake*. Say /c/ /a/ /k/." Children repeat the sounds. "When I blend /c/ /a/ /k/ together, it makes the word *cake*."

"The next mystery word is something you clean with. It is /m/ /o/ /p/. What is the mystery word?" Children respond, "Mop." "You are right! The mystery word is *mop*." Show the picture card of the mop. "Let's say the sounds we hear in *mop*. Say /m/ /o/ /p/." Children repeat the sounds. "When I blend /m/ /o/ /p/ together, it makes the word *mop*."

Continue the game by following this procedure until all cards have been used.

Examples:

This is something you drink from. /c//u//p/ (cup)

This is something you can fly. /k//i//t/ (kite)

This is something you could have as a pet. /c//a//t/ (cat)

This is something you can ride. /b//i//k/ (bike)

This is something that can swim. /d//u//k/ (duck)

This is something you can use to catch something. /n//e//t/ (net)

This is something you might find outside. /r//o//k/ (rock)

This is something you might see in the sky. /s//u//n/ (sun)

This is something you have in your room. /b//e//d/ (bed)

This is something you might play with a friend. /g//a//m/ (game)

## Summarize

"You did a great job listening to the parts of the words and putting the sounds together to figure out the mystery word."

## Scaffolding

"Listen to each sound of the word. /m/ /o/ /p/. Now put the sounds together, /m/ /o/ /p/." Make the pause between the segments a bit shorter so that it is easier to blend. "When we put the parts together, /m/ /o/ /p/, we hear the word *mop*. /m/ /o/ /p/ makes the word *mop*." Have child repeat the word.

# Can You Find My Picture? Onset-Rime Blending Practice 1

With teacher support, children will select the appropriate picture that represents the one-syllable word the teacher segmented between the onset and rime.

## Texas Prekindergarten Guidelines: PK4 Outcomes

III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).

## Head Start Early Learning Outcomes Framework

P-ATL 8. Child holds information in mind and manipulates it to perform tasks.  
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

## Materials

- picture of robot and pairs of picture cards (download PDF)

## Preparation

Use pairs of pictures that represent words that begin with the same sound, have only one syllable, and begin with a consonant that has a continuous sound (e.g., sun/sock, rug/ring, man/mop, fan/fox, nut/nose, moon/mouse, fish/fork, seal/soap, lock/lamp). The picture of a robot and the pairs of pictures are available in Materials.

## Introduce

Show the robot picture. "Today, we will play another game with Bot. Bot is a robot and he has a strange way of talking. He says the sounds in his words very slowly. Because he says things in a different way, we have to think about what he is trying to say."

## Model and Explain

"Here is how we play the game. I will show you two pictures. Bot will tell you which picture he is thinking of, and you will figure out which picture it is. To do this, you will have to put the sounds he says together to make a word."

"I will go first so you can see how to play. Here we have a picture of a *fish* and a *fork*." Point to each picture as you name it. "Now Bot will say the name of one of these pictures in his slow way, and I will put the sounds together to figure out the word. Bot says /fff/ /ish/." Stretch out the first sound and pause for about one second between segments. "If I



put /fff/ /ish/ together, it makes the word *fish*. The word Bot is saying is *fish*!” Point to the picture of the fish.

### Guide Practice

“This time, we will take turns. Each of you will have a turn to figure out the word that Bot is saying.”

Call on the first child. “Here we have a picture of a *seal* and *soap*.” Point to each picture as you name it. “Bot says the word he is thinking of is /sss/ /oap/.” Stretch out the first sound and pause for about one second between segments. “If we put /sss/ /oap/ together, what word do we have?” Child responds, “Soap.” “Yes, Bot was saying the word *soap*! When we put /sss/ /oap/ together, it makes the word *soap*.” Point to the picture of the soap.

Continue this procedure until all children have had a couple of turns to figure out the word.

### Summarize

“You each did a fantastic job figuring out which word Bot was saying! You are getting good at blending the sounds together to figure out the word. You can play this game again during center time.”

### Scaffolding

Downward Scaffold: “Listen to both parts of the word /sss/ /oap/. Now put the sounds together /sss/ /oap/.” Make the pause between the segments a bit shorter so that it is easier to blend. “When we put the parts together, /sss/ /oap/, do you hear the word *soap* or *seal*?” Point to the pictures. “Yes, /sss/ /oap/ makes the word *soap*.”

### Teacher Tips

Use the same words from the introductory activity named *Can You Find My Picture? Introduction to Onset-Rime Blending*. Children have blended these words together with the teacher, so it will be easier for them to blend them on their own.

If children are successful blending these words together, add more words. Try adding words with letters that make stop sounds (e.g., b, c, d, k, j, g, p, t).

## What’s the Word?

The child will blend initial consonant sound(s) (the onset) with the remaining part of the word (rime) to form a one-syllable word.

### Texas Prekindergarten Guidelines: PK4 Outcomes

III.B.8 Child identifies a familiar one-syllable word that is segmented by onset and rime (in English only).

### Head Start Early Learning Outcomes Framework

P-ATL 8. Child holds information in mind and manipulates it to perform tasks.  
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

### Materials

None

### Preparation

▶ Video demonstration available at [CLIEngage.org](https://cliengage.org)

### Introduce

“Today we are going to play a game with words! I am going to break a word up into two parts. I will slowly say the beginning part and then the ending part of a word, and then you will put the word parts together and say the word.”

### Model and Explain

“I’ll show you how to do it. Listen to the parts of the word.”

/s/ Hold out one hand.

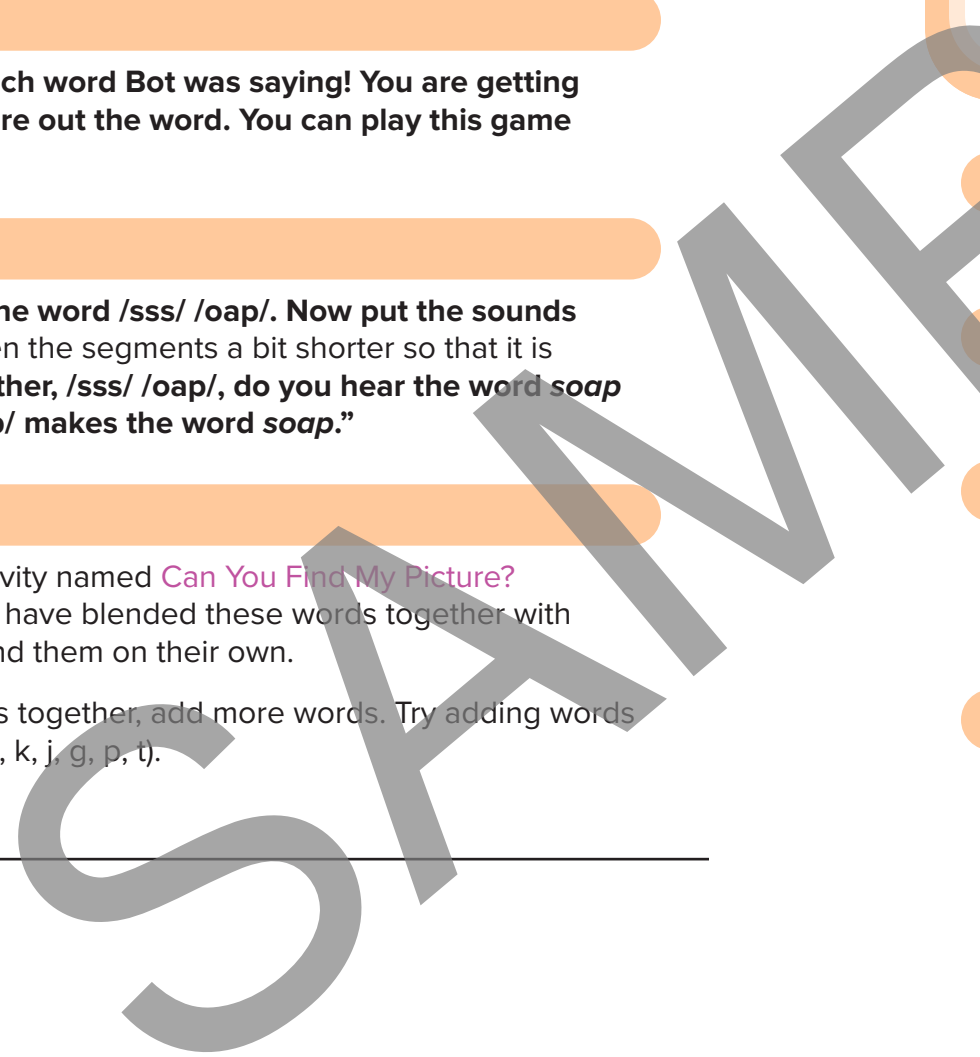
/un/ Hold out your other hand.

Clasp your hands together as you say the whole word.  
“The word is *sun*. I’ll do another one.”

/m/ Hold out one hand.

/at/ Hold out your other hand.

Clasp hands together as you say the whole word.  
“The word is *mat*.”



## Guide Practice

“Let’s try some together. I want everyone to watch my mouth and hands as I say the first part and the last part of the word. When I ask, ‘What’s the word?’ I want everyone to say the word with me as you bring your hands together like this.” Clasp hands together without making a clapping sound.

“Listen to the parts of this word.”

/s/ Hold out one hand.

/at/ Hold out your other hand.

“What’s the word?”

Clasp hands together as you say the whole word with children: “**Sat.**”

“Let’s try another one. Listen to the parts of this word.”

/m/ Hold out one hand.

/op/ Hold out your other hand.

“What’s the word?”

Clasp hands together as you say the whole word with children: “**Mop.**”

Continue the game following this procedure.

Example Words:

sat, mop, bug, cup, ball, dog, sock, boat, fish, bus

## Summarize

“Congratulations! You did a terrific job figuring out the word by blending the two parts together.”

## Scaffolding

Less support: Using the hand motions, repeat the sound parts and question.

More support: Have the child say the sound parts and move hands with you.

Most support: Use the hand motions and blend the sounds together. Then have the child blend the sounds with you.

## Teacher Tips

When placing hands together as you say the whole word, do so without sound. This motor movement is to help children understand the coming together of two parts of a word rather than to make a clapping sound.

# The Opposite of...

Children will say the opposite of a word they are given by the teacher, then transition to centers.

## Texas Prekindergarten Guidelines: PK4 Outcomes

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

## Head Start Early Learning Outcomes Framework

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

P-LC 7. Child shows understanding of word categories and relationships among words.

## Materials

- equity sticks

## Preparation

- ▶ Video demonstration available at [CLIEngage.org](https://www.cliengage.org)

## Directions

“We have been talking about words that are opposites. *Opposites* are pairs of words that have different meanings. The opposite of *slow* is *fast*. The word *slow* has the opposite meaning of the word *fast*.”

“Today, when we go to centers, I will use our equity sticks and each of you will have a turn to give me a word that is the opposite of the word I tell you. If I give you the word *big*, you will give me the word *small* and go to your center.”

“Let’s get started.”

Choose an equity stick and call on a child. Use hand motions to help children understand the concept of opposites.

“**Seth, the opposite of *asleep*** (as you say *asleep*, hold out your left hand with your palm up) **is** (put out your right hand with your palm up as you wait for Seth to provide the word)...” Seth responds, “*Awake*.”

“Good job!”

“Lilly, the opposite of *new* (as you say new, hold out your left hand with your palm up) is (put out your right hand with your palm up as you wait for Lilly to provide the word)...” Lilly responds, “Old.”

“Good job!”

Continue this procedure until all children have had a turn.

### Scaffolding

Downward scaffold: If a child has difficulty providing the word, give a clue about the word’s meaning. For example, “**The opposite of hot is when I feel... brrr.**” Pretend to shiver and rub your arms to warm yourself up. “**That’s it! The opposite of hot is cold.**”

### Teacher Tips

Examples of other possible opposite pairs:

wet/dry	tall/short	fast/slow
night/day	go/stop	hard/soft
happy/sad	clean/dirty	inside/outside
hot/cold	empty/full	smooth/rough
up/down	young/old	loud/quiet

If children struggle to understand the concept of opposites, use picture cards to help them see the difference between the words. You can find opposite word picture cards in an online search.

# Pictures Need a Thousand Words

The children will label, describe, explain, compare, and link to personal experiences as they discuss details found in a variety of pictures.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- II.C.1 Child’s speech is understood by both familiar and unfamiliar adults and peers.
- II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

### Head Start Early Learning Outcomes Framework


- P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
- P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.
- P-LC 7. Child shows understanding of word categories and relationships among words.

### Materials

- picture cards with many details (download PDF)

### Preparation

Gather a variety of photographs that contain a lot of detail. These photographs can be found in magazines, on the internet, or you may use appropriate personal photographs. Using theme-related photographs makes the activity more meaningful. Downloadable picture cards have been provided as one possible resource.

-  Video demonstration available at [CLIEngage.org](https://cliengage.org)

### Introduce

“Today we are going to look at some pictures and discuss the things we see happening. We will also think about our own experiences doing some of these things to help us make connections to what we see happening in the pictures.”

### Model and Explain

Place a photograph on the table for the children to see. Model how to talk about what is happening in the photograph.

SAMPLE

“This is a photograph of a beach. Let me tell you about the things that I see. I see some huge waves where people can surf. The water is light blue like the sky. These are palm trees. They produce coconuts and people drink its juice. Can you see the sand? Many people like to make sandcastles or just play in the sand. I have done this and I know that the wet sand sticks to my hands, feet, and all over my body. I have to get in the water to wash the sand off.” Continue to talk about all the different things that you see, providing details.

### Guide Practice

As the children talk about the different things that they see in the photographs, the teacher asks questions to help children elaborate as they talk.

Select a different picture. **“Who would like to tell me about what you see in this picture?”** Select a volunteer. **“Yes, this is a carnival!”** Ask a variety of questions to help children use the language building strategies as they talk about the carnival.

These prompts can be used to help children elaborate as they talk about the picture:

- “What do you see?” (label)
- “What is that called?” (label)
- “Who goes to a \_\_\_\_\_?” (label)
- “What clothes do you wear to a \_\_\_\_\_?” (label)
- “Tell me about a time \_\_\_\_\_.” (link)
- “What are the different things you can do \_\_\_\_\_?” (explain)
- “How would you feel if \_\_\_\_\_?” (infer)
- “What do you know about \_\_\_\_\_?” (describe)
- “What do people do at a \_\_\_\_\_?” (describe)
- “A carnival is like a \_\_\_\_\_ because \_\_\_\_\_.” (compare)

The prompts below have been filled in to provide a context for discussion.

- “Tell me about the time you went to the carnival.”
- “What are the different things that you can do in a carnival?”
- “How would you feel if you ever got lost in the carnival?”
- “What do you know about cotton candy?”
- “A carnival is like a theme park because they both have rides.”

Continue this procedure with the remaining photographs.

### Summarize

“Well done! We talked a lot about what we see in pictures. You were able to use lots of vocabulary words when talking about the pictures. I will put these pictures in a center so you can talk about them with your friends.”

## Question of the Day

The children will practice answering questions as a way to get to know each other.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- II.B.3 Child provides appropriate information in various settings.
- V.A.2 Child counts up to 10 objects with one-to-one correspondence.

### Head Start Early Learning Outcomes Framework

- P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

### Materials

- easel
- chart paper

### Preparation

Place a large piece of chart or butcher paper on an easel for the question of the day. Write the question of the day on the chart paper.

