

BIG Idea:

I can plant a seed and watch how it grows.

Knowledge Focus:

Children learn about their environment by investigating characteristics of the natural world.

Social-Emotional **Focus:** Curiosity

·Vocabulary

Theme Words

flower seeds petals tree plant vine roots

Story Words

bustlina frolicking crowded rolling darting sprouts flitting weed

Math Words

add count

Social Studies Words

factory orchard grocery store

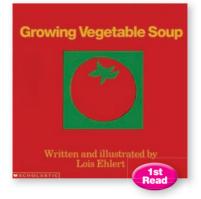
Science Words

leaves soil roots stem seedling

MONDAY

Read Aloud

Growing Vegetable Soup



TUESDAY

Big Book

What the Sun Sees/What the **Moon Sees**



Songs and **Fingerplays**

"Here is My Garden"



Read Aloud

Growina **Vegetable** Soup



Phonological Awareness

Alphabet Review: Ss and /s/

Sounds

Practice: Tt and /t/

Practice: Identifies and

Matches Initial Sounds

Concepts of Print and Comprehension

Knowledge

 Comprehension: Uses Picture Clues

• Small Groups Review:

Identifies and Matches Initial

Concepts of Print: **Directionality**

Emergent Writing

 Shared: Contributes Ideas for Writing (Info.-Expl.), **Completes a Sentence**

 Shared: Completes a Sentence, Labels Pictures

Oral Language

 Vocabulary: Uses Math Words, **Uses Theme Words**

 Speaking and Listening: **Responds Appropriately**

 Vocabulary: Uses Naming Words, Uses Science Words

Mathematics

Content Areas

Review: Compares Lengths,

• Introduce: Addition

Time Order, Counts Objects, **Concept of Counting**

Small Groups Practice:

Addition

 Review: Counts Objects, Sorts and Describes Objects

 Science and Health: **Understands Basic Needs**

Physical Development: Uses **Gross Motor Skills**

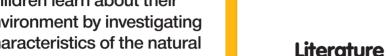
Fine Arts: Uses a Variety of **Materials**

• Science: Plant Life Cycle

 Social Studies: Community Workers

Physical Development: Uses **Gross Motor Skills**

 Fine Arts: Engages in Dramatic **Play**



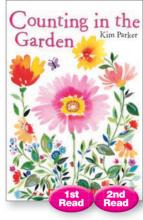
WEDNESDAY

THURSDAY

FRIDAY

Read Aloud

Counting in the Garden



Sonas and **Fingerplays** "Pick a

Tomato"



Read Aloud Growina Vegetable

Soup



Review Read Aloud How Does Your SaladGrow?



- Small Groups Practice: **Identifies and Matches Ending Sounds**
- Practice: Identifies and **Matches Ending Sounds**
- Practice: Identifies and **Matches Ending Sounds**

- Practice: Tt and /t/
- Practice: Tt and /t/
- Small Groups Practice/ Write/Assess: Tt and /t/

- Comprehension: Role of **Author and Illustrator**
- · Concepts of Print: Meaning of Print
- **Picture Clues**
- Comprehension: Uses **Book Information**

• Independent: Writes a List.

Shared: Contributes Ideas

for Writing (Info.-Expl.)

Labels Pictures

- Independent: Writes **Symbols or Letters**
- Shared: Contributes Ideas
- for Writing (Narrative)
- Speaking and Listening: **Responds to Questions**
- Vocabulary: Uses Story Words
- Practice: Addition, Problem Solving
- Review: Uses Ordinal **Numbers, Counts Objects,** Counts to 10
- Science: Life Cycles
- Social Studies: Community Workers
- Physical Development: Uses **Gross Motor Skills**
- Fine Arts: Engages in **Dramatic Play**

- Comprehension: Uses
- Independent: Uses Writing **Conventions, Forms Letters**
- Shared: Contributes Ideas for Writing (Info.-Expl.)
- Speaking and Listening: **Positive Listening Habits**
- Vocabulary: Uses Describing
- Words, Uses Theme Words
- Small Groups Practice: Addition
- Review: Time Order, Counts Objects, Numerical Order, **Numeral Recognition**
- **Explores Living Things** Physical Development: Uses **Gross Motor Skills**

• Science and Health:

• Fine Arts: Sings New and **Familiar Songs**

Takes Turns Speaking Vocabulary: Uses Math Words

Speaking and Listening:

Practice/Draw/Assess:

Addition

- Review: Counts Objects
- Science and Health: Plant Life Cycle
- Physical Development: Uses **Gross Motor Skills**
- Fine Arts: Sings New and **Familiar Songs**

Online

For Families

Remind families to share in their child's learning by exploring the Big Day Online Family Space for:

- Big Dav BookFlix videos, multimedia books, and activities
- Tip of the Week
- Theme Letter
- Online Fun and Games
- Learn and Play Downloadables
- Family Resources and more!

AND access the **Teacher Space** to customize lesson plans, get resources, set up family tips, and more.



Learning Centers

Blocks & Building Center

 Construct different-sized trees with different-sized blocks.

Creativity Center

Make a shoebox flower garden.

Dramatic Play Center

 Set up a farmer's market and roleplay there.

Math Center

 Make up addition stories using five seeds.

Reading & Listening Center

 Read and explore fiction and nonfiction about plants.

Science Center

 Observe and examine the inside of a lima bean.

Technology Center

 Practice interacting on a whiteboard and watch Happy Birthday, Moon.

Writing Center

 Illustrate and label the life cycle of a plant.

Resources at a Glance

MONDAY

Growing Vegetable Soup



Big Wall Chart 7



Picture Card 45



Math Mat 25



Snap Cubes

TUESDAY



What the Sun Sees/ What the Moon Sees



Growina Vegetable Soup



Letter Vest With Tt



Songs and **Fingerplays**





Science Poster 13



Number Cards

WEDNESDAY



Counting in the Garden

THURSDAY



Growing Vegetable Soup



Songs and **Fingerplays**



Picture Cards



Science Poster 13



Number Cards 1-10

FRIDAY



How Does Your Salad Grow?



Letter Cards Aa-Tt



Magnetic Numbers 0-9



This Week's Downloadables From TEACHER SPACE

BookStix

- What the Sun Sees/ What the Moon Sees
- Growing Vegetable Soup
- · Counting in the Garden
- How Does Your Salad Grow?

Activity Resources

- Math Mat 25: How Many All Together?
- Vocabulary Cutouts: Theme 7, Week 1
- Calendar Chart
- Soup Bowl Cutout
- Bee and Ladybug Cutouts
- Tomatoes From 1-10 Cutout
- · Ant, Bee, Tulip, and Leaf Cutouts

Assessment

- Small Group Observation Guide: Theme 7, Week 1
- Circle Time/Story Time Observation Guide



Teacher and Child **Interactions**

See page 54 for suggestions to guide and enhance interactions with children throughout the Big Experiences this week.

MATERIALS

What You Have

Big Wall Chart 7

- Picture Card 45
- Snap cubes

What to Prepare

- · Cup filled with seeds
- Downloadable Vocabulary Cutouts
- KWL chart
- Seeds for collage
- Tissue paper scraps
- Construction paper

What You Have



Growing Vegetable Soup

What to Prepare

- Grocery bag filled with a can of vegetable soup and play vegetables
- Downloadable Soup Bowl Cutouts
- Magazine pictures of vegetables
- Large pot, spoons
- A seed, seedling, and full-grown plant

What You Have

What to Prepare



apples

Colorful paper scraps

Circle Time

Theme Introduction

How Do Plants Grow?

Children begin their week exploring plants and plant growth with real seeds, a seed collage, and a KWL chart.

Make Learning

Phonological Awareness

Seed and Sun Sounds





Alphabet Knowledge

Let's Plant Some Seeds Today (



Growing Vegetable Soup

Children learn about gardening through a read aloud and make their own soup with pictures of vegetables in a soup bowl.

Make Learning

Physical Development

Plant, Rake, and Weed

This Is How It Grows



Science and Health

What Plants Need



Read Aloud: Children's Choice

Songs and Fingerplays

"Ten Fat Peas," p. 83

Circle Time

Mathematics

Math Mat 25

How Many Carrots in All?

Children practice addition as they combine and count up to five fruits or vegetables.

Make Learning

Number Sense

Counting Tomatoes

Fine Arts

Three Veggies in All



Put One in the Pot!



Intervention

Phonological Awareness: Reinforce matching and identifying initial sounds.

mall Groups

Instruction

Phonological Awareness: Review identifying and matching initial sounds.

Learning Centers

Daily Connections

Math: Make up addition stories using

Dramatic Play: Play farmer's market.







Theme Introduction

How Do Plants Grow?

What We Are Learning

Phonological Awareness

Matches initial phonemes

Alphabet Knowledge

• Identifies letter sounds

Emergent Writing

 Contributes ideas for writing (info.expl.)

Oral Language

- Shares appropriate information
- Uses theme words

Mathematics

Compares lengths

Science and Health

Understands basic needs

Vocabulary

Theme Words

plant roots seed tree vine



Develop Plant Knowledge

Gather children in a circle. Pass around a cup of seeds and have children pick up the seeds and touch them. Have children share their experiences with seeds (such as planting them or finding them in fruits or vegetables). SHARES APPROPRIATE INFORMATION

- I wonder what these seeds will grow to be? Invite children to name things that could grow from the seeds. Explain that seeds need certain things to grow: sun, soil, water, and air. Ask children why they think seeds need these things to grow. UNDERSTANDS BASIC NEEDS
- Cover the Fall and Winter pictures on Big Wall Chart 7. Ask
 children to describe the plants in the Spring and Summer
 pictures. Use the Downloadable Vocabulary Cutouts, as
 appropriate, with sticky tack to label images on the Big Wall Chart.

Daily Writing: Our Plant KWL

 Give each child a piece of paper. Ask children to talk with neighbors about what they know about plants. Then encourage them to draw plants, including as many details as they can.

 Draw a KWL chart. Have children share what they know about how seeds grow, including ideas from their drawings. Write their responses in the "K" column. CONTRIBUTES IDEAS FOR WRITING (INFORMATIVE-EXPLANATORY)

"Grow" a Collage

Invite children to choose some seeds and glue them on construction paper in rows. Encourage children to use crayons, glue, and tissue paper scraps to create a collage that shows what the plants might look like as they grow from their seeds.

Observe Observe whether children can describe predictions based on their experience and background.

English Language Development

Reinforce the theme words using picture support or real examples from the classroom. Point to the seeds from the activity, then to a plant or picture of a plant. Seeds grow into plants. Encourage children to repeat the sentence and find other examples of plants in the classroom.

USES THEME WORDS



Extend key concepts and skills across the curriculum.

Phonological Awareness

Seed and Sun Sounds

Display the picture card for *sun* and remind children that plants need sunlight to grow. Ask children to tell which word has the same first sound as *sun*: *map*, *sand*, or *hat?* Then ask them to tell what the first sound in *seed* and *sun* is. (/s/) Repeat with other picture cards and do the same routine with other words, such as *garden*, *summer*, and *leaf*.

MATCHES INITIAL PHONEMES

Mathematics



Grow and Measure

Provide children with snap cubes and invite them to measure the heights of the plants they created in their collages. Then, ask partners to compare and contrast the heights of their plants. Ask them to predict what would happen to real plants if they had water and sunlight. Would they get taller or shorter?

COMPARES LENGTHS



Alphabet Knowledge

Let's Plant Some Seeds Today

Invite children to clap each time they hear /s/ as you sing this song to the tune of "The Farmer in the Dell."

Let's plant some seeds today.

Let's plant some seeds today.

Let's plant them here and plant them there.

Let's plant some seeds today!

IDENTIFIES LETTER SOUNDS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe

If ...

Then...

How Do Plants Grow? Observe whether children describe predictions based on their

experience and background.

ORAL LANGUAGE

A child needs support to make predictions about seeds and plants...

- Practice making predictions, giving the child possible language for expressing his or her ideas, such as I think ___, because ____. (I think these seeds will become flowers because I have planted seeds before.)
- If the child has difficulty making predictions, ask questions to help him or her make a connection. Have you planted a seed before? What happened?

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

To introduce children to how plants grow, show plants or pictures of plants. Ask children what they notice, focusing on the plants' stems and leaves. Show seeds and tell children that someday the seeds will grow into plants.

Special Needs

Provide large seeds such as sunflowers or lima beans, which will be easier for children with fine-motor issues to handle.

Place dots of glue onto the paper or use double-sided tape so that children can easily place the seeds to make the collage.

Enrichment

Prompt children to use descriptive words to describe the plant they hope will grow from the seed they have. Help children complete the sentence with two adjectives: "My plant will be ____ and ____ ."











Read Aloud

Growing Vegetable Soup

What We Are Learning

Comprehension

Uses picture clues

Emergent Writing

· Completes a sentence

Oral Language

Uses naming words

Mathematics

Time order

Science and Health

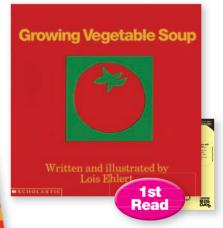
- · Investigates materials
- · Understands basic needs

Physical Development

 Uses gross motor skills

Vocabulary Story Words

sprouts weed



Get Ready to Read

Invite children to find their places on the rug. Take a can of vegetable soup out of a grocery bag. Ask children to name the vegetables in the soup by looking at the label and to describe where the vegetables come from. Make a list of their responses.

 Play a game. Turn on some music and pass a play vegetable around the circle. Pause the music and ask the child who is holding the vegetable to name it and describe its color, size, and shape. Press play and continue the game, adding one vegetable at a time. INVESTIGATES MATERIALS

Share the Book

Book Stix

As you read *Growing Vegetable Soup*, introduce and act out the story words. Explain how seeds change into *sprouts*, or baby plants. Point out the tools people use to clear the soil and plant the seeds. Explain the difference between a weed in a garden and how people *weed*, or remove grass and weeds, from a garden.

 Encourage children to look carefully at the pictures and name the vegetables. Add vegetables to your list. USES PICTURE CLUES

Create a Soup Collage

Share the recipe at the end of the book. Explain that recipes begin with a list of the foods you need to gather before cooking.

- Provide each child with a downloadable Soup Bowl Cutout. Help children fill their bowls with vegetables by cutting out pictures of vegetables from magazines and pasting them into their bowls.
- Ask each child to fill in the following sentence frame after completing their artwork: "There are _____ and ____ in my vegetable soup." COMPLETES A SENTENCE

Observe Observe whether children can regulate their own behavior in a variety of contexts or activities.

Extended Play Soup Shop

Encourage children to be chefs at their own soup restaurant. Set out a large pot, plastic vegetables, and several wooden spoons. Start the play by placing an order. *I'd like vegetable soup made with two carrots and two tomatoes*. Encourage children to count out the ingredients. *How many vegetables are in the soup all together?* Invite them to take turns being customers and cooks.

English Language Development

Help children learn the names of vegetables. Set out play vegetables and explain to children that they are going shopping to buy ingredients for vegetable soup. Next tell children the name of a vegetable they need for the soup and ask them to find the vegetable. For example, We need carrots for our soup. Once children find the correct play vegetables, encourage them to complete this sentence frame: "Here are for the vegetable soup."

USES NAMING WORDS







Extend key concepts and skills across the curriculum.

Physical Development

Plant, Rake, and Weed

Invite children to sing and act out the following song sung to the tune of "Here We Go Round the Mulberry Bush."

This is the way we plant a seed,

Plant a seed, plant a seed.

This is the way we plant a seed,

So early in the morning.

This is the way we rake and weed ...

USES GROSS MOTOR SKILLS

Mathematics



This Is How It Grows

Display the items that are part of a plant's growth cycle: seed, seedling, full-grown plant. Mix up the items and invite children to take turns putting them in the appropriate sequence. Encourage them to use time words such as *first*, *next*, and *last*.

TIME ORDER



Science and Health

What Plants Need

As children move to the next activity, invite them to use **Thumbs Up/Thumbs Down** to respond to questions about what plants need to grow. For example: *Plants need water. Plants need the moon.*

UNDERSTANDS BASIC NEEDS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

A Commission of the commission		
Observe)	If	Then
Growing Vegetable Soup Observe whether children can regulate their own behavior in a variety of contexts or activities. A child needs support to regulate behavior while creating soup bowl art	support to regulate behavior while creating soup	 Talk about appropriate behaviors for this activity beforehand: Be safe with scissors. Cut out pictures that will help you with your project. Use paste only on the paper, not on anything else. If you have concerns about the child using scissors, consider
		providing pictures that you have already cut out.
		 If necessary, move the child to a quiet place and provide only the needed materials to help him or her regulate behavior.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

As you get ready to read, help the children identify the names of vegetables. Set out play vegetables and, as children name them, place them in a pot from the Dramatic Play Center.