- ▶ Video demonstration available at [CLIEngage.org](https://www.ccliengage.org)

### Introduce

“Every morning during circle time we will do an activity called Question of the Day. We will learn more about each other as I post a question every day.”

### Model and Explain

“Today we will learn more about each other by answering a question. We will have a person who will be the survey taker. The survey taker is responsible for keeping track of the answers that are given by the class.” Select a survey taker.

“I am going to post our very first question, but before you respond, I would like for you to think for a moment. The question for today is: *Do you have a dog as a pet?* I would like for the survey taker to ask the question to the class.” Survey taker asks the question.

“Remember, you can only respond or answer once. Please stand up if you have a dog as a pet.” Survey taker makes tally marks on the chart with the assistance of the teacher. (Survey taker also gets to participate.) Children count the tally marks on the chart and the survey taker writes the total number on the side. Have children take a seat.

“Now, please stand up if you do not have a dog.” Use the same process for counting and tallying as above. Count and compare the number of children who have dogs to those



children who don't have dogs. The total tally count should equal the number of children responding to the question.

**“Very nice! Now, the survey taker will present the results to the class.”** Teacher assists the child in presenting the results. “\_\_ children have dogs as pets. \_\_ children do not have dogs as pets.”

### Guide Practice

Guide and encourage the children to have a conversation about the question.

**“I would like for you to face your neighbor beside you and have a conversation about the question of the day. I will go around listening to the wonderful conversations you will have about your pet dogs.”**

Children may talk about anything that relates to their pets.

### Summarize

Let the class know that they had an opportunity to learn something new and exciting about a classmate. Also, explain that the Question of the Day will be done every morning during circle time using the same routine that was done today. Encourage children to provide suggestions of a question they would like to see posted the following day.

## Simon Says

The child will listen attentively to directions and will determine if the direction should or should not be followed.

### Texas Prekindergarten Guidelines: PK4 Outcomes

II.A.2 Child shows understanding by following three-step verbal directions.

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

IX.A.2 Child coordinates sequence of movements to perform tasks.

### Head Start Early Learning Outcomes Framework

P-LC 2. Child understands and responds to increasingly complex communication and language from others.

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

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

### Materials

None

### Preparation

Locate an area outdoors where there is enough room for the children to move around.

### Introduce

**“Today we are going to play Simon Says. You must listen very carefully to Simon’s words because if you hear the words ‘Simon says,’ you have to do what Simon says. If you do not hear the words ‘Simon says,’ you do nothing. Let’s practice.”**

### Model and Explain

Stand in front of the group to model. **“I will be Simon. You should only do what I say when I say...”** Choral response: “Simon says.”

**“Simon says, ‘touch your toes.’ Good job! Simon says, ‘stand up straight.’”**

**“Touch your nose.”** Monitor to see if children followed the rule, and scaffold as needed.

SAMPLE



## Guide Practice

“Now let’s play!” Have children stand arm’s length apart. “Remember, only do what I say if you hear ‘Simon says.’ Are you ready?” Pause expectantly to ensure attention from children. “Simon says, ‘touch your head.’” Allow for response time as children determine if they will or will not need to follow the command.

“Since I said ‘Simon says,’ you all should be touching your head. Simon says, ‘put your hands down.’ Everyone should put their hands down.”

Continue giving children more commands, mixing the “Simon says” commands with false commands.

## Summarize

“Wow, you all did a great job listening to the directions given by Simon! You listened closely to decide if you had to follow Simon’s rules or not. You can continue to play this game with your classmates during recess.”

## Scaffolding

Downward scaffold: “Uh oh! I didn’t say ‘Simon says’ that time! Let’s try it again. Touch your nose.”

Upward scaffold: Give a child a turn to be Simon. “You can have a turn being Simon. What do you want everyone to do?”

## Teacher Tips

Some versions of Simon Says direct children to sit down or leave the area once they have not been able to follow a command. However, for this version, children are to continue to play as this allows for more practice with auditory and comprehension skills.

Let children know that not everyone will be able to be Simon on the first round, but everyone will have a turn as the game is played throughout the school year.

Have visuals available to help the child playing Simon give directions. For example, a picture with a child putting his hands on his tummy.

# Categories—What’s in Them?

Children will name things that fit into a particular category.

## Texas Prekindergarten Guidelines: PK4 Outcomes

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

## Head Start Early Learning Outcomes Framework

P-LC 7. Child shows understanding of word categories and relationships among words.

## Materials

- container
- categories written on strips of paper

## Preparation

- ▶ Video demonstration available at [CLIEngage.org](https://www.ccliengage.org)

## Introduce

“Today we are going to talk about *categories*. A category is a group of things that are the same in some way. If we were grouping people by age, you would be in the ‘children’ category and I would be in the ‘adult’ category. I have written some different categories, or groups, on pieces of paper and placed them in this container. We will use these to play the Categories game.”

## Model and Explain

“I will choose a paper with a category written on it and show you how to play. It says, ‘Things I see at the beach.’ I would see sand at the beach. I can also see seashells. What else might I see?” Allow responses. “Good, those are all things you would find at the beach, so they all fit in the ‘beach’ category.”

## Guide Practice

“Now it’s your turn.” Select a child to pull out a strip of paper with a category.

“You chose ‘Things on a farm.’ What are some things you would see at a farm?” Each child has an opportunity to say something seen on a farm.

Continue to have each child select a category until all have been discussed.

## Summarize

“Today we thought about things that belong together in a category, or group. You did a great job thinking about things that make up a category!”

## Scaffolding

Downward scaffold: Reduce choices: “Would you see a tractor or candles at a birthday party?”

Upward scaffold: “Yes, you’d see a pig on a farm! What’s something you would NOT see there?”

## Teacher Tips

Possible categories include:

- things at a birthday party
- things on a farm
- things at the beach
- things with wheels
- things that are red
- things that a baby uses
- things at school
- things at the playground

Keep the conversation going by asking children to name things that do NOT fit into a category.

# Classroom Scavenger Hunt

Children will search for objects in their classroom after looking at illustrations of those objects.

## Texas Prekindergarten Guidelines: PK4 Outcomes

- II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.
- II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

## Head Start Early Learning Outcomes Framework

- P-LC 1. Child attends to communication and language from others.
- P-LC 2. Child understands and responds to increasingly complex communication and language from others.
- P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

## Materials

- pictures cards of familiar classroom objects (download PDF)

## Preparation

Print and cut the picture cards. Laminate if desired.

## Directions

“Today we are going on a scavenger hunt! A scavenger hunt is a game where we go looking for special things. Today I am going to show you pictures of some things in our classroom, and I want you to think about where they are. Then I’ll ask one friend to stand up and walk to it! Are you ready to play? Let’s hunt for the first one together.”

Show the children a picture of an object in their classroom. Ask them to name the object. If they don’t know the name of the object, name it for them. Walk over to where the object is.

Repeat using other pictures, allowing children to hunt on their own. Remind children to walk to the objects and to follow classroom rules.

Conclude the activity by reviewing what the children accomplished. “You did a great job finding objects in our classroom!”

## Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

Upward scaffold: Have children describe the object’s location.

Upward scaffold: Ask children to describe the use of the object.

Downward scaffold: If the child does not locate the correct object, give a clue about where the object is located.

Downward scaffold: Show a photograph of the object the child is looking for.

### Teacher Tips

Searching and finding games like this one require children to use memory and visualization skills as they think about where they have seen the objects before. Naming each object also helps reinforce children’s vocabulary.

You can use the blank cards to draw some classroom-specific items or areas. You can even take pictures of things in the classroom, print them, and glue them to the cards.

## Guess the Voice

Children will listen to a recorded message and identify the speaker.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.
- X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.
- X.A.2 Child uses and names a variety of digital tools that support and enhance learning.

### Head Start Early Learning Outcomes Framework

- P-LC 1. Child attends to communication and language from others.
- P-LC 2. Child understands and responds to increasingly complex communication and language from others.

### Materials

- voice recording device (cell phone, computer, or tape recorder)

### Preparation

Prepare the recordings ahead of time. Go around your school and record four or more familiar adults speaking to the children (e.g., principal, librarian, custodian, secretary, etc.). Then, record children in the class saying one to two sentences for use during the lesson.

### Introduce

If activity is done whole group, gather children around the recording device so they may easily hear the person speaking.

**“Today we are going to listen to some people you know speaking, but you won’t see their faces. They are going to say a message and it is your job to figure out who is speaking. How will you know who it is if you can’t see them?”** Allow for a few responses.

### Model and Explain

**“I’ll show you how we will play this listening game. When you listen to someone speaking, you should focus on their voice to hear what they are saying. I will do the first one to show the things we can do to be good listeners. I am going to close my eyes and my mind is going to focus on the voice I hear.”** Show children how to open the voice recording program or application you used. Invite a few children to tap or click the icon to open the program. Describe the icon so that children know what to look for when using this tool on their own. Show them how to select a recording to play, and invite a child to play the first recording. Show the child where the play button is.

Model for students how you listen carefully and think about who the speaker is. **“The voice I just heard was our custodian, Mr. Lee. When I closed my eyes, I was able to concentrate on the speaker. Let’s see if you can identify who was speaking. Do you have your listening ears ready to go?”**

Invite a child to play the second recording by following the steps you demonstrated. Have the children discuss how they knew who is speaking. Have children select several more recordings and engage students in discussion.

### Guide Practice

**“A few days ago each of you recorded a sentence for us to hear. Now it is your turn to listen to your classmates’ recordings and say who is speaking. Remember to close your eyes and focus on the speaker’s voice.”**

Have a child open the first recording. **“Who is the child speaking to us? Think about the voice you heard and turn to your partner to discuss.”** Allow children time to talk about their guess. **“That’s absolutely right! The speaker is \_\_\_\_! I can see how you focused your mind and concentrated on the speaker’s voice. Let’s keep listening to more messages.”** Continue with as many recordings as time permits and have children engage in conversation as to how they know who the speaker is.

## Summarize

“Everyone did a fantastic job! Today we learned we can identify a person by just their voice and do not have to actually see them. You were great listeners and really tried hard to focus on the speaker’s voice.”

## Scaffolding

Downward scaffold: Listen to the recorded message/voice again and give the child two options for the speaker. “Do you think it is \_\_\_\_ or \_\_\_\_ talking in the message?”

## Teacher Tips

This activity can be done across several days in order to play all children’s recordings.

Encourage children to respond in complete sentences.

Recorded messages can fit a thematic unit or interests from your classroom.

Plan accordingly so you have enough time to get messages from staff and students before you deliver activity.

# Can You Find Your Name for Me?

Children will identify their names on a letter wall as they repeat a chant.

### Texas Prekindergarten Guidelines: PK4 Outcomes

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).

### Head Start Early Learning Outcomes Framework

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

P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

## Materials

- pointer
- letter wall with children’s names already posted

## Preparation

Create a name card with picture for each child in the class. Make sure each card has the same size font or print for all the name cards.

Prior to beginning this activity, post children’s names on the letter wall.

 Letter sounds video available at [CLIEngage.org](https://www.clicengage.org)

## Introduce

“Today we are going to look for our names on the letter wall, and say this chant as we look for our names.”

“Busy, Busy Bumblebee, can you find your name for me?”

“When I call your name and hand you the pointer, you will go to the letter wall, find your name, and point to it with the pointer. I will also ask you a few questions about your name.”

## Model and Explain

“Let me show you how to do it with the help of one of your classmates.” Say the chant and call on a child. “Busy, Busy Bumblebee, can you find your name for me— Jason.” Hand over the pointer to Jason and help him find his name. Jason takes the pointer, and finds and points to his name on the letter wall. “Great job! Jason, what letter does your name begin

SAMPLE



with?” Assist child if needed. “**Right, your name does begin with the letter J. What sound does the J make?**” Assist child if needed. “**Yes, the letter J makes the /j/ sound.**”

### Guide Practice

Say the chant and call on another child. “**Busy, Busy Bumblebee, can you find your name for me— Mandy.**” Hand over the pointer to Mandy. Mandy takes the pointer, and finds and points to her name on the letter wall. “**Great job! Mandy, what letter does your name begin with?**” Child responds. “**Right, your name does begin with the letter M. What sound does the M make?**” Child responds. “**Yes, the letter M makes the /m/ sound.**”

Continue this procedure with a few more children.

### Summarize

“**You have done such a nice job finding your name on the letter wall. I will put the pointer here by the letter wall so you can play this game with your friends during centers.**”

### Scaffolding

Downward scaffold: Provide the child’s name card and have them match it to the one on the letter wall.

Upward scaffold: If the child can easily do this activity, ask more challenging questions about the child’s name. “**Do you see any other letters you know in your name? Can you name other words that start with the same letter/sound as your name?**”

### Teacher Tips

When children are successful with finding their own name on the letter wall, have them find their friends’ names on the letter wall. Say the chant a little differently by saying a classmate’s name each time. “**Busy, Busy Bumblebee, can you find Jason’s name for me?**” Child finds and points to the name on the letter wall. Ask questions about the name of the beginning letter and sound that the letter makes.

# Words We Know Alphabet Book

The child will match the first letter of words to the corresponding pages of the alphabet book.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
- III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.
- III.C.3 Child produces at least 20 distinct letter-sound correspondences.

### Head Start Early Learning Outcomes Framework

P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

### Materials

- 18 to 20 environmental print samples (e.g., fast food, toy, or snack packaging)
- hook-and-loop dots
- 28 sheets of 12" x 18" construction paper, any color, one page for each letter of the alphabet, plus front and back covers
- marker


### Preparation

Make a cover page with the title “Words We Know—Alphabet Book.” Make a page for each letter of the alphabet (A-Z), writing the uppercase and lowercase letters at the top of the page. Optional: laminate the pages, and bind the book with metal rings.

Cut out samples of environmental print from product packages, magazines, or other media or print samples from a computer. Laminate if desired. Apply a hook-and-loop dot to the back of each sample.

Apply one to three hook-and-loop dots to each page, depending on the number and size of environmental print samples gathered for each letter.

Remember when using hook-and-loop dots, the environmental print cards need to have only the “hook” side of the dots and the book pages need to have only the “loop” sides of the dots (or vice versa).

 Video demonstration available at [CLIEngage.org](https://cliengage.org)

### Introduce

“**Today you will match the first letter of a word to the same letter of the alphabet. The words we will use come from packages of foods you might eat or see at the store. Some words**



come from the signs you might see in stores where you shop or at restaurants you go to with your family. Other words may be on signs you see in your neighborhood, at school, or other places. It will be fun to find out if you remember seeing some of these words. You will put all the words you see in this special alphabet book.” Show the alphabet book and read title. “This book has a page for every letter of the alphabet. Let’s get started. I’ll go first to show you what to do.”

### Model and Explain

Review the print samples with children by naming each one. Turn to the M page of the book, and point. “This is the letter M. What letter is this?” Choral response: “M.” “The letter M makes the /m/ sound. What sound does it make? I need to find a word or sign that begins with the letter M.”

Show the sample of the sign beginning with M and point to the first letter. “This sign says \_\_\_\_\_. It begins with the letter M. What letter is this?” Choral response: “M.” “The letter M makes the /m/ sound. What sound does M make?” Choral response: /m/. “Yes, it begins with M. And the letter M makes the /m/ sound. I will place the \_\_\_\_\_ sign on the M page of our book.”

“Raise your hand if you see another word that begins with the letter M.” Allow for response time. “Yes, \_\_\_\_\_ begins with the letter M. That’s right. I’ll place this word on the M page also.”

### Guide Practice

Pass out two or three environmental print samples to each child, naming the words as you pass them out. Give each child a sample of a word/sign that begins with the letter M along with other print samples that have different beginning letters.

“Look to see which word/print sample you have that begins with the letter M. Who has found a word that begins with the letter M?” Children respond. “Yes, the word markers begins with the letter M.” Have the child attach the sample to the M page using the hook and loop dot. Continue this routine with the remaining children, allowing each child an opportunity to place a word that begins with M on the M page.

Choose another letter and continue this procedure with a few other environmental print samples.

### Summarize

“We talked about words/print that we see in our everyday environment. Spectacular work matching the first letter of these words to the correct letter of the alphabet in our book. I will put a basket of environmental print labels and this book in the ABC center for you to practice with during center time.”

### Scaffolding

Downward scaffold: Give the child a choice between two environmental print samples. Point out two of the child’s samples and say, “Which one begins with the letter \_\_\_\_\_?”

Upward scaffold: If children can easily match environmental print samples to letters in the alphabet book, ask them to explain why other words don’t belong on the M page.”

### Teacher Tips

Search the Internet for images that contain words, using the search terms environmental print or logos. Be sure the logos include a word that your children might be familiar with, such as names of popular restaurants, name brand toys, food products, sports teams, movies, games, etc.

Sometimes a generic image—for example, a carton of milk with the word *milk* printed on the front—will be more helpful than a branded item.

Send a note home encouraging families to send in package labels of familiar products from their home.

Repeat this activity as needed in order to cover more letters of the alphabet, adding a few new ones each time.

## Letter Introduction Routine—Pp

Children will practice the name, sound, and formation of the letter Pp.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- II.C.2 Child demonstrates growing understanding of the intonation of language.
- III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
- III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.
- III.C.3 Child produces at least 20 distinct letter-sound correspondences.
- IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

### Head Start Early Learning Outcomes Framework

- P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
- P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

### Materials

- letter card or anchor chart of the letter Pp

## Preparation

Practice pronouncing the sound of P. It is important to produce sounds crisply and cleanly, without an /ū/ sound at the end. You may choose to view the sounds video to prepare. The sound will be represented as /p/.

Use a large letter card showing the uppercase and lowercase letters along with a picture of a word that starts with P. If you do not have letter cards, make an anchor chart by writing the uppercase and lowercase letters on a large piece of construction paper, and including a picture of a *pencil* or a *purse*.

▶ Letter sounds video available at [CLIEngage.org](https://www.CLIEngage.org)

## Introduce

Hide or cover your letter card/anchor chart. Lead children in the “New Letter Chant”:

**“A brand new letter is waiting for me!  
New letter, new letter, what will it be?”**

Build excitement as you reveal the target letter: **“Today our letter will be... P!”**  
Uncover the letter.

## Directions

### Teach the Letter Name

Point to Pp on the letter card. **“This is the letter P. What letter?”** Children respond.

**“Let’s say it in a sentence. Repeat after me: This letter’s name is P”**

Children: “This letter’s name is P.”

Point to the uppercase letter. **“Repeat after me: This is the uppercase P.”**

Children: “This is the uppercase P.”

Point to the lowercase letter. **“Repeat after me: This is the lowercase p.”**

Children: “This is the lowercase p.”

### Teach the Letter Sound

Cup your ear as if listening for a sound. **“The sound this letter makes is /p/. What sound?”**

Children respond.

**“Let’s say it in a sentence. Repeat after me: The sound is /p/”**

Children: “The sound is /p/.”

Point to the picture. **“This is a *pencil*. Repeat after me: *Pencil* starts with the /p/ sound.”**

Children: “*Pencil* starts with the /p/ sound.”

### Form the Letter (Skywrite)

**“Now I’m going to get my magic pencil ready to write!”** Hold up your finger (magic pencil) and turn your body so that children see you writing from left to right. Write the letter in the air.

**“My turn. First I will write the uppercase P. Watch me. To write the uppercase P:**

**Start at the top.**

**Long line down.**

**Back to the top.**

**Small curve to the middle.”**

**“Your turn. Put your magic pencil in the air. Get ready. To write the uppercase P...”**

Have the children write the letter in the air using the same description. Ask children to “write” the uppercase letter several times before moving onto the lowercase letter. As they write, continue to describe how to form the letter.

Give the following instructions for the lowercase letter:

**“My turn to write the lowercase p:**

**Start at the middle.**

**Long line down to the bottom, keep going way down low.**

**Up to the middle.**

**Small curve to the bottom.”**

**“Your turn. Put your magic pencil in the air. Get ready. To write the lowercase p...”**

Have the children write the letter in the air using the same description.

## Summarize

**“Today we learned about the letter P”**

Point to the uppercase letter. **“This is the uppercase P”**

Point to the lowercase letter. **“This is the lowercase p. Letter P makes the /p/ sound.”**

## Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

If a child says the letter sound incorrectly:

Downward scaffold: **“Listen carefully as I say the sound for the letter P.”**

Say the sound clearly, then have children repeat.

Downward scaffold: Describe the position of lips, teeth, and tongue in correctly saying the sound.

If a child cannot form the letter:

Downward scaffold: Describe the features and motions more slowly and have the child do them after you. If the child is still unsuccessful, provide hand-over-hand support.

Downward scaffold: Have the child trace the letter on the card with their finger as you describe each motion.

To challenge children outside of whole group:

Upward scaffold: **“Can you find the letter \_\_\_ in a book?”**

Upward scaffold: **“Can you write the letter \_\_\_ on paper?”**

## Teacher Tips

Continue to support children’s internalization of the letter and sound with activities in whole group, small group, and centers.

When selecting words to use for activities, ensure the words reflect the sound of the letter you are reinforcing. For example, select words that begin with short vowel sounds (*act*, not *ace*), and words that begin with simple consonant sounds, not digraphs (*cub*, not *chub*). For the letter X, select words that end in the /ks/ sound (*box*, not *xylophone*).

When you review a letter, you may choose to omit the “New Letter Chant.” You can build excitement about a letter with a drum roll or other suspense-building activity.

Once children are familiar with the routine and it takes less time, you might consider adding a phonemic awareness component directly after the letter sound introduction. For example, you might use the activity [Beginning Sounds—Same or Different](#), asking children to give you a thumbs up if a word starts with the target sound and thumbs down if it does not.

You may want to ask children to stand to practice letter formation, to provide an opportunity to stretch after sitting for a few minutes.

In addition to skywriting, you may have children form letters by “writing” on the carpet, on a hand or leg, high in the sky, or close to the ground.

Possible accommodations:

For children who need visual or motor assistance: When skywriting, provide hand-over-hand support. Some children may use the whole hand or arm as their “magic pencil.”

For children learning English: Give children extra support in small groups or one-on-one, particularly when learning sounds that may not be part of a child’s first language. If a sound is shared in both English and a child’s first language, try asking the child to share words in either language that begin with the target sound.

# Letter Introduction Routine—Oo

Children will practice the name, sound, and formation of the letter Oo.

## Texas Prekindergarten Guidelines: PK4 Outcomes

II.C.2 Child demonstrates growing understanding of the intonation of language.

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).

III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.

III.C.3 Child produces at least 20 distinct letter-sound correspondences.

IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

## Head Start Early Learning Outcomes Framework

P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.

P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

## Materials

- letter card or anchor chart of the letter Oo

## Preparation

Practice pronouncing the sound of O. You will only use the short vowel sound, as in *ox* or *octopus*. You may choose to view the sounds video to prepare. The sound will be represented as /ō/.

Use a large letter card showing the uppercase and lowercase letters along with a picture of a word that starts with O. If you do not have letter cards, make an anchor chart by writing the uppercase and lowercase letters on a large piece of construction paper, and including a picture of an *octopus*.

▶ Letter sounds video available at [CLIEngage.org](https://cliengage.org)

## Introduce

Hide or cover your letter card/anchor chart. Lead children in the “New Letter Chant”:

**“A brand new letter is waiting for me!  
New letter, new letter, what will it be?”**



Build excitement as you reveal the target letter: **“Today our letter will be... O!”**  
Uncover the letter.

## Directions

### Teach the Letter Name

Point to Oo on the letter card. **“This is the letter O. What letter?”** Children respond.

**“Let’s say it in a sentence. Repeat after me: This letter’s name is O.”**

Children: “This letter’s name is O.”

Point to the uppercase letter. **“Repeat after me: This is the uppercase O.”**

Children: “This is the uppercase O.”

Point to the lowercase letter. **“Repeat after me: This is the lowercase o.”**

Children: “This is the lowercase o.”

### Teach the Letter Sound

Cup your ear as if listening for a sound. **“The sound this letter makes is /ō/. What sound?”**

Children respond.

**“Let’s say it in a sentence. Repeat after me: The sound is /ō/.”**

Children: “The sound is /ō/.”

Point to the picture. **“This is an octopus. Repeat after me: Octopus starts with the /ō/ sound.”**

Children: “Octopus starts with the /ō/ sound.”

### Form the Letter (Skywrite)

**“Now I’m going to get my magic pencil ready to write!”** Hold up your finger (magic pencil) and turn your body so that children see you writing from left to right. Write the letter in the air.

**“My turn. First I will write the uppercase O. Watch me. To write the uppercase O:**

**Start at the top.**

**Big circle, all the way down to the bottom and back up to the top.”**

**“Your turn. Put your magic pencil in the air. Get ready. To write the uppercase O...”**

Have the children write the letter in the air using the same description. Ask children to “write” the uppercase letter several times before moving onto the lowercase letter. As they write, continue to describe how to form the letter.

Give the following instructions for the lowercase letter:

**“My turn to write the lowercase o:**

**Start at the middle.**

**Small circle, down to the bottom and back up to the middle.”**

**“Your turn. Put your magic pencil in the air. Get ready. To write the lowercase o...”**

Have the children write the letter in the air using the same description.

## Summarize

**“Today we learned about the letter O.”**

Point to the uppercase letter. **“This is the uppercase O.”**

Point to the lowercase letter. **“This is the lowercase o. Letter O makes the /ō/ sound.”**

## Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

If a child says the letter sound incorrectly:

Downward scaffold: **“Listen carefully as I say the sound for the letter O.”**

Say the sound clearly, then have children repeat.

Downward scaffold: Describe the position of lips, teeth, and tongue in correctly saying the sound.

If a child cannot form the letter:

Downward scaffold: Describe the features and motions more slowly and have the child do them after you. If the child is still unsuccessful, provide hand-over-hand support.

Downward scaffold: Have the child trace the letter on the card with their finger as you describe each motion.

To challenge children outside of whole group:

Upward scaffold: **“Can you find the letter \_\_\_ in a book?”**

Upward scaffold: **“Can you write the letter \_\_\_ on paper?”**

## Teacher Tips

Continue to support children’s internalization of the letter and sound with activities in whole group, small group, and centers.

When selecting words to use for activities, ensure the words reflect the sound of the letter you are reinforcing. For example, select words that begin with short vowel sounds (*act*, not *ace*), and words that begin with simple consonant sounds, not digraphs (*cub*, not *chub*). For the letter X, select words that end in the /ks/ sound (*box*, not *xylophone*).

When you review a letter, you may choose to omit the “New Letter Chant.” You can build excitement about a letter with a drum roll or other suspense-building activity.

Once children are familiar with the routine and it takes less time, you might consider adding a phonemic awareness component directly after the letter sound introduction. For example, you might use the activity *Beginning Sounds—Same or Different*, asking children to give you a thumbs up if a word starts with the target sound and thumbs down if it does not.

You may want to ask children to stand to practice letter formation, to provide an opportunity to stretch after sitting for a few minutes.

In addition to skywriting, you may have children form letters by “writing” on the carpet, on a hand or leg, high in the sky, or close to the ground.



Possible accommodations:

For children who need visual or motor assistance: When skywriting, provide hand-over-hand support. Some children may use the whole hand or arm as their “magic pencil.”

For children learning English: Give children extra support in small groups or one-on-one, particularly when learning sounds that may not be part of a child’s first language. If a sound is shared in both English and a child’s first language, try asking the child to share words in either language that begin with the target sound.

## Letter Introduction Routine—Ff

Children will practice the name, sound, and formation of the letter Ff.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- II.C.2 Child demonstrates growing understanding of the intonation of language.
- III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
- III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.
- III.C.3 Child produces at least 20 distinct letter-sound correspondences.
- IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

### Head Start Early Learning Outcomes Framework

- P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.
- P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

### Materials

- letter card or anchor chart of the letter Ff

### Preparation

Practice pronouncing the sound of F. You may choose to view the sounds video to prepare. The sound will be represented as /f/.

Use a large letter card showing the uppercase and lowercase letters along with a picture of a word that starts with F. If you do not have letter cards, make an anchor chart by writing the uppercase and lowercase letters on a large piece of construction paper, and including a picture of a *feather* or a *fan*.

▶ Letter sounds video available at [CLIEngage.org](https://cliengage.org)

### Introduce

Hide or cover your letter card/anchor chart. Lead children in the “New Letter Chant”:

**“A brand new letter is waiting for me!  
New letter, new letter, what will it be?”**

Build excitement as you reveal the target letter: **“Today our letter will be... F!”**  
Uncover the letter.

### Directions

#### Teach the Letter Name

Point to Ff on the letter card. **“This is the letter F. What letter?”** Children respond.

**“Let’s say it in a sentence. Repeat after me: This letter’s name is F.”**  
Children: “This letter’s name is F.”

Point to the uppercase letter. **“Repeat after me: This is the uppercase F.”**  
Children: “This is the uppercase F.”

Point to the lowercase letter. **“Repeat after me: This is the lowercase f.”**  
Children: “This is the lowercase f.”

#### Teach the Letter Sound

Cup your ear as if listening for a sound. **“The sound this letter makes is /f/. What sound?”**  
Children respond.

**“Let’s say it in a sentence. Repeat after me: The sound is /f/.”**  
Children: “The sound is /f/.”

Point to the picture. **“This is a feather. Repeat after me: Feather starts with the /f/ sound.”**  
Children: “Feather starts with the /f/ sound.”

#### Form the Letter (Skywrite)

**“Now I’m going to get my magic pencil ready to write!”** Hold up your finger (magic pencil) and turn your body so that children see you writing from left to right. Write the letter in the air.

**“My turn. First I will write the uppercase F. Watch me. To write the uppercase F:**

- Start at the top.**
- Long line down.**
- Back to the top.**
- Short line across.**

**Go to the middle.**

**Short line across.”**

**“Your turn. Put your magic pencil in the air. Get ready. To write the uppercase F...”**

Have the children write the letter in the air using the same description. Ask children to “write” the uppercase letter several times before moving onto the lowercase letter. As they write, continue to describe how to form the letter.

Give the following instructions for the lowercase letter:

**“Start at the top.**

**Small curve.**

**Keep going, straight line down to the bottom.**

**Up to the middle.**

**Short line across.”**

**“Your turn. Put your magic pencil in the air. Get ready. To write the lowercase f...”**

Have the children write the letter in the air using the same description.