Special Needs

For children with speech and language delays, point to each magazine picture of a vegetable and say the vegetable's name. Ask children to echo you. When children have glued their pictures to their soup bowl cutouts, encourage them to name each vegetable. Provide help as necessary.

Enrichment

Invite children to dictate or share the pen to write labels for the vegetables included on their soup bowl cutouts.













MONDAY Some Directions Some Directions

What We Are Learning

Oral Language

Uses math words

Mathematics

- Counts objects
- Addition
- Concept of counting

Physical Development

Uses gross motor skills

Fine Arts

Uses a variety of materials

VocabularyMath Words

add count



Mathematics

How Many Carrots in All?

Introduce Adding Objects

Gather children around you and display a big pot. Invite children to pretend that they are making a pot of delicious vegetable soup. As you place two carrots in the soup, have children **count** with you. *Mmmmm. This tastes good, but I think it will taste even better if we add one more.* Add one more carrot. How many carrots are in the soup now? Let's count together: 1, 2, 3! I added one carrot to two carrots and got three carrots. COUNTS OBJECTS/USES MATH WORDS

Add Apples and Oranges

- Display Math Mat 25, Side A. Invite children to count the apples on one tree and then on the other. Look at both trees. How many apples are there in all? Point to the basket beneath the trees and have children count the picked apples. Use balls to represent apples and summarize by making and demonstrating an addition sentence: Two apples and three apples together are five apples.
- Repeat the routine with oranges. How many oranges are there
 in all? Have children count the oranges on each tree and
 then count how many oranges are in the basket all together.
 Summarize with sentences, such as, Two oranges and two
 oranges. How many are there now? ADDITION

Add With Stories

Ask two children to stand on one side of the room and two children to stand on the other. Invite the class to count the number in each group. Then share a story and have children act it out. Two friends were playing beanbag toss at one end of the park. Two were playing beanbag toss at the other end. "Hey, let's all play together," said the friends. So they gathered in the middle and all played beanbag toss. Ask the class to count the children again, now that they are in one group. How many children are there all together? Repeat with other groups of children for sums up to five. USES GROSS MOTOR SKILLS/ADDITION

Observe Observe whether children can add small sets of objects (sums to 5) and determine the total number by counting.

English Language Development

Have children practice saying the names of numbers from one to five. Say each number and have them echo you. Encourage them to hold up the appropriate number of fingers as they repeat the number.

USES MATH WORDS



Extend key concepts and skills across the curriculum.

Number Sense

Counting Tomatoes

Draw 10 tomatoes on chart paper, then invite volunteers to point to each tomato as you say the following chant.

1 tomato, 2 tomatoes, 3 tomatoes, 4, 5 tomatoes, 6 tomatoes, 7 tomatoes more, 8 tomatoes, 9 tomatoes, I see 10, Counting tomatoes—Let's start again!

Then, repeat the chant and have volunteers say the numbers with you.

COUNTS OBJECTS

Fine Arts



Three Veggies in All

Provide children with colorful paper scraps, glue, and crayons. Have them fold a piece of paper in half. Ask them to make a picture of their favorite vegetable on one side of the paper and two pictures of their favorite vegetable on the other side. Have children count the vegetables and write the numeral 3 on their papers.

USES A VARIETY OF MATERIALS



Number Sense

Put One in the Pot!

Invite each child to name a vegetable and pretend to put it in a pot of soup. As children name vegetables, create a tally chart on the board. After all children have named a vegetable, have children help you count the tallies to tell how many of each type of vegetable are in the soup. Then, children are free to move to the next activity.

CONCEPT OF COUNTING

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe)	If	Then
Carrots in mo	A child needs more support to make sums up to 5	Work together to add small sets of objects. Teacher: Here are two groups of blocks. One group has 2 blocks. One group has 3 blocks. How can we find out how many blocks there are in all?
counting. MATHEMATICS		Child: Count them. Teacher: Exactly! Let's put both groups together and
		count them.
		Teacher and Child: 1-2-3-4-5
		Teacher: I can say a sentence about the blocks: Two blocks and three blocks together are five blocks. Now you say it.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

As a warm-up before counting carrots, have children practice saying the names of numbers from 1 to 5 by echoing you as you count five blocks.

Special Needs

Instead of having groups gather in the middle to make one group, have any groups that include children with physical challenges remain stationary as the other groups join them.

Enrichment

Invite children to illustrate addition stories showing groups of apples. Have children draw two apples on one side of the page and two apples on the other side. Then have them write the numeral that tells how many in all.













Small Groups Instruction

Phonological Awareness

Identify and Match Initial Sounds

Review

Review last week's skill by having children listen closely to the beginning sounds in words. Which word has the same beginning sound as seed: pan, sock, or map? As you say each word, emphasize its beginning sound. Tell children that seed and sock both begin with the /s/ sound.

Model

Tell children to listen carefully as you say *cap* and *corn*. Cap *and* corn *have the same beginning sound: /k/.* Then tell children that you are going to say three words. *Listen for the word that does not have the same beginning sound:* tan, rug, top. Pause for responses. Rug *does not belong because it does not start with /t/.*

Practice

Provide additional groups of words, such as *rake, soil, soup; pig, pot, dig.* Ask children to repeat each set of words, identify the first sound in each word, and tell which one is not like the others.



<u> </u>		Control Contro
Observe)	If	Then
Observe whether children can identify and match initial sounds in a word.	A child cannot identify and match initial sounds	Provide additional examples and practice through picture support. See below for additional reinforcement suggestions.

Small Groups Intervention





Reinforce

If children demonstrate the need for additional practice identifying and matching initial sounds, hold up the following picture cards: ten, top, sock. Point to each picture and say the word slowly, emphasizing the initial sound. Ask children to echo you. Then ask children to find the two cards that begin with the same sound and tell you what it is (/t/).

Practice

Have children repeat the activity with other picture card sets. When children are ready to work more independently, set out the cards, ask them to say the picture names, find the cards that begin with the same sound, and name the sound.

Day at a Glance

MATERIALS

What You Have



What the Sun Sees/ What the Moon Sees

What to Prepare

- Paper plates
- Craft sticks
- Magazines
- Poster board

What You Have



Letter Vest With Tt



Fingerplays, p. 81

- Picture Cards
- Number Cards 1-10

What You Have **What to Prepare**

Growina Vegetable Soup

Downloadable

Tulip Cutouts

colored tulips

Square paper

tiles

Picture of



- Carrot with greens still attached
- Seeds (fast growing)

What to Prepare

- Clear plastic container, pebbles, paper towels
- Egg carton



- Four different kinds of seeds
- Picture of gardener

What the Sun Sees/ What the Moon Sees

Children act out being the sun and the moon using masks.



Emergent Writing

Sun and Moon Sentences

Fine Arts

A Collage of Living Things



Physical Development Walking on the Moon



ircle Time

Alphabet Knowledge

This Is Letter Tt

Children learn uppercase and lowercase Tt and the sound /t/ in the song "Here Is My Garden."

Make Learning Experience

Mathematics

Tile Letters

Phonological Awarenes **Tomatoes and Turnips**



Alphabet Knowledge

Tap It for Tt



Read Aloud: Children's Choice

Songs and Fingerplays

"Ten Fat Peas," p. 83

ircle Time

Science and Health

Science Poster 13

Seed Watchers

Children examine a plant's life cycle and plant seeds, which they will be able to observe and measure as they

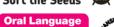
Make Learning

Social Studies

Jobs With Plants











mall Groups

Instruction

Mathematics: Make a verbal word problem for adding objects up to 5.

Intervention

Mathematics: Reinforce making a verbal word problem for adding objects up to 5.

Learning Centers

Daily Connections

ABC Place: Work with Tt.

Science: Examine the inside of a lima

bean.



One-to-One Follow-Up



Big Book

What the Sun Sees/What the Moon Sees

What We Are Learning

Phonological Awareness

Blends compound words

Concepts of Print

Directionality

Emergent Writing

· Completes a sentence

Oral Language

· Shows understanding of spoken English

Science and Health

• Understands basic needs

Physical Development

• Uses fine/gross motor skills

Fine Arts

- Engages in dramatic play
- Creative expression through art

Vocabulary

Story Words

bustling crowded rolling



Get Ready to Read

Invite children to gather on the rug. Display the "sun" side of the book and read the title aloud. What do you think the sun sees? Remind children that the sun helps living things grow and keeps them warm. UNDERSTANDS BASIC NEEDS

- Point to the flower on the cover. The sun helps this flower grow.
 Do you know what this flower is called? Say the words sun and flower and ask children to put the words together to make the compound word sunflower.
 BLENDS COMPOUND WORDS
- Flip the book and show the moon story cover. What do you think the moon sees? Explain that this book is actually two books in one—one book about the sun and one book about the moon!