## Summarize

**“Today we learned about the letter F.”**

Point to the uppercase letter. **“This is the uppercase F.”**

Point to the lowercase letter. **“This is the lowercase f. Letter F makes the /f/ sound.”**

## Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

If a child says the letter sound incorrectly:

Downward scaffold: **“Listen carefully as I say the sound for the letter F.”**

Say the sound clearly, then have children repeat.

Downward scaffold: Describe the position of lips, teeth, and tongue in correctly saying the sound.

If a child cannot form the letter:

Downward scaffold: Describe the features and motions more slowly and have the child do them after you. If the child is still unsuccessful, provide hand-over-hand support.

Downward scaffold: Have the child trace the letter on the card with their finger as you describe each motion.

To challenge children outside of whole group:

Upward scaffold: **“Can you find the letter \_\_\_ in a book?”**

Upward scaffold: **“Can you write the letter \_\_\_ on paper?”**

## Teacher Tips

Continue to support children’s internalization of the letter and sound with activities in whole group, small group, and centers.

When selecting words to use for activities, ensure the words reflect the sound of the letter you are reinforcing. For example, select words that begin with short vowel sounds (*act*, not *ace*), and words that begin with simple consonant sounds, not digraphs (*cub*, not *chub*). For the letter X, select words that end in the /ks/ sound (*box*, not *xylophone*).

When you review a letter, you may choose to omit the “New Letter Chant.” You can build excitement about a letter with a drum roll or other suspense-building activity.

Once children are familiar with the routine and it takes less time, you might consider adding a phonemic awareness component directly after the letter sound introduction. For example, you might use the activity [Beginning Sounds—Same or Different](#), asking children to give you a thumbs up if a word starts with the target sound and thumbs down if it does not.

You may want to ask children to stand to practice letter formation, to provide an opportunity to stretch after sitting for a few minutes.

In addition to skywriting, you may have children form letters by “writing” on the carpet, on a hand or leg, high in the sky, or close to the ground.

Possible accommodations:

For children who need visual or motor assistance: When skywriting, provide hand-over-hand support. Some children may use the whole hand or arm as their “magic pencil.”

For children learning English: Give children extra support in small groups or one-on-one, particularly when learning sounds that may not be part of a child’s first language. If a sound is shared in both English and a child’s first language, try asking the child to share words in either language that begin with the target sound.

# Word Detective

The children will identify specific words on a vocabulary chart or letter/word wall.

## Texas Prekindergarten Guidelines: PK4 Outcomes

- III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
- III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.
- III.E.1 Child can distinguish between elements of print including letters, words, and pictures.

## Head Start Early Learning Outcomes Framework

- P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
- P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

## Materials

- letter wall
- mystery words written on index cards that match words on word wall

## Preparation

Create word cards with the mystery word followed by 3-4 clues before the activity begins. This will keep the activity moving.

## Introduce

“Today you are going to play a game called **Word Detective**. A *detective* uses clues to solve problems or answer questions. I will give you clues about the mystery word. You will be the detectives and find the word for me. I’ll show you how to play.”

## Model and Explain

“I’ll be the detective first to show you how to do it. Here’s the first clue: The mystery word has *two curved* letters in the middle of the word.” Think aloud. “I know curved letters are kind of round in some places. I wonder if those middle letters are *s* or *g*... I need another clue.”

“The next clue is: This word has four letters.” Think aloud. “We have a lot of words on our wall that have four letters. Will you count a few of them with me?” Count the letters in a few four-letter words. “We are getting closer to finding the mystery word! Let’s listen to one more clue.”

“The last clue is: This word starts with *m*.” Run finger down the list of words looking for words that start with *m*. “I found two words that start with *m*.” Point out *map* and *moon*. “Let’s think about our other clues to figure out which one it is. We are looking for a word with two curved letters in the middle, has four letters, and starts with *m*. Do you think the mystery word is *map* or *moon*? How do you know?” Ask questions about the clues if needed.

## Guide Practice

“Now you each get to take a turn being the **Word Detective**.” Choose a new word card and select a child to be the word detective. “Listen closely to my clues as you look for the word on the letter wall.”

Give the children as many clues as they need to be successful. Additional clues will naturally provide some scaffolding. For example, if the word were *cloud*, you might give the following clues:

The word has five letters.

The word starts with the same sound as Carly’s name — /c/.

The word ends with the letter *d*.

After the word is found, ask the children to say the letters of the word as you point to them. Then ask them to read the word.

## Summarize

“You all are brilliant detectives! You did a great job finding the mystery words. I like the way you listened to clues and found words on the chart that matched the clues.”

## Scaffolding

Downward scaffold: Have child look down the list of words on the chart in search of a specific beginning letter.

## Teacher Tips

Possible clues include: first/last letter, letter sounds, number of letters, rhyming words, letter features (for example, curved lines), uppercase or lowercase.

# My Special Letter

Children will match the initial sound of their names to pictures of objects with the same initial sound and use the pictures to create a book.

## Texas Prekindergarten Guidelines: PK4 Outcomes

- III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.
- III.C.3 Child produces at least 20 distinct letter-sound correspondences.

## Head Start Early Learning Outcomes Framework

- P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

## Materials

- 1 blank pre-made book for each child
- 5 to 7 pictures for each child
- glue
- markers

## Preparation

Create a blank book. Staple four to five small pieces of paper together to make a book. Also, prepare pictures for each child by cutting out pictures from magazines or by photocopying them. You will need four to six pictures that begin with the same sound as the child's name and two to three pictures that do not begin with the same sound as the child's name.

## Introduce

"Today you will each get to make a book about your special letter. The letter you see at the beginning of your name is your special letter. It also has a special sound. In this activity, you will find pictures of things that have the same beginning sound as your name. I'll make my book first, so you'll know what to do."

## Model and Explain

"My name is Whitney. I'll write my name on the cover of the book." Write your name on the cover of the book. "Whitney starts with the letter *W*. The letter *w* makes the /w/ sound. Next, I will draw a picture of myself under my name." Make a simple illustration of yourself. "You will write your name on your book, too."

"Now I will choose pictures that start with the /w/ sound, which is the sound I hear at the beginning of my name, /w/ Whitney."

Hold up a picture of a watch. "This is a watch. *Watch* begins with the /w/ sound! My name is /w/ Whitney. They both begin with the /w/ sound! I can use this picture. Say *watch* with me." Choral response: "watch."

"What is the first sound of *watch*?" Allow response time. "That's right! /w/. Just like my name, /w/ Whitney, /w/ watch. I get to glue the watch picture in my book. I will write the letter *w* at the bottom of the picture." Model pasting the picture on a page of the book.

Choose one picture that does not match the beginning sound of your name and model how you will not choose that picture. "I like this picture! It is a car. Does *car* have the same first sound as my name? /w/ is for *Whitney*. No, this is a car. /k/ is the first sound in *car*. I cannot use that picture."

Repeat this procedure with two more pictures that have the same beginning sound as your name.

"You will get to put more pictures in your book than I did. When you are finished, you can practice reading your book like this." Model reading your book.

## Guide Practice

Pass out a name card and a blank book to each child. Remind the children to write their name and draw a picture of themselves on the cover of their book. Display the teacher book to remind the children how to do this.

Next, pass out a set of five to seven pictures to each child that includes at least four pictures with the same first sound as his or her name. Name each picture so each child knows the names of the pictures in the set.

"First, look at your name card. What is the first letter of your name?" Allow each child to respond. "Now, think about what sound that letter makes. What sound do you hear at the beginning of your name?" Allow each child to respond. Scaffold the children as needed.

"To make your book, look at your pictures and find one that begins with the same sound as your name. When you find one, glue it on a page in your book then write the letter. Find all of the pictures that begin with the same sound as your name, glue each one on a page, and write your special letter."

"Be careful! There are some tricky pictures that do not begin with the same sound as your name. Don't glue these pictures in your book. When you finish, you can read your book to me. I am excited to see all of the pictures that begin with the same sound as your name!"

Praise and scaffold the children as needed.

## Summarize

"You did a magnificent job finding the pictures that begin with the same sound as your name and writing that letter! During center time, you can share your book with a friend and talk about your special letter."



## Scaffolding

Downward Scaffold:

Less support: “This is a \_\_\_\_\_. Does this picture match the beginning sound of your name?”

More support: “What is the first sound of the picture? What is the first sound of your name? Are they the same?”

Most support: “The first sound in your name is /\_/. The first sound of this picture is /\_/. They are the same. Say the sound /\_/.”

## Teacher Tips

If a child’s name starts with the sound of the letter S and she selects an image of a *circle*, accept the image since they begin with the same initial sound.

# Sentence Strip Name Book

Children will spell the name of the star student to the tune of “B-I-N-G-O.”  
Children will begin to notice letters in names that are alike and different.

### Texas Prekindergarten Guidelines: PK4 Outcomes

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).  
VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.

### Head Start Early Learning Outcomes Framework

P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

## Materials

- sentence strip
- student picture
- markers

## Preparation

Make a sentence strip name book for each child throughout the year as the child is chosen to be the “star student.”

Read and sing the name song a few times during the week so the children have an opportunity to see and talk about the letters in the Star Student’s name.

At the end of the week, place the book in the Library Center in a basket labeled Star Student Books.

During center time, encourage children to pick out a friend’s book and read and sing the song while pointing to the letters.

To make the book:

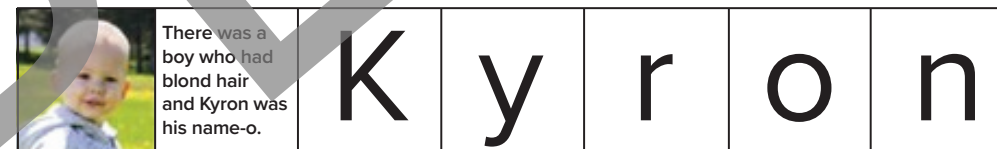
Fold the sentence strip in accordion style. The number of folds should match the number of letters in the child’s name plus two extra folds.

Glue a picture of the child on the first square.

Ask the child to tell you something about himself, and write this on the next square.

Write each letter in the child’s name on a different square. The first letter should be uppercase and the remaining letters lowercase.

Cut off any remaining squares.



## Introduce

“Today our star student is **Kyron**.” Show the cover of the book.  
“Let’s sing a song about **Kyron** and look at the letters in his name.”

## Model and Explain

“I will sing the song first so that you can hear the tune.” Open the book and point to each page as you sing the song. Sing the song to the tune of BINGO.

**There was a boy who had blonde hair  
And Kyron was his name-o.  
K-y-r-o-n, K-y-r-o-n, K-y-r-o-n  
And Kyron was his name-o.**

## Guide Practice

“Now, sing the song with me.”

**There was a boy who had blonde hair  
And Kyron was his name-o.  
K-y-r-o-n, K-y-r-o-n, K-y-r-o-n  
And Kyron was his name-o.**

Point to each page as you sing the song.

“Do you see any letters in **Kyron’s** name that are also in your name?”  
Allow children to discuss.

## Summarize

**“We sang the name song for our *star student*, Kyron. We sang every letter in his name. I will place Kyron’s name book in the library center so you can practice singing his name song again. We will sing songs for each of your names throughout the year.”**

## Teacher Tips

For children who have longer names, make more folds in the sentence strip. When you sing the song, add more letters to each beat.

Example:

*There was a girl who liked to draw  
And Stephanie was her name-o.  
Ste-ph-a-n-ie, Ste-ph-a-n-ie, Ste-ph-a-n-ie,  
And Stephanie was her name-o.*

# Wiggle Worms

The child will identify upper- and lowercase letters and letter sounds.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
- III.C.2 Child recognizes at least 20 distinct letter-sound correspondences.
- III.C.3 Child produces at least 20 distinct letter-sound correspondences.

### Head Start Early Learning Outcomes Framework

P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

## Materials

- container (gift bag, canvas bag, etc.)
- 32 small index cards
- glue
- paper
- markers

## Preparation

Label the container “Wiggle Worms” and decorate with worms. On 26 cards, print the uppercase letters of the alphabet. On 26 more cards, print the lowercase letters of the alphabet. On six remaining cards, draw one wiggle worm on each. Place focus letter cards (not all 26), upper and lowercase, in the container along with the wiggle worm cards.

## Introduce

**“Today we are going to play a game called Wiggle Worms. In this game you will name letters and say the sound for the letter. Let’s practice the names and sounds for the letters we will use today.”** Show one card at a time.

**“This is the letter F. What letter is this?”** Choral response: F. **“What sound does F make?”** Choral response: /fff/. Repeat with each focus letter (upper and lowercase) to be used in the activity. It is not necessary for children to say uppercase or lowercase unless desired.

## Model and Explain

**“I will go first to show you how the game is played. You will take turns pulling a letter card out of the bag.”** Pull out a card from the bag and identify the letter. **“I found the letter M. M says /mmm/. What starts with the /mmm/ sound? Oh, I know! *Monkey* starts with the letter M /mmm/.”**

Pull out a wiggle worm card. Show the card to the group. **“If you pull out a wiggle worm card, we all get to wiggle like worms! Say ‘wiggle worms’ after me and then wiggle like a worm. Ready? Wiggle worms!”**

## Guide Practice

Have the children stand in a circle. One at a time children pull out a card from the container.

If it is a letter card, the child names the letter and says the sound the letter makes and tries to say a word that starts with the sound.

If there is a worm on the card, the child exclaims “Wiggle worms!” and everyone must wiggle like a worm.

Continue passing the container around until all the cards are gone or as time permits.

## Summarize

**“Today you practiced letter names and sounds. Sometimes during the game, we got to get our wiggles out with a wiggle worm card.”**

## Teacher Tips

The wiggle worm pictures can be replaced with other pictures that correspond to the theme that you are teaching.

Insect theme: pictures of butterflies, and if chosen, children fly like butterflies

Transportation theme: pictures of cars, and if chosen, children pretend to drive and beep like cars

Zoo theme: pictures of kangaroos, and if chosen, children hop like a kangaroo

Consider substituting names or sight words for letters.

The game could be played with pictures. Children will name the beginning sound.

## Creating a List

Children will assist the teacher in writing a shopping list.

### Texas Prekindergarten Guidelines: PK4 Outcomes

III.C.3 Child produces at least 20 distinct letter-sound correspondences.

IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

### Head Start Early Learning Outcomes Framework

P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

### Materials

- chart paper
- marker

### Preparation

Place chart paper in the front of the circle time area. Write the title “Shopping List” at the top.

### Introduce

“People make lists when they are trying to remember important information, like items they need at the grocery store or things they have to do. Today we are going to make a list of what we would need to make peanut butter and jelly sandwiches.”

### Model and Explain

“At the top of my page I have written the title ‘Shopping List.’ I am going to begin my list under the title on the left side.” Point to the location. “The first thing we need for a sandwich is bread. What’s the first sound we hear in *bread*? /b/ /b/ bread.” Be sure to say the word slowly as you write and encourage children to say the names of the letters they hear.

### Guide Practice

“What else do we need to add to our shopping list?” Choose children to name other items to shop for. “I’m going to add that under *bread*.” Continue to point out that each item goes on its own line for a list. Encourage children to practice letter-sound correspondence.

SAMPLE

## Summarize

“You did a great job helping me create a shopping list! Remember, when you make a list, you do not write it like a story, you write each item on a different line so you can see it easily. Let’s read our list.” Encourage children to read each item with you. “When you are at the pretend and learn center, you can make your own shopping list!”

## Scaffolding

Downward scaffold: If a child cannot make a letter-sound correspondence, reduce choices. “Does /j/ /j/ jelly start with J or K?”

Downward scaffold: If a child has difficulty thinking of a different food item, fill in the blank. “We need j\_\_\_ (jelly).”

Upward scaffold: Invite children to help write letters or words they know.

## Teacher Tips

This reading reflection activity provides one example of incorporating lists as a shared writing experience. There are many other opportunities to continue modeling this writing skill.

Create a list of items needed to transform the pretend and learn center into a doctor’s office (or other focused theme).

Create a list of items needed for a party.

Create a list of items needed to create a shared snack.

Create a waiting list for a center or activity.

# Did You Know? Class Book

The child will tell about pictures of favorite things or activities from home in order to create a class book that includes the child’s words transcribed by the teacher along with photos.

## Texas Prekindergarten Guidelines: PK4 Outcomes

IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).

## Head Start Early Learning Outcomes Framework

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

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

## Materials

- light-colored construction paper
- pictures provided by the children
- sentence strips
- folders or envelopes
- markers
- paste or tape

## Preparation

Send a letter home to parents asking for the children to bring in one or two pictures of their favorite things or activities from home in order to create a *Did You Know?* class book. As the children bring in their photos, organize them into individual folders or envelopes. Each week, choose a Child of the Week who will tell about her photo(s) and sign the class book.

## Introduce

“I asked you all to bring pictures of your favorite things from home or pictures of yourself doing favorite activities at home for a class book that we will begin writing. We will make a book called *Did You Know?* This is the title of the book because it will tell us things we might not know about each other.”

## Model and Explain

Model the activity by using your own pictures.



**“I will go first so you can learn about me as I show you how to make a page for our book. First, I need to write a sentence that tells my name so we will know whose page this is.”**

Stick a blank sentence strip to the wall or board so that the children can watch as you write the following sentence: *My name is* [teacher’s name]. This sentence will later be transcribed from the sentence strip into the book after the children have had the opportunity to see it in large print.

**“We write from left to right. Should I start writing on this side** [indicate the left side of the strip] **or this side** [indicate the right side of the strip] **? Yes! I should start on the left.”**

As you write, think aloud about what you are doing. **“I will write, ‘My name is** [teacher’s name]. **’ When I start a sentence, I always use an uppercase letter.”** Write, *My name is*, and then pause.

**“When I write my name, should I start with an uppercase letter or lowercase letter? That’s right! Uppercase.”** Write your name and pause. **“We end a sentence with a punctuation mark. What do I put at the end of this sentence? A period, that’s correct.”**

Transcribe the sentence from the sentence strip to a page made from the construction paper.

**“Next, I’ll tell about the pictures of my favorite things.”** Hold up one of the photographs and give a one-sentence description of the picture. For example, **“I love to plant flowers in my garden. I will paste this picture of my garden to my book page and write what I said about my picture underneath it.”**

Continue to model with one additional picture added to the same piece of paper and include a sentence.

**“This book will tell us things with words and with pictures. Raise your hand if you can show me where I wrote a sentence with words.”** Select a child to point out some words.

**“Who can come point out a picture on this page?”** Select a child to point out a picture.

### Guide Practice

Choose one child’s name at random from those who have brought pictures to share to be the Child of the Week. For example, **“This week Julius is the Child of the Week. I will write his name in a sentence like I did for my name. Do you remember the sentence?”** Encourage children to say the words with you as you write them on a new page. **“My name is…”** Pause and ask the Child of the Week: **“Julius, please help me by saying the letters in your name as I write them. What kind of letter does Julius start with, uppercase or lowercase?”** Allow for response: “Uppercase.” Complete the sentence.

**“Who can count the words in this sentence?”** Point to the left where you started the sentence. Select a child to count the words as you point.

**“Words make a sentence. Sentences give us information. Julius will tell us about his picture, and then I will write his sentence so we can learn more information about Julius.”**

When the child finishes sharing the picture, paste or tape the picture on the construction paper page of the book and write the sentence as dictated by the child.

**“I am going to write what Julius said under his picture. He said, ‘This is my dog, Buddy.’”**

Continue with a second picture if the child brought two.

**“Julius’s page is almost finished. I will put rings through the holes in the side of the pages to make a big book. Remember, when you are chosen as Child of the Week, you will get to make your page for the book, too. Books give us information. This book will tell us new things about each other.”**

### Summarize

**“Every week we will read some of the pages in the book and choose someone to add a new page to our *Did You Know?* book. Today it was Julius’s turn, and his page looks terrific. I cannot wait to see each of your pages in this book. We will all learn new things about each other.”**

### Scaffolding

If the child has difficulty telling about a picture or what is happening in the picture:

Less support: **“Is this a picture of one of your favorite things from home, or is it a picture of an activity?”** Child responds. **“Would you tell me more about \_\_\_\_\_?”**

More support: Ask questions about the item or activity in the picture.

### Teacher Tips

Use a marker to write the sentences on the sentence strip and on the construction paper so that the children can see the words as you write.

Encourage children to use complete sentences to talk about their pictures.

Uppercase letters can be written in a different color to highlight the difference between capital and lowercase letters.

Reread a couple of pages in the book before starting a new page.

Have the class chorally read the sentence “My name is\_\_\_\_\_.”

Books can be put together by threading yarn or inserting binder rings through holes punched in the side of the pages, or a binding machine may be used. Wrap one end of the yarn with tape for quick sewing.

Remember to have the children collaborate as you write the sentences that have been dictated by the Child of the Week. Ask the children questions about print concepts.

If you prefer, you can do this activity using chart paper, as there will be more room to write sentences and place more pictures. Each page can be placed on one of the classroom boards and labeled “Child of the Week.”

# Interactive Daily News

Children will assist the teacher in writing a sentence using appropriate writing conventions and letter-sound correspondence.

## Texas Prekindergarten Guidelines: PK4 Outcomes

IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).

## Head Start Early Learning Outcomes Framework

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

## Materials

- chart stand
- chart paper
- markers

## Preparation

Gather materials and set up chart paper in front of the group area so that all the children are able to see. You may choose to write “Daily News” across the top of the chart paper.

▶ Video demonstration available at [CLIEngage.org](https://www.clicengage.org)

## Introduce

“During the last several weeks, you have taken turns sharing news about your life. Today one of you will share your news with the class, and I will write down what you say. You are going to help me write the daily news by listening to the sounds that you hear in each word! Remember, the sounds let us know what letters we need to write.”

## Model and Explain

“Let’s all take a minute to think about what you did yesterday when you got home from school. I am going to choose Peyton. Peyton, tell us what you did. Share your news with us.” Child shares her news. Have a brief conversation with Peyton about her news and

scaffold her to construct a sentence if needed. “Peyton said, ‘I went to the park.’ Help me say her sentence so that we can remember it.” Have children repeat the sentence. As they repeat the sentence, have the children tap their heads for each word in the sentence.

“That is what we are going to write, and I am going to have you help me write that sentence. Let’s think about where we would begin to write.” Have children respond. “Yes, we start writing at the top left. The first word is *I*. We are going to make a capital *I* because it is the first word of the sentence. Anaya, would you come up and write the word *I*?” Have child write the letter on the chart. “Great job.”

## Guide Practice

Encourage children to join in and give the next word. “The next word in Peyton’s sentence is *went*. What letter makes that first sound in */w/ /w/ went*?” Children respond. “Jacobi, come up and make a ‘w’ for us.” Have the child write the letter on the chart. “Now, let’s say that word slowly and see what other sounds we hear.” Say the word slowly, emphasizing each sound. Finish writing the word *went*. Have the children read the sentence and predict the next word, allowing the children to write a few letters when connections can be made to letters they know.

“We are finished with Peyton’s sentence. What should we include at the end of the sentence?” Wait for children to respond. “Right, this sentence needs a period. Jaden, come up and write the period at the end of my sentence.” Have the child write the period on the chart.

“Peyton, since this was your sentence, come up and write your name at the end of the sentence so that we will know this is your news.” Have the child write her name on the chart.

“Now let’s read our whole sentence.” Point to each word as you and the children read the sentence.

## Summarize

“Today we wrote Peyton’s news, and you were able to help me write the sentence. Remember, when you are writing stories in centers, you can write words just like we did by saying the word slowly and writing a letter for each sound you hear!”

## Scaffolding

Downward scaffold: If the child does not know how to write a letter, give clues by describing the letter formation. “To make the capital *T*, start at the top and make a straight line down, then make a straight line across at the top.”

## Teacher Tips

Don’t make the activity too long. Only choose one or two children to share their news.

Talk about various concepts of print (for example, using punctuation or writing from left to right) as you write.

Writing is a great time to reinforce sentence segmenting, a phonological awareness skill. Before writing a sentence, take a moment to count how many words are in the sentence. Children can tap their heads for each word.

Keep a checklist near the whole group area to ensure each child has a turn sharing news.

Interactive writing will look different at different times of the year. At the beginning of the year, a child may just write a period or a letter. As the year progresses, children may write more of the message because their knowledge of print and letters will have increased.

## Morning Message

Children will observe the writing process and read the Morning Message.

### Texas Prekindergarten Guidelines: PK4 Outcomes

IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

### Head Start Early Learning Outcomes Framework

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

### Materials

- easel pad/chart paper
- markers

### Preparation

- ▶ Video demonstration available at [CLIEngage.org](https://cliengage.org)

### Directions

Morning Message is one activity you can use to introduce children to the writing process. Each morning, you will write a short message about the day while the children watch. The message may include the day of the week, the weather, information about the day's activities, etc. You will think aloud and talk through the writing process, introducing various concepts of print. Next, you will read the message together with the children, pointing to each word as you read.

Examples of morning messages:

Today is Friday. Today we will learn about recycling.

Today is Wednesday. We will have pizza for lunch.

Let's have a terrific Tuesday. We will walk to the park today.

Concepts you can cover in a morning message:

- print directionality and flow of writing
- letter names
- letter formation
- letter-sound correspondence
- spaces between words
- punctuation
- return sweep

The Morning Message activity changes as the year goes on. In the beginning of the year, you will keep the message short—one or two sentences. You will control the pen and the message. You will think aloud and introduce concepts of print as you write. As the year progresses, invite children to share ideas for the Morning Message. When they are ready to write, share the pen as you compose the Morning Message together.

As children have more knowledge about concepts of print, you can have them be more involved in answering questions. Instead of thinking aloud about print concepts, ask them questions about the concepts.

**“Where do I start to write?”**

**“I don't have room to write the last word of my sentence. What do I do?”**  
(Use a return sweep.)

**“We need to write the word *library*. What is the first sound you hear in that word? /l//l/ library?”**

You can also have children begin to share the pen. Invite children to write specific letters, punctuation marks, and words. Scaffold their writing attempts.

After you read the message together, you can also choose a child to come up and read the message to the class. Because they were involved in the process, they are usually successful at “reading.” Help the child use a pointer to track the words as she reads. At first, you may need to hold her hand and help her slow down and point to one word at a time. Gradually, she will understand the one-to-one correspondence between the spoken and written words.

# Multi-Sensory Name Writing

Children will write their names with a paintbrush and water on concrete.

## Texas Prekindergarten Guidelines: PK4 Outcomes

IV.C.1 Child writes first name (or nickname) using legible letters in the proper sequence.

IV.C.4 Child uses appropriate directionality when writing (e.g., top to bottom, left to right).

IX.B.1 Child shows control of tasks that require small-muscle strength and control.

## Head Start Early Learning Outcomes Framework

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

## Materials

- cup of water for each child
- paintbrush for each child
- chalk for teacher

## Preparation

Gather a paintbrush and cup for each child and teacher and a piece of sidewalk chalk for teacher use. Prepare a jug of water to fill each cup once set up on sidewalk or other concrete area outside classroom.

## Introduce

**“Today you will practice writing your name with a wet paintbrush on the concrete. I will write your name in chalk near your space on the concrete to help you remember each letter of your name.”** Write each name with chalk on sidewalk.

## Model and Explain

**“Use the hand that you write with when you hold your paintbrush. You can hold it like a pencil or a crayon so that you can write your letters.”** Model painting name with water on concrete. Explain how you use your chalk name to remember the letters.

## Guide Practice

Write each child’s name with chalk near their space on the concrete, and pass out paintbrushes and water. **“Now it’s your turn to write your name!” Monitor and provide feedback to children.”**

## Summarize

**“Super work writing your name today!”**

## Scaffolding

Downward scaffold: **“Let’s look at your name again. Does (letter) or (letter) come next?”**

Upward scaffold: Challenge children by having them turn away from their chalk written name or cover it up, and encourage them to write their names from memory.

## Teacher Tips

Use thick brushes when painting with water on concrete.

Alternatives to painting with water on concrete:

Fill a quart size baggie halfway with tempera paint for each child. Seal with strong duct tape. Give each child a cotton swab to write name across the top of the baggie. As child presses the paint will disperse, leaving an imprint of the lines of the letter. If there is too much paint, the imprint will not occur.

Write names with finger in shaving cream, pudding, whipped cream, or the like on a large plastic plate, upside down burner cover, cookie sheet, or the like.

Finger paint name on construction paper.

Mold each letter from play dough.

Shape each letter with pipe cleaners or other pliable materials.

Alternatives to writing child’s name as a guide:

Use a rectangular piece of construction paper, card stock, or a large index card to make a name tent. Fold the rectangle lengthwise (hot dog style). Write the child’s name on one side of the tent.



# I Remember When...

The children will draw and write (using some letters to represent words) about an authentic personal experience.

## Texas Prekindergarten Guidelines: PK4 Outcomes

IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

## Head Start Early Learning Outcomes Framework

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

## Materials

- chart paper/chart stand
- marker
- children's journals

## Preparation

Set up chart paper so that all children can view it. Write the words "I remember when . . ." in large print across the top of the chart. Think of a personal experience of your own to share; sketch and write it out on a note card before the lesson. Use your notes to help keep the pace of the activity moving along.

▶ Video demonstration available at [CLIEngage.org](https://www.clicengage.org)

## Introduce

**"Today we will practice drawing and writing about a real-life memory. A real-life memory is something that happened in your life. It can be something you did with a friend or family, somewhere you went, or even something that you did with your pet."**

## Model and Explain

**"I am going to try and remember something about a pet I have or an animal I have seen or met at someone's house, the zoo, or a farm. Hmm, let me think."**

Point to the words "I remember when . . ." on the chart as you begin modeling your own personal experience.

**"I remember when my dog, Lady, chased a squirrel at the park."** Draw a picture of a dog running as you tell more of the story.

**"Lady is a good dog. She always walks on her leash right beside me, but on this day, a squirrel ran right by us and up a tree. Lady took off running so fast that the leash slipped out of my hand! Because this memory is about Lady running after the squirrel at the park, I'll draw her running. Hmm, I remember the leash was flying in the air behind her when it slipped out of my hand. I can add the leash to the picture. Sometimes I like to close my eyes to remember about something before I write or draw it. When my eyes are closed I can concentrate on what I saw and heard that day."** Pause for several seconds.

**"Oh! I remember Lady was barking very loudly at the squirrel as she was running. She ran right up to the tree, and barked and barked. Finally, I called her name, and she came back."** Add details to the drawing of the tree and the squirrel, thinking aloud as you draw.