Read Together



- As you read, track the text and have children identify that text moves from left to right. Invite children to chime in on the repetitive part of each sentence, "The sun sees..." DIRECTIONALITY
- Explain story words using picture clues. The crowded barn is full of animals. The people moving quickly create bustling streets. The animals graze in the rolling meadows.

Make Sun and Moon Masks

- Provide each child with a paper plate. Have children draw and color the sun on one side and the moon on the other. Cut out eyeholes and attach plates to craft sticks. USES FINE MOTOR SKILLS
- Invite children to extend the story by holding their masks up to their faces and telling what they see when they are the "sun" or the "moon." ENGAGES IN DRAMATIC PLAY

Observe Whether children can show understanding by responding appropriately before, during, and after stories.

Sun, Moon Tag

Invite one child to put on the moon mask and one to put on the sun mask. Explain that these children will be "it" and try to tag the other children. If you get tagged by the sun, yawn and stretch your arms. If you get tagged by the moon, pretend to go to sleep. Once all children have been tagged, choose another pair of children to be the moon and sun and begin the game again.

English Language Development

Use the sun and moon masks to help children understand the words sun and moon. Read sentences from the Big Book and have children turn their mask so the correct side is facing out for each sentence. For example: The sun sees noisy playgrounds. Make sure children show the sun side of their mask. Repeat for other sentences such as The moon sees sleeping children.

SHOWS UNDERSTANDING OF SPOKEN ENGLISH





Extend key concepts and skills across the curriculum.

Emergent Writing

Sun and Moon Sentences

Write the following sentence frames on the board: "I am the sun, and I see ______." and "I am the moon, and I see _____." Have children hold their sun and moon masks up to their faces as they take turns dictating and completing the sentences. Invite children to write letters and words they know.

COMPLETES A SENTENCE

Fine Arts



A Collage of Living Things

Review that living things grow and change, whereas nonliving things do not. Invite children to cut out magazine pictures of living things: people, animals, and plants. Have them glue the pictures to a piece of poster board to create a collage. Encourage them to include a picture at the top of the one thing that all living things need to help them grow: the sun!

CREATIVE EXPRESSION THROUGH ART



Physical Development

Walking on the Moon

Invite children to use their imaginations and think about what it would be like if they were astronauts and traveled to the moon. As children transition, have each child pretend to put on his/her space suit and helmet and then moonwalk to their next activity.

USES GROSS MOTOR SKILLS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.



Observe

If ...

Then ...

What the Sun Sees/What the Moon Sees

Observe whether children can show understanding by responding appropriately before, during, and after stories.

ORAL LANGUAGE

A child needs support to extend the story after the reading by telling what they see as the sun and the moon ... Provide visual support.

Teacher: Look at the picture. Is this day or night?

Child: It's day.

Teacher: How can you tell?

Child: I see the sun.

Teacher: That is an important observation! The sun is out during the day. Imagine that you are the sun. What might you see during the day? Look at the picture to get ideas.

(Repeat this exercise with a nighttime picture to talk about the moon.)

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

As children act out and extend the story *What the Sun Sees/What the Moon Sees*, provide a verbal prompt by having them complete these sentences: *The sun sees* _____. *The moon sees* _____.

Special Needs

As children use their masks to extend the story, help those with speech and language delays by having them supply a one-word answer to complete the sentence "I see ____." Prompt them with a picture in the book.

Enrichment

After they make their masks, encourage children to work in pairs, one playing the moon and one playing the sun. Ask each child to take a turn at describing what the sun sees at school in the day and what the moon sees at school at night.









Alphabet Knowledge

This Is Letter Tt

What We Are Learning

Phonological Awareness

• Matches initial phonemes

Alphabet Knowledge

- Identifies letters
- Matches upper/lowercase letters
- Identifies letter sounds

Oral Language

 Demonstrates growing understanding of English

Mathematics

- Counts objects
- Recognizes numerals

Words to Use

tall
tile
tomato
tub
tulip

turnip



Introduce the Letter Tt

Write the word *tulips* on the board. Explain that children will listen to a song about a child planting tulips in a garden. Show a picture of tulips in many colors. Explain that the word *tulips* begins with the letter *Tt* and that the letter *Tt* makes the /t/ sound. Say the word again and have children repeat it.

- Then take out the **Letter Vest** prepared with the letter *Tt* and help today's Letter Helper put it on. Ask the Letter Helper to point to each letter as children describe it. For example: *The uppercase letter* T *is made up of one long, straight line and one short, straight line drawn above it.* IDENTIFIES LETTERS
- Talk about ways that the uppercase and lowercase *Tt* look alike and how they look different. Invite children to hunt for examples of *Tt* in the classroom. MATCHES UPPER/LOWERCASE LETTERS
- Explain that Tt makes the /t/ sound. Display the Picture Card
 for tub. Point to and name the picture. Tell children that the first
 sound in tub is /t/. Ask children to repeat the sound and the
 word as they pretend to scrub in a tub. IDENTIFIES LETTER SOUNDS

Play for *Tt*

- Invite children to listen as you perform the fingerplay "Here Is My Garden." Say the fingerplay again and ask children to listen for words that begin with /t/, such as <u>tulips</u> and <u>tall</u>.
- Play a game. Scatter Picture Cards on the rug. Challenge children to take turns looking for pictures that begin with the sound /t/. When children find a correct card, present them with a downloadable Tulip Cutout. Then have them line up with their tulips in the "Teacher's Tulip Garden" in the front of the room. Continue until all children are in the garden. IDENTIFIES LETTERS

Observe Say the fingerplay one more time all together. Observe whether children can produce the correct sound for target letters.

Daily Math: Tulips for the Teacher

Have children place their tulips in the center of the rug. Mix up Number Cards 1–10 and place them facedown in a pile. Have a volunteer take the top card, name the numeral, and then "pick" that many tulips. Display the Number Card beside the tulips just counted. Sammy's Number Card is 5. How many tulips did he pick? (5) Thank you for the 5 tulips! Replace tulips and give the next child a turn. COUNTS OBJECTS/RECOGNIZES NUMERALS

English Language Development

In addition to the Picture Card for <u>tub</u>, introduce the <u>tiger</u> card to reinforce the letter *Tt* and the /t/ sound. Model saying the following sentences and invite children to fill in the missing word and sound: *This is a (tiger)*. The word tiger begins with the sound (/t/).

DEMONSTRATES GROWING UNDERSTANDING OF ENGLISH



Extend key concepts and skills across the curriculum.

Mathematics

Tile Letters

Provide children with square paper tiles. Have them make uppercase letter *T* with the tiles. Then have them count how many tiles they used to make the letter. Ask children to compare numbers with a partner. Who used more tiles? Who used fewer tiles? Repeat for lowercase letter *t*.

COUNTS OBJECTS

Phonological Awareness



Tomatoes and Turnips les of fruits and vegetables the

Share names of fruits and vegetables that grow in a garden. Which word has the same beginning sound as tulip: broccoli, tomato, or onion? Have children identify the sound: /t/. Repeat this routine with the word that does not belong. Which word does not belong: tomato, turnip, or apple? What sound does apple start with?

MATCHES INITIAL PHONEMES



Alphabet Knowledge

Tap It for Tt

As children go to their next activity, ask them to listen and follow your directions.

Tap your toe if toe starts with /t/.

Tap your nose if nose starts with /t/.

Tap your tummy if tummy starts with /t/.

If a child taps for *nose*, repeat the direction, emphasizing the /t/ sound in *tap*.

IDENTIFIES LETTER SOUNDS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

learning during Learning Center time or other times.		
Observe)	If	Then
This Is Letter Tt Observe whether children can produce the correct sound for target letters. ALPHABET KNOWLEDGE	A child needs assistance to identify words that begin with /t/	 Say the word ten, emphasizing the beginning sound, /t/. Have the child say the word with you, and echo the sound /t/. Hold up ten fingers as you say the word together.
		• Give the child the Letter Card for <i>Tt</i> . Then say several words, some of which start with /t/ and others that do not. Ask the child to hold up the Letter Card when he or she hears a word that begins with /t/. When the child identifies the word correctly, ask him or her to repeat the word and to produce the beginning sound /t/.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

To increase children's level of success during the Play for *Tt* activity, limit the number of Picture Cards children can select from. Before the activity, help children name all the pictures on the cards and emphasize their beginning sounds.