**"Now that my picture is complete, I need to add a sentence about this memory. I will write the sentence 'Lady barked at the squirrel.' What am I going to write?"** Have the children repeat sentence with your support. Then write the sentence, drawing attention to print concepts or letter sounds that reinforce your instructional focus.

## Guide Practice

**"Now it is your turn to remember a real-life time with your pet or another animal you may have seen or met at a friend's house, the park, the zoo, or even a farm. Everyone take a moment and think."** Show your thinking face and give children a moment to think. **"Now turn and talk to your partner about what you remember about a real-life time with an animal."** Listen and support partner conversations. Make note of those children who are having difficulty thinking of a memory so that you can support them when they get their journal.

## Summarize

**"Today we learned that we can write and draw about a real-life memory. You just thought about a memory that you had with an animal and shared it with your partner. When I hand you your journal, you will go write and draw about this memory."**

## Scaffolding

Downward scaffold: If child has difficulty thinking about a memory, ask questions that will help get the child talking about a memory. For example, **"Have you ever walked a dog like I did?"** or **"Have you ever petted an animal?"**

Upward scaffold: Encourage children to add letters, words, or names they know.

## Teacher Tips

Consider teaching the [Heart Map](#) activity from the CIRCLE Activity Collection before this lesson. During this lesson, you could use the heart map to determine what to write. For example, **"Yesterday we created a heart map with four things that we care about. Today we are going to write a story about a time that we remember. Since my dog is on my heart map, I am going to remember a special time with my dog and write about it today."**

Visit with the children who need more support in deciding what story to draw.

Dictate what children say about their pictures as they finish.

When all or most children have completed their work, allow some children to share their drawings and writing with the class. This part of the activity may require more time during a different part of the day or on the next day.

## People Write in Different Ways

The children will experience being writers using a variety of appropriate methods.

### Texas Prekindergarten Guidelines: PK4 Outcomes

IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

IV.C.2 Child progresses from using scribbles and mock letters to forming letters and letter strings as a way to communicate.

### Head Start Early Learning Outcomes Framework

P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

### Materials

- easel and chart paper
- markers
- individual dry erase boards or paper
- dry erase markers or pencils/crayons

### Preparation

Have an easel with chart paper prepared to model activity. Have individual dry erase board and marker, or pencil and paper, ready for guided practice.

### Introduce

**“Anytime that you write a story or a message to a friend, you are being a writer. Everybody in our class writes in different ways to share what they are thinking. Today we are going to talk about all of the different ways that people write.”**

### Model and Explain

**“Sometimes people write like this to share their stories.”** Draw lines and circular scribbles.

**“Sometimes people write like this to share their stories.”** Draw a simple picture.

**“Sometimes people write like this to share their stories.”** Draw using letter strings.

**“No matter how we write, we are all authors!”**

### Guide Practice

**“I am going to choose a few friends to come up and share with us how they write. You may not get a turn right now, but remember that when you go to centers you can write on your own!”** Use equity sticks or choose a child you know will be comfortable writing in front of the class. **“Can you write a story about your family?”** Allow child to write on paper or dry erase board and briefly share what he wrote. If time and attention span allows, choose one to two additional children to show how they write. Remember to value each child’s writing.

### Summarize

**“Today we learned that people write in different ways to share what they are thinking.”** Point to the different children’s examples. **“When you go to the writing center, you can write just like an author. I will post the chart in the writing center to help you remember that people write in different ways.”**

### Teacher Tips

If you use this activity in small group, everyone can write on dry erase boards or on paper during the guided practice at the same time. After a few minutes, allow children to share their writing with the group.

During the guided practice, encourage the child to narrate what s/he is writing to help keep children engaged. For example: What are you writing? Who is that in your story? Who else are you drawing?

# Number Hop

The child will match the name of a numeral to its written form by hopping on the numeral named.

## Texas Prekindergarten Guidelines: PK4 Outcomes

V.A.5 Child recognizes numerals 0-10.

## Head Start Early Learning Outcomes Framework

P-MATH 1. Child knows number names and the count sequence.

P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

## Materials

- 10 sheets of 8½" x 11" heavy construction paper or card stock that is all the same light color
- black magic marker or large black cutouts of numerals 0 through 9
- yardstick or long pointer

## Preparation

Draw with a black marker or glue one large black numeral onto each sheet of heavy construction paper or card stock for numerals 0 through 9. A *numeral* is a symbol or name that stands for a number.

Laminate, trim, and tape each number card to the floor in numerical order making a grid pattern of three rows of three, starting with zero in the upper left corner and placing the nine in the center of the fourth row. Leave several inches between each card. Refer to the Teacher Tips for a visual.

## Introduce

**“The game you will play today is called Number Hop. In this game, you will hop on a number that I call out. You will listen for your name and the number I say. Then, you will go to the number and gently hop onto it.”** Model a gentle hop.

**“First, let’s practice saying the names of the numbers.”** Point to each number with yardstick. **“This number is zero. What number is it?”** Encourage children to say the numbers together in a choral response.

Repeat this procedure for each number while you point and name them.

## Model and Explain

Children should be facing the grid, able to view the numbers right side up. Adjust positioning as needed.

**“I’ll show you how to play. I will say someone’s name and a number.”** Use teacher’s name for modeling. **“Ms./Mr. \_\_\_\_\_, please hop on the number four.”** Model saying your name aloud saying a number, then look for the matching number on the floor before hopping onto the number.

**“After everyone is on a number, I’ll ask you to go back to your starting places, and we’ll do it again.”**

## Guide Practice

Assign each child a starting spot outside the grid near or just to the side of the bottom row. **“[Child’s name], please hop on the number seven.”**

Continue using this routine until all the children are on a number. Then have them return to their starting spots and play another round. Play the game several times to provide practice for each child. Praise and scaffold as needed.

## Summarize

**“Your brain is working hard to match the number names to the written numbers on the floor! Thank you for working hard as you played this game.”**

## Scaffolding

If a child chooses the wrong number or does not respond when given a number:

Less support: Give the child a hint about the form (straight lines, curves, circles) of the numeral.

More support: Give the child a choice. **“Is the number \_\_\_\_\_ this one or this one?”** Point to the choices.

Most support: **“This is the number nine. Let’s trace it together with our finger. A loop and a line makes a nine. This is the number nine.”**

## Teacher Tips

During the introduction you may choose to practice the number names out of order if it is appropriate for your group.

If doing the activity outdoors, use chalk to create the numbers on a large smooth cement surface.

Modify this game to play on a smaller scale within a math center. Set up a smaller grid of numerals. The children could use game board pieces or translucent colored chips to “hop” on a number. Create a number generator for numerals 0 through 9 using number blocks, numbered craft sticks, or numbered chips in a can. During center time, one child can call a number while others place their token on the number.



If the grid formation for game play does not work for your group, consider placing the numbers in a large circle in numerical order. The children stand in the center as they wait for their name and number to be called. After each child is on a number, regroup them in the center for another round.

## Shape Freeze

Children will identify and describe the attributes of shapes as they play a musical game.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- I.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.
- V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.
- IX.A.2 Child coordinates sequence of movements to perform tasks.

### Head Start Early Learning Outcomes Framework

- P-ATL 4. Child manages actions, words, and behavior with increasing independence.
- P-ATL 5. Child demonstrates an increasing ability to control impulses.
- P-MATH 9. Child identifies, describes, compares, and composes shapes.
- P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

### Materials

- construction paper shapes OR painters/masking tape
- index cards
- dark colored marker
- lively music

### Preparation

Create circles, squares, triangles, and rectangles on the floor in your room or center using painter or masking tape OR create one basic shape per piece of construction paper and laminate, if possible. Make enough shapes so that there is at least one shape per child in the group. Children may either *step on* the paper shape or walk *next to* the paper shape. Draw one shape per index card to create a deck of shape cards: circle, square, rectangle, and triangle.

Become familiar with describing the shapes, so that you can use your finger to trace and point to the features while showing the shape card during the game.

**“A circle has no sides and doesn’t have any corners.”** Trace along the outside edge in a circle with your finger to illustrate.

**“A triangle has three sides** (slide along the sides while counting them, 1-2-3) and three corners (point to the tips to show the corners).”

**“A square has four sides that are equal and are the same length** (slide along the edges while counting, 1-2-3-4) and four corners (point to them and count 1-2-3-4).”

**“A rectangle has four corners** (point to them and count 1-2-3-4) **and four sides, but two are long** (slide finger on the long edges and count, 1-2) **and two are shorter** (slide finger on the short edges, count 1-2).”

### Introduce

**“Today we are going to play a game called Shape Freeze. This game will help you learn the names of different shapes. I will start some music and we will walk around in a circle next to the shapes on the floor. Then I will stop the music and yell ‘Freeze!’ You will stop walking and stand next to the shape nearest you. I will pull a shape card and we will name the shape and see who is standing next to a matching shape.”**

### Model and Explain

Have the shape index cards available for modeling. **“Let’s look at the different shapes and name them.”** Point to the shapes and name them. Choose a volunteer to help you model the game. **“First, Daniel and I will walk next to the shapes as the music plays. When the music stops, we will stop and stand there.”** Walk around while humming a tune, and then stop humming and yell “Freeze!” as you stand next to a shape. **“Next, I will flip a shape card over to see if we are standing on a matching shape. Then, everyone will identify the shape. Are you ready to play the game?”**

### Guide Practice

Turn on the music of your choice and start the game. Direct children to make sure they are walking near shapes as the music is playing. Stop the music. **“The music has stopped and everyone should be on a shape. Freeze, don’t move! Let’s look at this shape.”** Show the children an index card with a shape. **“Which shape is this? Let’s count the sides and corners.”** Trace along the sides and corners of the shape while you count them. **“It is a square. Who is standing on the same shape?”** Give children time to respond, and scaffold as needed. **“Wonderful! Let’s start the music and see what the next shape will be.”** Continue this same procedure with the other shapes.

### Summarize

**“You did a great job recognizing and naming the shapes by counting the sides and corners.”**

### Scaffolding

Less support: If the child isn’t looking at the shape, say, **“Look at the shape”** or **“Trace the shape with your finger.”**

More support: Say, **“I will hold this shape card next to the paper and then we can see if the lines and corners match are the same.”**



Most support: Say, “Let me have your finger and I’ll help you trace the shape on the card and on the paper shape. Let’s see if they match.”

### Teacher Tips

Watch the children for cues on how long the activity should last, so that they stay focused on the goal of noticing the features and naming the shapes.

Children are practicing self-regulation when they play this freeze game, so it may be a bit of a challenge for some children to make their bodies stop moving when the music stops. To keep the flow of the activity going, keep talking about the goal of recognizing shapes and be flexible about the “freezing” moment.

Extension Activity: Create very large shapes on the floor with painters or masking tape to fit multiple kids inside the shape. Children then walk to the music and freeze together in the different shapes. Ask the children to tell you how many are inside their shape (subitizing is the ability to know how many there are without counting), and then have everyone count how many children are inside a particular shape.

### Introduce

“Today we are going to look at how to tell shapes apart from one another. When you look at specific parts of a shape, you are looking at its attributes.”

Teach the attributes of each shape:

Circles have *no sides* and *no corners*. They are round.

All triangles have three *sides* and three *corners*. The sides can be the *same length* or different lengths.

Squares have four *sides* and four *corners*. All four sides are the *same length*.

Rectangles have four *sides* and four *corners*. Two sides are *long* and two sides are *short*.

Hexagons have six *sides* and six *corners*. The sides can be the *same length* or different lengths.

### Model and Explain

“I am going to make a pile with these blocks. I am only putting together blocks that are the same shape.” Model pulling 3-5 triangles from the larger pile to create a triangle pile. Think aloud noticing the three sides and three corners of each block that lets you know the shape is a triangle. “All of these are the same shape. It doesn’t matter what color they are because they are all triangles. I know they are all triangles because they have three sides and three corners.” Run finger along the edges of the block as you talk. “What’s this shape?” Have children name the shape.

Put the triangles back into the larger pile and model with another shape.

### Guide Practice

“Now it’s your turn. Make a pile with only circles.” Watch children and provide explanation to children who add in another shape. Talk about how circles are round with no sides.

“Let’s see.” Select a shape from a child’s pile. “Why did you put this block in your pile?” Allow child time to explain. Encourage child to use attributes to help explain answer.

### Summarize

“Today you did a great job looking at attributes of shapes. I’m going to put these blocks in the math center so that you can continue looking at how these are alike and different during centers.”

## Shape Similarities

Children will distinguish attributes of shapes using blocks.

#### Texas Prekindergarten Guidelines: PK4 Outcomes

V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

#### Head Start Early Learning Outcomes Framework

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

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

P-SCI 3. Child compares and categorizes observable phenomena.

### Materials

- attribute blocks

# Teaching about Shapes Through Read Alouds

The child will identify common shapes during a book read.

## Texas Prekindergarten Guidelines: PK4 Outcomes

III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.

## Head Start Early Learning Outcomes Framework

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

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

## Materials

- shape books

## Preparation

Pre-read the book to become familiar with which shapes are found in the book.

▶ Video demonstration available at [CLIEngage.org](https://cliengage.org)

## Directions

Picture books can be used to draw attention to common shapes. Begin the book read by introducing the book. **“Today, we are going to read a book about shapes. Shapes are all around us. This book has pictures of real objects that are circles, squares, triangles, and rectangles.”**

Shape books can be used to:

- teach shape names
- describe attributes of shapes
- build math vocabulary

When reading shape books, occasionally stop, point to, and talk about some of the shapes found throughout the book.

Talk about shapes by:

- pointing to and naming the shape

having children repeat the shape name

talking about the attributes of a variety of shapes

As the children begin to become familiar with shapes, the teacher can start to ask questions while reading the shape books to check for understanding.

Ask these questions:

**“What is this shape?”**

**“Which shape has three sides?”**

**“Can you think of something that has a square shape?”**

**“Can you describe what a rectangle looks like?”**

**“Show me with your finger in the air how to draw a circle.”**

With purposeful planning, shape books can be used in many ways throughout the pre-K classroom to teach children about shapes.

Suggested picture books to teach about shapes:

*The Shape of Things* by Dayle Ann Dodds

*Shapes, Shapes, Shapes* by Tana Hoban

*Wild About Shapes* by Jérémie Fischer

*Shape by Shape* by Suse McDonald

*Pancakes, Crackers, and Pizza: A Book about Shapes* by Marjorie Eberts

# Build It!

Children will build structures and ask questions about their attributes.

## Texas Prekindergarten Guidelines: PK4 Outcomes

I.C.2 Child assumes various roles and responsibilities as part of the classroom community.

II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.

II.B.3 Child provides appropriate information in various settings.

V.C.1 Child names and describes common 2D shapes and names at least 1 solid 3D shape.

## Head Start Early Learning Outcomes Framework

P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

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

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

## Materials

- shape blocks or wooden blocks

## Preparation

Gather a variety of blocks for each child in your group.

## Introduce

“Today we are going to build different structures and practice asking each other math questions about them. Structures are things like buildings and bridges. What structures can you name?” Accept responses.

## Model and Explain

“I’m going to ask a friend to build a structure so that I can show you what kinds of questions to ask.” Encourage a volunteer to build a structure. “Wow, Ron, that’s a very interesting structure! What are you building?” Wait for a response. “What shape blocks are you using to build your (structure)?” Wait for a response. “How many (shapes) are you using? Can you tell me how to make your structure so that I can build my own?” Model how to build the structure from the child’s directions.