Special Needs

Help children with physical challenges during the Play for *Tt* garden activity by scattering cards at different heights, with some on tables, some on desks, and some on a ledge, so that children can easily reach them.

Enrichment

As children hunt for cards whose picture name begins with the sound /t/, challenge them to identify other initial letter sounds. Ask them to point to the card and name the sound that begins the word of the picture shown.









Science and Health

Seed Watchers

What We Are Learning

Emergent Writing

Labels pictures

Oral Language

- Uses science words
- Responds appropriately
- Understands meanings of new words
- Uses naming words

Mathematics

- · Sorts and describes objects
- Addition

Science and Health

- Plant life cycle
- Makes scientific predictions

Social Studies

Community workers

VocabularyScience Words

leaves roots seedling soil stem

Plants Live and Grow Seed Seed Perf Growing Vegetable Soup Caroling Vegetable Soup Caroling

Explore the Parts of a Plant

Show children a carrot with the greens still attached. Discuss how carrots taste and where they come from. Explain that the part we eat is the root—it grows underground. Invite children to "plant" their feet in the ground and imagine that they have roots.

- Challenge children to spot the roots as you reread Growing
 Vegetable Soup. Explain that roots hold plants in the soil and
 soak up water. The water then goes into the stems and leaves.
 Soil, water, and sunlight help plants grow. USES SCIENCE WORDS
- Display Science Poster 13. What are the children doing?
 Point to the seedling. This baby plant grew from a tiny seed and will grow some more.
 PLANT LIFE CYCLE/RESPONDS APPROPRIATELY

Daily Writing: Getting to Know You, Mr. Carrot

Draw a picture on the board of a carrot without the stems, leaves, or root hairs showing. Next draw a line just above the top of the carrot and explain that this line is the top of the soil. Ask children to help you to name, draw, and label the other parts, (stems, leaves, and root hairs that help absorb water). Together, chant, "We're getting to know you, Mr. Carrot!" LABELS PICTURES

Plant Seeds

Ask children questions as you model planting seeds.

- Invite children to place pebbles in a clear container. Why do you think we are putting pebbles in our planting container?
- Bunch up paper towels and have children place them in the center of the container. Place a few seeds around the inside edge of the container and pour water on the paper towels. Why do you think we are covering the seeds with wet paper towels? Where do you think we should put the container so the seeds will grow?

Observe and Record

Have children draw on copies of the downloadable Calendar Chart their predictions about what they think will happen to the seeds. Recreate the chart on poster board and record what happens to the seeds during the 10-day period. Note: Seeds should sprout in two days. MAKES SCIENTIFIC PREDICTIONS

Observe Whether children can remain focused on engaging group activities for up to 20 minutes.

English Language Development

On chart paper, draw the parts of a plant. Label each part: "roots," "stems," and "leaves." Point to each one and say its name, and have children echo you. Then, invite them to take turns pointing to and identifying the parts of the plants in Growing Vegetable Soup and on Science Poster 13. Have children repeat the routine with an actual plant in the classroom.

UNDERSTANDS MEANINGS OF NEW WORDS



Extend key concepts and skills across the curriculum.

Social Studies

Jobs With Plants

Show a picture of a gardener. Remind children that a gardener is a person who plants and cares for different kinds of plants and flowers. Help children identify other community workers who work with plants (farmer, florist), and list them on the board. Next have children talk about each job. What things do farmers do? What do they have to know?

COMMUNITY WORKERS

Mathematics



Sort the Seeds

Display three or four different kinds of seeds (e.g., pumpkin, sunflower, and grape). Name the kind of seed and have children echo you. Glue one of each seed in an egg carton section. Ask children to help you sort a bag of seeds and place them in the corresponding section. Then, take one or two seeds from two piles and have children help make an addition story with them.

SORTS AND DESCRIBES OBJECTS/ADDITION



Oral Language

Vegetable Names

Display the book *Growing Vegetable Soup*. Before moving to the next activity, have each child point to and name one of the vegetables in the book using this sentence starter: "I see a _____." Then invite the child to rake, hoe, or shovel a path to the location of the next activity.

USES NAMING WORDS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe

If ...

Then ...

Seed Watchers

Observe whether children can remain focused on engaging group activities for up to 20 minutes. SOCIAL EMOTIONAL

A child needs more support to remain focused while planting and observing seeds... In general, provide breaks and alterations in the activity to help children stay engaged.

• For this activity, give the child who is having difficulty staying focused a piece of information to listen/watch for as you model planting the seeds, such as We need to plant the seeds this deep. (Show the part of your little finger from the knuckle to the tip.) Watch to make sure I plant the seeds this deep in the container.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

As you introduce the parts of the plant, help children wash away the soil from a small plant to display its roots. Allow children to use a magnifier to see the roots more clearly. Then, explain that a carrot is really just a very big root.

Special Needs

Invite children with vision impairments to sit closer to the Science Poster so that they can see what is happening in each of the pictures. Have children point to each inset photo as you discuss it.

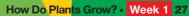
Enrichment

Invite children to talk about what will happen to the seeds over specific periods of time. What do you think will happen first to the seeds? What do you think will happen after a few days? What do you think will happen after a few more days?









Small Groups Instruction

MATERIALS

What You Have



Math Mat 25

What to Prepare

- Downloadable Bee and Ladybug Cutouts
- Copies of the downloadable for Math Mat 25

Mathematics

Make a Verbal Word Problem for Adding Objects Up to Five Introduce

Show children **Math Mat 25,** Side B, and the downloadable Bee and Ladybug Cutouts. Provide each child with a copy of the downloadable for Math Mat 25. Tell children that you are going to tell them a story, but first they should color the daisies yellow and the tulips red.

Model

Tell a story about Farmer Bear on the mat. Farmer Bear sees two ladybugs on the daisies. Model counting out two ladybugs as you place them on the daisies. Encourage children to count with you. Farmer Bear sees one bee on a tulip. Model counting one bee as you place it on the tulip and have children count with you. Then point to both rows of flowers. How many bugs does Bear see in all? Together, count the number of bugs in all.

Practice

Have children work in pairs with copies of the downloadable and bug cutouts. Encourage them to make up a story about Farmer Bear and the bugs he sees.

	Encourage them to make up	a story about Farmer Bear and the bugs he sees.
Observe)	If	Then
Observe whether children can add small sets of objects (sums to 5) and determine the total number by counting.	A child cannot add small sets of objects (sums to 5) by counting	Provide additional examples and practice with Math Mat 25 and manipulatives, using quantities from 1 to 3, then moving to quantities from 1 to 5. See below for additional reinforcement suggestions.

Small Groups Intervention



MATERIALS

What You Have

Math Mat 25

What to Prepare

- Downloadable Bee and Ladybug Cutouts
- Copies of downloadable Math Mat 25, one for each child

Reinforce

If children demonstrate the need for more practice, use the bug cutouts and **Math Mat 25**, Side B, to tell a story with smaller quantities. *Farmer Bear sees one bug on the daisies*. As you place one ladybug on the daisies, invite children to count with you. Continue with bugs on the tulips. Point to each bug and say *How many bugs does Farmer Bear see all together?* Together, count the number of bugs.

Practice

Provide each child with downloadable **Math Mat 25** and three bug cutouts. Model the problem again and have children follow on their mat. Then have them show you the problem as they tell Farmer Bear's story. Provide practice opportunities, working up to quantities of 3, until children feel comfortable.

MATERIALS

What You Have



Counting in the Garden

What to Prepare

- · Cup of apple seeds
- Apples
- Empty juice containers, large cardboard
- Container of apple juice, small cups
- Various drawing materials

What You Have

Garden

What to Prepare



- Downloadable Ant, Bee, Leaf Cutouts
- Downloadable Tulip
- Poster board
- Number cards labeled 2-4, one for each child

Counting in the Garden

Counting in the Garden

Children find and count animals hidden in the book, then sing a song to review plant parts and what plants need in order to grow.

Make Learning

Emergent Writing

A Counting Story

Phonological Awareness Bunnies and Bumblebees



Social-Emotional We Are Curious



ircle Time

Social Studies

From Tree to Table

Children explore how apples grow and act out the process picking apples, turning apples into juice, and taking apple juice to the store.

Make Learning

Fine Arts

Apple Seed Art

Number Sense

First, Second, and Third



Social Studies

Calling All Workers! 7



Read Aloud: Children's Choice

_____ Songs and Fingerplays

"Ten Fat Peas," p. 83

Circle Time

Mathematics

How Many Are Hiding?

Children listen to number stories and tell how many bugs are gathering on the tulips and how many bugs are hiding behind a leaf.

Make Learning

Alphabet Knowledge

Tulip Starts With Letter Tt

Physical Development **Tulip Jump**



Mathematics

Before, After, and Up to 10 (



mall Groups

Instruction

Phonological Awareness: Introduce identifying and matching ending sounds.

Intervention

Phonological Awareness: Reinforce identifying and matching ending sounds.

Learning Centers

Daily Connections

Reading & Listening: Read fiction and nonfiction about plants.

Technology: Practice using a whiteboard and read Happy Birthday, Moon.



One-to-One Follow-Up



WEDNESDAY Counting in the Garden

What We Are Learning

Social-Emotional

Demonstrates curiosity

Phonological Awareness

Matches initial phonemes

Concepts of Print

Meaning of print

Comprehension

· Role of author and illustrator

Emergent Writing

Contributes ideas for writing (narrative)

Oral Language

Uses story words

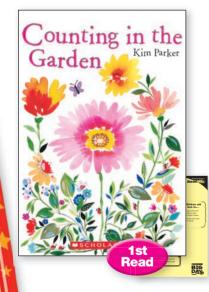
Science and Health

Life cycles

Vocabulary

Story Words

darting flitting frolicking



Get Ready to Read

Read the title of the book and the author's name. Explain that Kim Parker is both the author and illustrator. Review these roles with children. ROLE OF AUTHOR AND ILLUSTRATOR

• Invite children to join you on a garden safari. Tell them they will be counting animals and bugs hidden in the garden. How many ladybugs do you see on the cover? (five)

Share the Book

- As you read the book aloud, invite volunteers to find, count, and name the animals and insects. Explain that the text provides the same information as the pictures. MEANING OF PRINT
- Act out the story words frolicking, darting, and flitting, and invite children to join in. USES STORY WORDS
- Continue reading and use the pictures to help children understand new words.

Sing and Act

• Invite children to sing this song to the tune of "Over in the Meadow" and act out being a small seed, a seedling, and finally a blooming flower. LIFE CYCLES

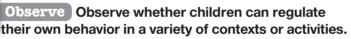
Over in the meadow with a rake and a hoe,

The gardener plants some seeds in a nice straight row.

"Grow," says the water.

"Grow," says the light.

And the (leaves, stem, flowers) grow and grow just right.



English Language Development

Reinforce the story words darting, flitting, and frolicking by acting them out. As you do each action, say the word in a sentence such as I am flitting like a butterfly. Then play a game in which you perform the action and the children decide as a group which one you are doing. Invite children to make the actions and say the sentences as they become more comfortable with the story words.

USES STORY WORDS



Extend key concepts and skills across the curriculum.

Writing

A Counting Story

Invite children to help you write a counting story by saying animal names. Then, have children draw a picture for each sentence.

1 (pig) on the run.

2 (fleas) have some fun.

3 _____ flit around.

4 _____ on the ground.

5 _____ on the flowers.

CONTRIBUTES IDEAS FOR WRITING (NARRATIVE)

Phonological Awareness



<u>Bunnies and Bumblebees</u>

Use words from *Counting in the Garden* to help children reinforce identifying and matching initial sounds. *What word has the same beginning sound as* bunnies: dogs *or* bumblebees? Ask them to name the beginning sound of *bunnies* and *bumblebees:* /b/. Continue with the following sets of words: *petals, posies,* and *garden; darting, leaves, and daisies.*

MATCHES INITIAL PHONEMES



Social-Emotional

We Are Curious

Ask children to **Think, Turn, and Talk** with a partner about something they are curious about in the book. As children move to the next activity, have each child complete this sentence: "I am curious about ______."

DEMONSTRATES CURIOSITY

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

learning during Learning Center time or other times.		
Observe	If	Then
Counting in the Garden Observe whether children can regulate their own behavior in a variety of contexts or activities. SOCIAL-EMOTIONAL	A child needs support to regulate behavior while singing and acting out a song	 Use visual reminders to help children regulate their behavior. Refer to the Routine Poster to reinforce appropriate behavior. Talk about behaviors for this activity: Singing and acting out songs are fun things to do! But we need to be sure to stay in our personal space. We may sing a little louder than our indoor voices, but we cannot yell. If a child needs reminding, ask the child to tell you what he or she thinks should happen during the activity. Then model and explain the
		appropriate behavior.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

To reinforce story words *darting*, *flitting*, and *frolicking*, act them out and have children join in. Say each word in a sentence such as, *I am flitting like a butterfly. I am frolicking in the grass.*

Special Needs

When reading *Counting in the Garden*, ask children with visual impairments to sit close to you. Help them distinguish the animals in the garden from the flowers.

Enrichment

Invite children to find the numeral in the text after they have counted the animals and insects on a particular page. Write the numeral and the number word on the board, and ask children to read them with you.





Social Studies

From Tree to Table

What We Are Learning

Oral Language

- Uses social studies words
- Responds appropriately
- Uses and increases speaking vocabulary

Emergent Writing

Writes symbols or letters

Mathematics

• Uses ordinal numbers

Social Studies

Community workers

Fine Arts

- Engages in dramatic play
- Uses a variety of materials

VocabularySocial Studies Words

factory grocery store orchard

Journey With Apples

Pass around a cup of apple seeds and invite children to guess what will grow from them. Hold up half an apple and let children compare the seeds in the cup to those in the apple. Guide children to understand that apples start out as tiny seeds. Tell children that a farm field where fruit trees grow is called an *orchard*. Invite them to pretend to be apple farmers planting and growing apples.

- Explain that after trees grow the apples, farmers pick them, put them in crates, and send them to a *factory*. A factory is a place where things are made. Explain that some apples go to *grocery* stores. USES SOCIAL STUDIES WORDS/COMMUNITY WORKERS
- Hold up an apple juice container and ask children what they know about it. Explain that after apples are sent to a factory, people use machines to turn the apples into apple juice and then put it into containers. Where do you buy juice containers like this one? RESPONDS APPROPRIATELY

Be Community Workers

- Have an apple relay. Divide the class into four groups: farmers, factory workers, truck drivers, and grocery workers.
- Have the farmers put apples in a large, empty box and give the box to the factory workers. Tell the factory workers to replace the apples with juice containers, which they give to the truck drivers. Ask the truck drivers to load the containers onto the truck and drive it to the store. Finally, invite the grocery workers to remove the containers from the truck and place them on a shelf.
- Try the routine several times, getting faster and faster. Then, pour the juice into cups and invite all of the workers to have a well-deserved break. ENGAGES IN DRAMATIC PLAY

Daily Writing: Now We Know How Apples Grow!

Draw a time line on the board. On the far left, print "apple seeds" and on the far right, "apple juice at snack time." Have children name the steps from apple seeds to juice, sharing the pen when appropriate (seeds, seedlings, trees, harvest time, and so on, until it is part of a healthy snack). Once the time line has been labeled, invite small groups to illustrate it. WRITES SYMBOLS OR LETTERS

Observe Observe whether children show understanding by following multistep directions with or without repetition.

English Language Development

Use picture support and pantomime to preteach the terms farmer, factory worker, truck driver, and grocery worker. Describe each worker's job as you point to a picture or act out a job, and encourage children to identify the worker. I pick apples. (farmer) I drive the juice to the store. (truck driver)

USES AND INCREASES SPEAKING VOCABULARY







Extend key concepts and skills across the curriculum.

Fine Arts

Apple Seed Art

Cut an apple in half and show children the seeds inside. Then, provide each child with a few apple seeds, glue, drawing materials, and paper. Place the apple halves on a table and invite children to use them as models as they make their own drawings of apples. Encourage children to glue the apple seeds within the apples they draw.

USES A VARIETY OF MATERIALS

Number Sense



First, Second, and Third

Make up actions for the different parts of the apple-to-store process. For example: a farmer picking apples (reaching up); a factory machine pouring juice into juice boxes (pouring motion); a store worker putting juice boxes on a shelf (lifting motion). Have children take turns doing the motions as the others put them in order and say the words *first*, *second*, and *third*.