## Guide Practice

“Now it’s your turn to work with a partner to build a structure and ask questions about it. One partner will go first building the structure and the other will ask questions about the structure, and then you’ll switch.” Observe children as they work together. Praise and provide feedback as needed.

## Summarize

“You did a great job building structures and asking questions about them! During center time this week, you can work with a friend and continue to build different structures and practice asking math questions.”

## Scaffolding

Downward scaffold: If children ask an incomplete question, model how to express their ideas in a more complete form.

Upward scaffold: As children start asking questions and responding, ask for an explanation. Encourage them to describe their structure and talk about what they are going to do with it or why they built that type of structure.

## Teacher Tips

You can ask questions about quantities (“How many triangles did you use?”), shapes (“What shapes are you using?”), position words (“What goes on top of the square?”), height (“Whose structure is taller?”), or width (“Whose structure is wider?”).

# Yes or No Graphs

Children will create and interpret graphs by asking yes or no questions.

## Texas Prekindergarten Guidelines: PK4 Outcomes

V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set.  
V.E.2 Child collects data and organizes it in a graphic representation.

## Head Start Early Learning Outcomes Framework

P-LC 3. Child varies the amount of information provided to meet the demands of the situation.  
P-MATH 3. Child understands the relationship between numbers and quantities.  
P-MATH 4. Child compares numbers.  
P-SCI 5. Child plans and conducts investigations and experiments.

## Materials

- chart paper
- children's name with photographs

## Preparation

Create a bar graph on chart paper without the collected data. Ensure that you have a picture with the name for each child.

▶ Video demonstration available at [CLIEngage.org](https://www.clicengage.org)

## Introduce

Children will participate in creating and interpreting a "Yes or No" graph by asking questions. **"Today I am going to show you how a graph is created by answering a 'Yes or No' question."**

## Model and Explain

**"The question for today is *Do you have a pet?*"** Be sure each child has his or her picture card for the graph. **"If you have a pet, I want you to put your card in the 'Yes' column and if you don't, you can place it in the 'No' column."**

After children have placed their cards in their chosen column, have them count the number of children that said yes and no. Record the information under the columns. Discuss which group had more and which had less.

## Guide Practice

Help children analyze the data collected.

**"Now that we have placed all of the data on our graph, we can collect the information to answer some questions. I notice that there are *more* children that have pets. There are *fewer* children that do not have pets."**

Point to the appropriate areas on the graph to show this information. As children become familiar with the graph, you can ask questions depending upon the skills that have been introduced in class, such as:

What is the total number of children who voted?

How many more children voted for yes rather than no?

What would happen if one more child would have voted for no?

## Summarize

**"Thank you for helping me collect data to make our graph. You did a good job of helping me sort how many people have a pet and how many people don't have a pet. Give yourself a round of applause!"**



# Cloud in a Jar

Children will observe, record, discuss, and identify some of the conditions that cause clouds to form by investigating a model of a cloud in a jar.

## Texas Prekindergarten Guidelines: PK4 Outcomes

- VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.
- VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.
- VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.

## Head Start Early Learning Outcomes Framework

- P-ATL 11. Child shows interest in and curiosity about the world around them.
- P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
- P-SCI 2. Child engages in scientific talk.
- P-SCI 4. Child asks a question, gathers information, and makes predictions.
- P-SCI 5. Child plans and conducts investigations and experiments.
- P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

## Materials

- one clear 16- to 32-ounce glass jar with lid
- one-third to one-half cup of hot water (not boiling)
- microwave-safe pitcher/measuring cup
- aerosol hairspray\*
- ice
- paper towels
- blue food coloring (optional)

\*hairspray must be aerosol

## Preparation

Before doing this activity with children, read through the teacher background information, try the activity, and practice the song with hand gestures.

Background information for teachers:

For a cloud to form you need three things:

1. warm, moist air or water vapor
2. a cooling process

3. a cloud condensation nucleus or something for a water droplet to condense onto like a dust particle (a place for a water droplets to land)

How this activity works:

The warm moist air or water vapor is created when you trap the hot water in the jar. Because warm air rises, the water vapor rises to the top of the jar and meets up with the cool air made by the ice cubes.

The ice cubes represent the cooling process. The top of the jar is like the colder temperatures in the upper atmosphere. As the air gets, the tiny droplets of water in the air move slower.

The water droplets attach to or land on even tinier tiny particles of dust, smoke, pollution etc. The microscopic particles in the aerosol hairspray provide a place for water droplets to collect and form cloud droplets. When you have enough cloud droplets, you can see a cloud!

## Directions

**“Did you know that every cloud you see in the sky is made of very tiny droplets of water that attach to even tinier things high up in the sky like dust, smoke, and pollen? But how do those tiny droplets make a cloud?”**

**“First, let’s learn a song about how those water droplets *form*, or make, a cloud.”** See the hand gestures that follow. Teach the song with the hand gestures and sing it several times with the children.

### “The Cloud Song”

Sung to the tune of “Are You Sleeping?”/“Frere Jaques”

Warm air rises, warm air rises  
(Are you sleeping, are you sleeping)

With water in it, with water in it.  
(Brother John, Brother John)

As the air gets cooler, droplets land on dust  
(Morning bells are ringing, Morning bells are ringing)

To form a cloud. To form a cloud.  
(Ding ding dong, ding ding dong)

**“This song tells us a little about how a cloud is made. But let’s think like scientists now. As scientists, we can *investigate* or look closely at things to learn about them. Before scientists investigate something, they have a question they try to answer. Today, as scientists, we will ask this question: How does a cloud form? Say that question with me: How does a cloud form?”**

**“To help us answer our question of how a cloud forms we will make a cloud in a jar.”**

Before beginning the investigation, explain what happens in real life when a cloud forms. Use the verses from the song and the hand gestures to make this connection.

You might say	Song verse	Hand gestures
“The cloud that will form in the jar is like what happens in real life. But it’s very hard to see a real cloud form. In the real world, warm air is carrying water droplets up into the sky every day.”	<p><i>Warm air rises, warm air rises</i></p> <p><i>With water in it, with water in it</i></p>	<p>hands palm down gently sway back and forth at hip level and rise slowly</p> <p>as hands reach chest level, wiggle fingers as hands sway left to right to represent the water droplets in the air</p>
“As the warm air rises higher and higher, it starts to cool off because the sky is cold.”	<i>As the air gets cooler</i>	cross arms and shiver
“As the warm air cools, the droplets of water start to land on even tinier bits of things floating in the air like smoke and dust.”	<i>Droplets land on dust</i>	with hands slightly above head level, pinch index finger tip and thumb together forming an okay sign. Alternate one hand and then the other doing this randomly in the air
“At first you can’t really see a cloud forming. But as more and more water droplets attach to more and more bits of things like smoke and dust in the sky, we begin to see a cloud forming and getting bigger as more droplets of water attach to those tiny bits of things in the air.”	<i>To form a cloud, to form a cloud</i>	with hands still above head level, cup hands as if holding a beach ball. Make slow exaggerated movements as if the ball is getting blown bigger breath by breath

“Now let’s do the investigation!”

“First, I’ll put some water in this jar. This water is very hot so that the water droplets can rise in the jar. If the water were cold, it would stay at the bottom of the jar.

“Next, I’ll quickly spray hairspray inside the jar and put the lid on. The hairspray will be like the smoke or dust that tiny droplets of water will attach to.

“Then, we will put ice on the top of the jar. The ice will make the air in the top of the jar cold like the cold air up high in the sky where we see clouds.”

“As we make the cloud in a jar, things will happen quickly. We need to look closely and talk about what we see happening.”

Investigation Steps:

1. Pour hot water into the jar.
2. Quickly spray in hairspray for a count of two seconds and screw on the lid.

3. Allow children to place several cubes of ice on the lid. Encourage children to make observations. Remind children that as the warm air gets cooler, the water droplets in the air can land on the tiny bits of hairspray.

You might ask:

- “What do you think the air in the jar near the water feels like?”
- “What do you think the air in the jar near the lid covered in ice feels like?”
- “What is moving up from the water?”
- “As the water droplets get cooler, what can they land on?”
- “Do you see anything moving in the jar? Tell me what you see.”
- “What do you notice about the cloud forming?”

4. After about one minute, open the lid and release the cloud. Allow children to touch the cloud. Avoid blowing on it as it will dissipate quickly.

“We just saw a cloud form in a jar! This helped us learn about how clouds form in the sky. Let’s sing the song again to help us remember how a cloud is made.” Lead children in singing “The Cloud Song.”

### Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

Upward scaffold: “What do you think would happen if we used cold water instead of hot water in this investigation?”

Upward scaffold: “What do you think would happen if we didn’t put any ice on top of the jar?”

Downward scaffold: If the child does not know what a cloud is, point to one outside the window or show a picture on a computer.

Downward scaffold: If a child has difficulty with the concept that warm air rises, pour hot water into one cup and room temperature water in another cup. Have the child put their hands over the openings and feel the difference. Explain that the hand over the hot water feels wet because the warm air rose and stuck to their hand.

### Teacher Tips

How does this model of a cloud forming work? Some of the warm water that you poured into the jar turned to water vapor and rose to the top of the jar. The top of the jar is cool because of the ice on top. This mimics the cold atmosphere in the sky. As the water vapor cools, it condenses. A cloud can form if the tiny droplets of condensation have a particle to attach to, like the tiny particles in the hairspray. Outside of this experiment, water droplets would condense onto microscopic particles of dust, pollen, volcanic ash, pollution, etc.

We recommend doing this investigation during small group time so that all children get an opportunity to see the cloud form. You could sing the song in whole group before moving to small groups. You could do the investigation in whole group if you have help from other adults to pour the water, spray the hairspray, and facilitate the discussion.

Consider reading aloud a book about clouds during a different part of the day or the day before this activity.

*El ciclo del agua/The Water Cycle* by Helen Frost

*Clouds* by Marion D. Bauer

*Water is Water* by Miranda Paul

Consider setting up a smartphone or tablet with a camera and recording what happens inside the jar. This way, children can watch it multiple times as you discuss or before they draw what happened in the jar.

You may choose to repeat the investigation. You can pour the old water back in the measuring cup and reheat it or heat fresh water. For differing results, use cold water or just slightly warmed water. Using warm water or cold water will result in little to no cloud formation. Allow children to experience this and compare the different results.

Warn children that the jar will get hot at the bottom. Explain that you will pour the hot water and handle the jar. Encourage the children to stay still while you are handling the hot water. Cup your hand around the mouth of the jar as you spray the hairspray in order to keep it aimed inside the jar and away from the children. Also, place your hand over the mouth of the jar after spraying until you can quickly put the lid to the jar. Screw the lid securely but not too tightly. At this time, children can help place ice cubes on top of the lid.

If the cloud does not form in the jar, you have either not enough water or too much water, the water is not hot enough, or you did not use enough hairspray.

# Head in the Clouds

Children will observe clouds and recreate the cloud shapes they see.

## Texas Prekindergarten Guidelines: PK4 Outcomes

VI.C.2 Child identifies, observes, describes, and discusses objects in the sky.

VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.

## Head Start Early Learning Outcomes Framework

P-ATL 11. Child shows interest in and curiosity about the world around them.

P-ATL 12. Child expresses creativity in thinking and communication.

P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).

P-SCI 2. Child engages in scientific talk.

## Materials

- paper or science journals
- pencils
- blue or black construction paper
- white paint
- paintbrushes
- glue
- cotton balls

## Preparation

Prepare tables or the art center with materials. If children do not have journals for daily writing, make them a science journal with a few sheets of paper. Become familiar with clouds by reading the table.

Common cloud types		
<i>Cirrus</i>	<i>Cumulus</i>	<i>Stratus</i>
thin and wispy sheets look white because they are made of ice crystals a clue that bad weather is coming	large fluffy like cotton bright white can be thick and tall flat bottoms	thick gray look like fog produce light, drizzly rain or snow

Note: The prefix nimbo and suffix nimbus indicate a rain cloud (for example, cumulonimbus clouds are large, fluffy rain clouds).

SAMPLE

Children have many misconceptions about clouds.

Clouds are made of cotton, wool, or smoke. (They are made of water droplets.)

Rain comes out of holes in clouds.

Rain is clouds sweating.

It rains when clouds melt.

Clouds move because we move.

Clouds come from above the sky.

## Directions

On a day with many *cumulus* clouds, take children outside to observe clouds. If children do not know what a cloud is, point to one and explain to that clouds are the white fluffy things that we see in the sky. Then talk about clouds: **“Look at the clouds! Sometimes we see white fluffy clouds in the sky, but other times we see dark and stormy clouds. Every cloud you see is made of tiny droplets of water. When clouds get too full of water, the water falls from the clouds. We call that falling water, *rain*. Clouds are very important because they bring people, plants, and animals water to drink. Sometimes when you look at clouds, you can see shapes that look like animals or people! Let’s look at the clouds. When you see an interesting cloud, draw it in your science journal. Good scientists always write down or draw what they see. When we get back inside, we’ll do an art project to recreate what you saw!”**

Give children time to look at the clouds, but watch carefully to make sure children aren’t staring into the Sun. Model what you see using words like *fluffy, thin, feathery, layered, big, small, flat, white, gray*. Circulate and support children as they observe and draw. Even if you don’t see the figure the child is describing, show interest in their ideas. Have children record their observations in their science journals.

Back inside, have children recreate the cloud shapes. Allow time for children to draw and paint, or make a picture with cotton balls. Encourage children to describe the clouds using some of the vocabulary words you modeled. You might ask, **“Elora, is your cloud fluffy or flat? Is it white or gray?”**

While children work, ask questions such as:

**“What do you think makes the clouds move?”**

**“If a cloud keeps getting darker, what do you think will happen next?”**

**“What are clouds made of?”**

**“What does it mean when there are no clouds?”**

**“What happens to clouds at night?”**

Allow time for children to share their observations and artwork in the Author’s Chair. Compare their journal drawing to their final project.

## Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

Upward scaffold: **“If there are no clouds in the sky, could it rain?”**

Downward scaffold: **“Can you point to the clouds you are looking at? Does it look like a shape you know?”** or **“Do your clouds look like an animal or person?”**

## Teacher Tips

Read a book to engage children in learning about clouds.

*Shapes in the Sky* by Josepha Sherman

*It Looked Like Spilt Milk* by Charles G. Shaw

Carefully shredding cotton balls will give the appearance of cirrus clouds.

SAMPLE



# Feeling Safe

Children will learn about and discuss what it means to feel safe and what helps them feel safe.

## Texas Prekindergarten Guidelines: PK4 Outcomes

- I.B.2.a Child begins to understand the connection between emotions and behaviors.
- III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- III.D.3 Child asks and responds to questions relevant to the text read aloud.
- III.D.4 Child makes inferences and predictions about a text.
- IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

## Head Start Early Learning Outcomes Framework

- P-LIT 5. Child asks and answers questions about a book that was read aloud.
- P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
- P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.
- P-SE 8. Child manages emotions with increasing independence.

## Materials

- Draw and Write sheets for each child (download PDF)
- zip-top bags
- book: *Owen* by Kevin Henkes
- chart paper or whiteboard with marker
- drawing/writing materials

## Preparation

Make a Student of the Week book using construction paper. On each page, staple a zip-top bag. Read through *Owen* and decide where you might stop to have students talk about the book or their personal experiences.