USES ORDINAL NUMBERS



Social Studies

Calling All Workers!

Call each group of workers to go to the next activity. Who should we call first? (the farmers) Who should we call second? (the factory workers) Who should we call third? (the truck drivers) Who should we call fourth? (the grocery workers)

COMMUNITY WORKERS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe	If	Then
From Tree to Table Observe whether children show understanding by following multistep directions with or without repetition. ORAL LANGUAGE	A child needs support to follow directions	 Break the steps down into manageable parts. Tell the child what his or her role will be. Rather than explain all the roles, tell the child specifically what he or she should do during the activity. Demonstrate the steps and talk through the child's role using visual support. Narrate the steps as children do them, and ask the child having difficulty to repeat the steps after you.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Use picture support and pantomime to preteach the terms farmer, factory worker, truck driver, and grocery worker. As the children pretend to be each worker, have them repeat key sentences such as, "I pick apples," (farmer) and "I drive juice to the store." (truck driver)

Special Needs

To help easily distracted children stay focused, give them the more active roles to play as community workers. Have those children be truck drivers and suggest they whisper "zoom, zoom."

Enrichment

Brainstorm with children more foods that are made from apples. Their ideas may include applesauce, apple jam, apple butter, and apple juice. Have them discuss with a partner how each of the foods on the list goes from farm to store.



WEDNESDAY Circle Time

Mathematics

Circle Time How Many Are Hiding?

What We Are Learning

Alphabet Knowledge

Identifies letter sounds

Emergent Reading

• Engages in pre-/reading activities

Oral Language

Uses math words

Mathematics

- Counts objects
- Addition
- Problem solving
- Counts to 10

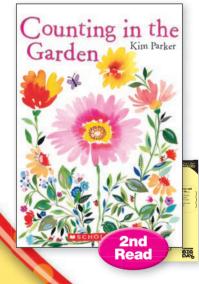
Physical Development

Uses gross motor skills



Uses gross motor skills

Vocabulary Math Words add count



Revisit the Book

Gather children on the rug and reread the book *Counting in the Garden* to review counting. Stop and invite children to *count* the animals and insects hiding in each picture, and encourage children to identify the numerals.

 Ask children to choose a favorite illustration from the pages for one through five objects. Provide sheets of paper and invite each child to write the numeral (1 to 5) from his or her favorite illustration. ENGAGES IN PRE-/READING ACTIVITIES/COUNTS OBJECTS

Make a Bug Story

Give children the downloadable Ant, Bee, Tulip, and Leaf Cutouts. Use them to tell stories that help children *add* objects and figure out hidden amounts.

- Display two ants gathered on the tulip. Two ants crawled to a tulip together. Then, a bee flew to the tulip. Let's all play hide and seek together!
- Ask children to tell how many bugs will play hide and seek in all. (three) Let's start our game of hide and seek! Place a construction paper leaf over one of the bugs. ADDITION
- If there are three bugs in all, how many are hiding behind this leaf? (one) PROBLEM SOLVING

Make More Bug Stories

 Engage children in other stories using sums of 1 to 5 bugs on the tulip. Vary the ways you ask how many, for example: How many in all? How many all together? How many are there now?
 Continue hiding 1–2 bugs to encourage children to find hidden amounts. COUNTS OBJECTS/PROBLEM SOLVING

Observe Whether children can add small sets of objects (sums to 5) and determine the total number by counting.

Play Busy Bugs

Invite children to pretend to be busy bugs—any bugs that they like. Have children busily move around the room or in an open space. Tell children to listen for a direction that will tell them what to do next. Call out a direction that includes a number of bugs and an action, such as *Four bugs are eating a juicy strawberry!* Children should scramble to make groups of four and do the action together. Repeat with other numbers and actions.

English Language Development

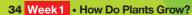
Reinforce using blocks to count items. Place one block in front of a child. How many blocks do you see? Encourage the child to say the number and hold up one finger. Repeat the routine with numbers from 1 to 10.

USES MATH WORDS









Extend key concepts and skills across the curriculum.

Alphabet Knowledge

Tulip Starts With Letter Tt

Share this chant with children, and encourage them to take turns responding with a word that begins with *Tt*.

Tulip starts with letter Tt.

So do taco, tub, and tea.

Won't you tell me, tell me please,

Another word that starts with Tt?

IDENTIFIES LETTER SOUNDS

Physical Development



Tulip Jump

Make nine tulips on poster board using the downloadable Tulip Cutouts. On each one, draw a numeral from 0 to 9. Place them in a line on the floor. Invite each child to name a number from 1 to 9 and jump a corresponding number of times to the tulip with that numeral.

USES GROSS MOTOR SKILLS



Mathematics

Before, After, and Up to 10

Before each child moves to the next activity, give him or her a number card from 2 to 4. Ask the child to identify the numeral and answer the following questions: What number comes before your number? What number comes after your number? Then, encourage the child to count on to 10, without starting over from 1.

COUNTS TO 10

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe	If	Then
How Many Are Hiding? Observe whether children can add small sets of objects (sums to 5) and	A child needs more support to add objects and figure hidden amounts	Teacher: I have two groups of blocks: one block in this group and two blocks in this group. How can I figure out how many blocks there are in all?
determine the total number by		Child: Put them together.
counting. MATHEMATICS		Teacher: Let's do that. Now we need to count all the blocks: 1-2-3. There are three blocks in all.
		Teacher: Now I am going to cover blocks with a piece of paper. Let's figure out how many blocks I covered. I had three blocks in all. I see one block now. How many blocks would I need to count to 3?

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Children may need extra practice with the concept of a hidden amount. Invite children to take turns covering one bug with their hands as you ask, *How many bugs are hidden?*

Special Needs

To help children with visual discrimination problems identify the bug cutouts, use strongly contrasting colors to fill in the Bee and Ladybug Cutouts.

Enrichment

Invite children to develop their own stories about the bugs and the tulip with sums up to 10. Remind them to hide a specific number of bugs with a leaf as they ask, "How many bugs are hidden?"



Small Groups Instruction

Phonological Awareness

Identify and Match Ending Sounds

Introduce

Say the words man and pan, stretching the ending sound /n. Help children identify that the words both end with /n.

Model

Tell children to listen carefully to the ending sounds in these words: *tug* and *bag*. Tug and bag both end with the /g/ sound. Invite children to repeat these words until they are able to hear and identify the ending sound in both words.

Practice

This time, use sets of three words to practice the activity. Tell children you will say three words and ask them to listen to the ending sounds in each word. Repeat the words again and ask them to identify the two words that have the same ending sound. Which words end with the same sound: hop, fin, tap? Then ask them to identify the sound. Provide other words for practice, such as tub/run/cab and bed/hid/sock.



Observe)	If	Then
Observe whether children can identify and match ending sounds in words.	A child cannot accurately identify and match ending sounds	Provide additional examples and practice by using pictures of objects that end with the same final sound. Ask children to point to the picture that does not end with the same sound. See below for additional reinforcement suggestions.

Small Groups Intervention



MATERIALS

What You Have

Picture Cards

Reinforce

If children demonstrate the need for additional practice with words that have the same ending sound, display the Picture Cards *fan* and *hen*. Point to each card as you say the words, emphasizing the final sound. Ask children to echo you. Explain that *fan* and *hen* have the same last sound, /n/. Ask children to repeat the ending sound.

Practice

Repeat the activity using two Picture Cards that have the same final sound: *goat* and *cat*. When children can identify the ending sound, display three Picture Cards: *log, pig, man*. Point to each card and say the words as children echo you. Ask children to say the words and find the two cards with the same ending sound, then name the sound. Remind children to focus on the last sound of each word instead of the first.

THURSDAY Day at a Glance

MATERIALS

What You Have



Songs and Fingerplays, p. 82

- Picture Cards
- Number Cards 1–10

What to Prepare

- Tomato shapes with letters Aa-Tt on them
- Downloadable Tomatoes from 1-10
- · Computer, scanner or digital camera
- Recording device (optional)
- Chart paper

What You Have



Growing Vegetable Soup

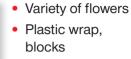
What to Prepare

- KWL chart from Monday
- Guest with plant expertise
- Leaves and petals from outside
- Variety of seeds
- Rhythm instruments

What You Have

Science Poster 13

What to Prepare



- Coffee filters
- Watercolor paints
- Rubber bands
- Green chenille sticks

ircle Time

Alphabet Knowledge

Tomato Picking Time

Children review the letter Tt and the sound /t/ with a song and then play a game where they pick up tomato shapes that have the letter Tt.