Think about what you would draw and write as a response to “What is something that makes you feel safe?”

Have the Draw and Write sheets and materials ready.

## Introduce

“Today we’re going to read the book *Owen*, by Kevin Henkes. This is a story about a mouse named Owen and Fuzzy, his fuzzy yellow blanket. For Owen, Fuzzy is *essential* because it makes him feel safe. When something is *essential*, you need it and can’t be without it. When Owen feels scared, he needs Fuzzy to help him feel that everything will be okay. Fuzzy is Owen’s *security* blanket. *Security* is another word you can use to talk about things that help you feel safe. While we read, I want you to think about this question: Why does Owen feel he needs to carry Fuzzy everywhere?”

Read the story. Stop during reading to ask questions and respond to students’ idea.

Consider these possible stopping points and discussion questions:

Pg. 2: Where does Owen take Fuzzy? (Look at the pictures, too.)

Pg. 5: Let’s make a prediction. What do you think is going to happen next? (Do you think Owen is going to put Fuzzy under his pillow or hide Fuzzy?)

Pg. 7: Let’s check our prediction(s). What does Owen do? (We thought, and now we see that Owen hid Fuzzy in his pajamas.)

Pg. 16: How do Owen’s mom and dad feel about Fuzzy?

Pg. 21: How does Owen’s mom solve the problem?

## Model and Explain

Discuss book: “Remember our question: Why does Owen feel he needs to carry Fuzzy everywhere?”

Possible answers:

Fuzzy helps Owen feel better if he’s scared.

Owen has had Fuzzy since he was a baby, so it comforts him

Owen feels safe when he has Fuzzy.

Consider asking these additional questions:

What else do you think makes Owen feel safe?

What or who makes you feel safe?

Explain Draw & Write: “Now we’re going to draw and write about what makes us feel safe.”

Model: “I will show you first.” On chart paper or the whiteboard, draw what makes you feel safe. Think aloud as you draw:

“I’m going to think about what makes me feel safe. I’m going to draw myself, and what it is that makes me feel safe.” Tell students what’s happening as you draw it. Tell a story: “I remember one time...”

“Now I’m going to write a sentence at the bottom about what makes me feel safe and why. ‘I feel safe when...’ When it’s your turn to draw, I can help you write your message at the bottom of your page.”

## Guide Practice

“Now it is your turn.” Transition to tables and pass out materials and the Draw and Write sheets to the students. Read prompt: “What is something that makes you feel safe?”

As you walk around supporting students, help each student write a summary sentence in the space provided at the bottom of the page.

## Summarize

“Everyone gets scared or worried sometimes, and usually people have something or someone that helps make them feel safe. For Owen, it was Fuzzy the blanket, which became a handkerchief. Mrs. Tweezers also had a handkerchief. Other people have a stuffed animal, a picture, or a necklace or watch. It can also be a person who makes you feel safe, like your mom or dad. It helps when you have something or someone to hug or hold on to, but even if they’re not there, just thinking about them might help you feel better and safe.”

## Scaffolding

Less support:

- Restate the original question.
- Ask the student to label him/herself.
- Ask the student what’s happening in the picture so far.
- Give encouragement: “That’s good. You can draw it!”

More support (ask questions):

- “Tell me a time that you were scared and what helped you feel better or safe?”
- “What is something or someone who makes you feel safe or calm?”
- “What does it feel like to you to be safe?”

## Teacher Tips

Be sensitive to what students and their families have experienced and may have lost during flooding or other traumatic event.

Students may not have something or someone that makes them feel safe at the moment because of a traumatic event. Refer students to a professional social worker or psychologist if needed.

Consider reading another book related to feelings and caring for others:

- The Way I Feel* by Janan Cain
- Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- Caring* by Isabel Thomas
- The Kissing Hand* by Audrey Penn
- The Rainbow Fish* by Marcus Pfister

# Feeling Scared or Afraid

Children will identify feelings of scared or afraid in themselves and others by recognizing cues, such as facial expressions and body language.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.
- I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.

### Head Start Early Learning Outcomes Framework

- P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.
- P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

## Materials

- picture cards for scared (download PDF)

## Preparation

Teach the activities named *Feeling Happy and Sad* and *Feeling Mad or Angry* activity before this activity.

Print the emotion cards. Laminate cards if desired.

## Introduce

“Today we are going to talk about feeling scared. *Afraid* is another word that means scared. Everyone gets scared sometimes, and that’s okay. Sometimes we feel scared when we don’t feel safe or we feel like something might hurt us. When we feel scared, our body quickly feels different inside.”

Model. “First you start to breathe faster and then your heart beats faster. Sometimes your chest or stomach feels tight, or even starts to hurt a little bit. You might even get tingly feelings in your arms, legs, or back of the neck. That’s how you might feel in your own brain and body, but there are clues we can see when someone else is feeling scared.”

## Model and Explain

“Let’s look for clues we can see on someone’s face or body when they are feeling scared.”

Show the scared/afraid emotion card with the child in the orange dress. **“This little girl is feeling scared. When a person is scared, you might see their eyes become big and wide, and they might act like they’re trying to get away from something.”** Model. **“This girl’s mouth is open like she might be making a small, scared sound like a *whimper*. A *whimper* sounds like this.”** Model. **“Let’s make our face look like hers. Turn and show your partner a scared face and make a little whimper sound.”**

“If someone is feeling scared, they might show you other clues like (model each):

- leaning back or away,
- opening their mouth,
- raising their hands to their face,
- covering their mouth or eyes,
- and their body could be trembling or shaking a little bit.”

Have the group of children act out some of the clues for scared/afraid in unison with you or with a partner.

### Guide Practice

**“Let’s keep practicing figuring out if someone is feeling scared or afraid. Show thumbs up (model) if you think the person looks scared. Show thumbs down (model) if you think the person does not look scared.”**

**“Look for clues to figure out how the child is feeling in this picture.”** Show the second scared card. **“Does this child look scared?”** Allow for thumbs up/down responses. Confirm that the child is scared. Encourage children to point out different clues in the picture that show the child is feeling scared.

**“Let’s see if you can figure out if I am feeling scared or not scared by looking for clues in my face and body. If you think I’m showing you clues that I’m feeling scared, show thumbs up.”** Model. **“If you think I’m not scared, show me thumbs down.”** Model.

Remind children to show thumbs up for yes/mad or thumbs down for no/not mad after you act out each set of facial expressions and body language.

Widen eyes, grimace with bottom lip stretched, as you cower back and partially cover your eyes. Allow for group response: thumbs up. Review the clues for scared as children do the actions with you or take turns doing it with a partner.

Smile, wink, and giggle. Allow for group response: thumbs down. **“Thumbs down, I was not showing clues for scared!”** Scaffold as needed.

Widen eyes, raise and tense shoulders, and lean back or away. Allow for group response: thumbs up. Review the clues for scared as the children do the actions with you or take turns doing it with a partner.

Angle eyebrows down towards nose, narrow or make eyes smaller, cross your arms, pinch your lips into a straight line. Allow for group response: thumbs down. **“That’s correct, thumbs down. I did not show clues for feeling scared.”** Scaffold as needed.

Widen eyes as you shake and tremble, and bring hands up towards your mouth or face. Allow for group response: thumbs up. Review the clues for scared as the children do the actions with you or take turns doing it with a partner.

Review the two scared/afraid emotion cards. On this day or on another day, have children draw a picture of something that makes them feel scared.

### Summarize

**“You did a great job using clues to figure out when someone is feeling scared or afraid. Everyone feels scared sometimes, and it’s okay to cry. You can also tell someone about what makes you scared.”**

### Scaffolding

Provide the “just right” amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

Upward scaffold: When a child can successfully identify whether or not face and body clues indicate a person is feeling scared, ask the child to name other feelings you act out and what clues helped them to identify the feeling. For example, smiling and giggling are clues for feeling happy.

Downward scaffold: If a child has difficulty identifying a feeling, give the child a situation to help make sense of the feeling and clues. For example, **“When I saw a bee fly by me, my eyes got big and wide and I leaned way back. Do you think I feel scared or happy?”** Allow time for the child to respond. **“Did you ever feel scared? You felt scared when you \_\_\_\_.** **Show me how your face looked.”**

Downward scaffold: If a child has difficulty demonstrating how an emotion looks, review how each clue looks in the face and body for the child to mimic one at a time. **“Show me how your eyes get big and wide. Show me how you cover your face. Show me how your body can shake a little bit when you’re very scared.”** You can use a mirror so that the child can see both your and their facial expressions and body language.

### Teacher Tips

Consider reading books about feeling scared or afraid. Have children notice how the characters’ faces and bodies look when they are feeling scared or afraid.

*When I’m Feeling Scared/Cuando tengo miedo* by/por Trace Moroney

*When Someone is Afraid/Cuando alguien tiene miedo* by/por Valeri Gorbachev

*When I Feel Scared* by Cornelia Maude Spelman

*The Shark Who Was Afraid of Everything* by Brian James

If you have the children draw scared/afraid faces on a different day, be sure to review the emotion cards and the clues. Have children discuss how scared faces might look as they draw.

While reading books to children in any subject area, have children look for characters that are feeling scared or afraid. Ask, **“How can you tell the character is feeling scared?”** You can provide hints such as **“What is their face doing?”** or **“What is their body doing?”**



You might sing the song “If You’re Happy and You Know It” and change the actions to match the clues the children have been using. You might sing, **“If you’re scared and you know it, cover your eyes.”** You could also substitute “lean away,” “widen your eyes,” “shake and tremble,” etc.

Social history and culture can play a role in how some people display and interpret emotions. Learning about the child’s social and cultural experiences may be helpful. Consult with a school counselor when necessary.

## What Makes You Feel Safe?

Children will learn about feeling safe and share and discuss things that make them feel safe.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- I.B.2.b Child uses verbal and nonverbal communication to communicate basic emotions and feelings.
- I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.
- III.D.3 Child asks and responds to questions relevant to the text read aloud.
- IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

### Head Start Early Learning Outcomes Framework

- P-LIT 5. Child asks and answers questions about a book that was read aloud.
- P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.
- P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.
- P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

### Materials

- picture cards and drawing sheet (download PDF)
- chart paper/tablet for teacher modeling
- writing materials for students
- book: *The Kissing Hand* by Audrey Penn

### Preparation

Read through *The Kissing Hand* and decide where you might stop to have students talk about the book.

Think through the personal experience you will use to model the writing prompt for students.

Have paper and writing materials ready for students to draw and write in response to the story.

### Introduce

**“Today we will read a story about a little raccoon named Chester who doesn’t want to go to school because he is scared. His mom helps him feel better by kissing his hand and making him feel safe and loved. When you feel safe, it feels like nothing can hurt you. Sometimes things that happen can be scary, but there are things we can do to help ourselves feel safe again. Let’s look at some pictures of feeling safe.”**

Show large picture card of “Feeling Safe” and discuss the four smaller picture cards of common things that make children feel safe. Encourage discussion about children’s experiences with the concept or item on each card. Add each smaller card under the large card, creating the beginning of a list. (Children will add their own items to the list after reading the story).

**“While we read, think about the things that might make you feel safe and loved if you were feeling scared. Later, we’ll add your ideas to our list.”**

Read the story.

Possible stopping points and talking prompts:

Page 4: **“Why do you think Chester’s mom tells him he will love school? I think she tells him that so he won’t feel so scared. She wants him to feel safe.”**

Page 9: **“How did Chester feel when his mom kissed his hand? Why do you think he felt that way?”**

Page 11: **“Chester’s mom is giving him a hug to make him feel safe and loved. How do you feel when your mom or dad gives you a hug or kiss?”**

Page 15: **“Look at these illustrations. How do you think Chester feels now about going to school? What made him feel better?”**

### Model and Explain

After you finish reading the story, consider asking the following questions:

**“How did Chester feel about going to school at the beginning of the story?”**

**“What did Chester’s mom do to make him feel safe and loved? How did this change Chester’s feelings about school?”**

**“Can you think of something that has made you feel scared? What happened?”**

**“When you’re feeling scared, what makes you feel safe again?”**

### Guide Practice

**“Now we are going to draw a picture of something that makes us feel safe and add it to our list from before. Remember, when you feel safe, it feels like nothing can hurt you.”**



**“I’ll draw my picture first.”** (Teacher models a think-aloud drawing activity related to a time they felt scared/felt safe).

**“I’m thinking about a time when something was scary for me. I’m going to think about what I did, or what someone else did, that made me feel safe again. I’m going to draw myself here and add details to show what made me feel safe. I’m also going to write a sentence at the bottom to tell what happened and how I was feeling.”**

**“Now it’s your turn. Think about something that makes you feel safe when you feel scared.”**

Transition to tables and provide materials for children to draw their own pictures. Provide support to children wherever needed. Take dictation of students’ stories and experiences with feeling safe.

### Summarize

After all children have finished their drawings, come back together as a group to share.

**“Now that we’ve drawn our pictures, let’s share about what makes us feel safe and add it to our list. There are lots of things that might help someone feel safe. Sometimes learning about what makes other people feel safe can help give us extra tools to make ourselves feel better when we feel scared, too.”**

Encourage students to share their drawings and sentences with the group. Ask questions and expand on what students say. Be sensitive to students’ experiences feeling scared and safe."

### Scaffolding

Less support: **“Sometimes scary things happen and we count on the people around us to help us feel better, like Chester did with his mom. Who is someone in your life that makes you feel better when you are scared?”**

More support: **“When you’re scared, does your sandwich or your favorite toy help you feel safe? When you’re scared, you can cuddle with your f\_\_\_\_.”** (favorite toy)

### Teacher Tips

Sometimes it’s helpful to relate ways to feel safe to a “toolbox” kids have of strategies that they can pull from to feel better when they are scared. All of these things that make children feel safe can be tools for them to rely on when they feel afraid.

Highlight the fact that one person can have many things that help him or her feel safe. Knowing about how others help themselves feel better can help you, too. Even thinking about his mom and her kiss made Chester feel better, so even if the item itself is not present, children can think about something to make themselves feel better.

Be sensitive to what students and their families have experienced. If students feel uncomfortable drawing their own bad day, perhaps have them draw something that happened to someone else they know.

Students may have varying experiences with Hurricane Harvey and flooding, or other traumatic events. Refer students to a professional social worker or psychologist if needed.

Consider reading another book related to feelings and caring for others:

*The Way I Feel* by Janan Cain

*Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst

*Caring* by Isabel Thomas

*Owen* by Kevin Henkes

*The Rainbow Fish* by Marcus Pfister

## How Does Your Family Celebrate?

The child will describe a family custom or tradition and compare that custom to another child’s custom.

### Texas Prekindergarten Guidelines: PK4 Outcomes

- I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.
- VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.
- VII.A.2 Child identifies similarities and differences in characteristics of families.

### Head Start Early Learning Outcomes Framework

- P-ATL 11. Child shows interest in and curiosity about the world around them.
- P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
- P-SE 10. Child expresses confidence in own skills and positive feelings about self.
- P-SE 11. Child has sense of belonging to family, community, and other groups.

### Materials

- photograph of your family celebrating a holiday or birthday
- photograph of another adult in the school that children know celebrating the same holiday in a different way
- drawing paper
- pencils, crayons