Make Learning

Technology and Media

Digital Letter Tt Book





Music and Movemen Together With Tt



Social-Emotional Focus

Gardening Experts

Children fill in the KWL chart with curiosity questions about plants, then ask questions of a plant expert who visits the classroom.

Make Learning

Social-Emotional

What Will It Be?

Music and Movement Oh. Yes I Can!



Phonological Awareness

Which Words End the Same?



Read Aloud: Children's Choice

Songs and Fingerplays

"Ten Fat Peas," p. 83

ircle Time

Modeled/Shared Writing

Flower Prints

Children create flower prints and dictate or write sentences to describe their creations.

Make Learning

Fine Arts

Watercolor Flowers

Mathematics

Before and After the Seedling



Plant Facts



mall Groups

Instruction

Mathematics: Make a verbal word problem for adding up to 5 objects.

Intervention

Mathematics: Reinforce making a verbal word problem for adding up to 5 objects.

Learning Centers

Daily Connections

Creativity: Make a shoebox flower garden.

Writing: Draw and label a plant life cycle.



One-to-One Follow-Up



Alphabet Knowledge

Tomato Picking Time

What We Are Learning

Alphabet Knowledge

- Identifies letters/letter sounds
- Produces correct letter sounds

Emergent Writing

 Contributes ideas for writing (info.-expl.)

Oral Language

- Positive listening habits
- Demonstrates growing understanding of English

Mathematics

- Recognizes numerals
- Numerical order
- Counts objects

Physical Development

Uses gross motor skills

Fine Arts

Sings new and familiar songs

Technology and Media

 Creates with technology

Words to Use

ten tiger together tomato top tub

Review the Letter

Invite children to point to the letter Tt on the Alphabet Frieze and review the sound the letter makes. Then, shuffle the Picture Cards for ten, can, tiger, top, dog, and tub. As you show the pictures, ask children to pretend to tickle the card each time the word begins with /t/. IDENTIFIES LETTERS/IDENTIFIES LETTER SOUNDS

Look and Listen for Tt

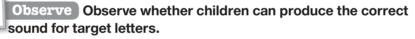
Perform the song "Pick a Tomato," emphasizing the /t/ sound in the word *tomato*.

- Then perform the song a second time, asking children to pretend to pick a tomato each time they hear the word beginning with /t/. IDENTIFIES LETTER SOUNDS/POSITIVE LISTENING HABITS
- When you sing the song a third time, invite children to act out the movements with you and chime in on the repetitive words.
 USES GROSS MOTOR SKILLS

Find the *Tt* on the <u>Tomatoes</u>

- Create tomato shapes out of red paper and write a letter from *Aa-Tt* on them. Be sure that there are multiple *Tt* tomatoes.
 Then scatter all the tomatoes on the floor to create a "garden."
- Invite small groups to be farmers and to take turns picking the tomatoes marked with Tt and saying the /t/ sound when they pick each tomato.

 PRODUCES CORRECT LETTER SOUNDS
- After the *Tt* tomatoes have been picked, review the remaining letter sounds by having children pick up the other tomatoes and say the sound that each letter makes.



Daily Math: Count the Tomatoes

Invite children to pretend to be farmers at tomato-picking time. Place in the center of the circle cards from the Tomatoes From 1 to 10 downloadable. Invite a "farmer" to pick a card. *How many tomatoes did you pick?* Display Number Cards 1–10 and ask the child to find the Number Card that matches the number of tomatoes picked. Continue with other "farmers." Then, have children order the Number Cards from 1 to 10 under the matching tomato cards. **COUNTS OBJECTS/NUMERICAL ORDER/RECOGNIZES NUMERALS**



When children find a tomato shape with the letter *Tt* on it, have them pick it up and say "/t/." Ask them to complete the following sentence with the word *tomato* or another word they know: "(*Tomato*) begins with *Tt*."

DEMONSTRATES GROWING UNDERSTANDING OF ENGLISH









Extend key concepts and skills across the curriculum.

Technology and Media

Digital Letter Tt Book

Make a class letter book for letter *Tt*, having each child create his or her own page with a picture that starts with the /t/ sound. Use a scanner or digital camera to collect the images and display them in a slide show. If possible, have each child use the computer's recording device to record the name of their picture to play as it displays.

CREATES WITH TECHNOLOGY

Writing



A Tomato Shape Poem

Draw a large, ripe tomato on chart paper and write above it the sentence "A tomato is _____." Invite children to supply words that describe a tomato, such as *red, round, juicy,* and *smooth*. As children dictate their descriptions, write the words around the perimeter of the tomato to create a shape poem.

CONTRIBUTES IDEAS FOR WRITING (INFORMATIVE-EXPLANATORY)



Music and Movement

Together With Tt

As they move to the next activity, have children sing the song "The More We Get Together" (*Songs and Fingerplays*, p. 11). Remind them to perform the actions as they sing.

SINGS NEW AND FAMILIAR SONGS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

learning during Learning Center time or other times.		
Observe)	If	Then
Tomato Picking Time Observe whether children can produce the correct sound for target letters. ALPHABET	A child needs support to recognize <i>Tt</i> and produce the sound /t/	• Show the child a row of letters, including <i>Tt</i> . Have the child hold a magnetic letter <i>Tt</i> . The child can match the magnet to the letters in the row to identify <i>Tt</i> .
KNOWLEDGE		 Model using your tongue on the roof of your mouth to make the /t/ sound, and ask children to echo you.
		 Tell the child that you will display Picture Cards, some with picture names beginning with <i>Tt</i> and others that do not. Say the picture names aloud. When the child hears a word beginning with /t/, ask the child to touch the card and make the

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Children may have difficulty finding the letter *Tt* on the tomato shapes and making the /t/ sound. Pair them with children who are more familiar with letter sounds.

/t/ sound.

Special Needs

Before singing "Pick a Tomato," invite children who use sign language to show the class the sign for *tomato*. Instead of having children pretend to pick a tomato when they hear a /t/ word in the song, ask them to sign *tomato*.

Enrichment

Encourage children to name a word that begins with each letter they find on the tomatoes.



Social-Emotional Focus

Gardening Experts

What We Are Learning

Social-Emotional

Demonstrates curiosity

Phonological Awareness

Matches final phonemes

Comprehension

• Uses picture clues

Emergent Writing

 Contributes ideas for writing (info.-expl.)

Oral Language

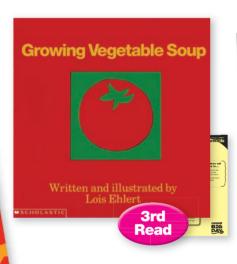
Uses common English nouns and phrases

Social Studies

Community workers

Fine Arts

Sings new and familiar songs



Reread the Book

Gather children on the rug and show them *Growing Vegetable Soup*. Model being curious about the book. *What are the tools used for? Which vegetable will grow the tallest?* As you reread the book, encourage children to look at the pictures to help them answer the questions. **USES PICTURE CLUES**

Focus on Curiosity

- Display the KWL chart you created on Monday. Invite children to review what they know about how seeds grow.
 Point to the W column and review the things children were curious about. Remind children that being curious helps them learn about the world and ask questions. Invite children to dictate what they have learned about seeds and plants for you to write in the "L" column.
- Ask children what else they want to know about plants. Record responses in the "W" column. Review the questions and point out the words that the questions start with, such as how, what, and when. Explain that we use these words when we are curious and want to learn something new. DEMONSTRATES CURIOSITY

Observe Observe whether children respond to stories by asking different types of questions.

Interview a Gardener

Invite someone with gardening expertise to come to the classroom. Before the guest arrives, invite children to dictate a list of questions they would like to ask this person. Remind children to listen attentively to the guest and raise their hands before speaking. **COMMUNITY WORKERS/CONTRIBUTES**IDEAS FOR WRITING (INFORMATIVE-EXPLANATORY)

Plant Mysteries

Show children different leaves and petals that have come from right outside your school or classroom. *Are you ready to be plant detectives?* Encourage children to inspect the leaves. Then, challenge them to go outside and try to find the tree, plant, or flower each leaf came from.



Help children nurture their curiosity and practice saying the names of different things they are learning about this week. For example, have them point to a picture in *Growing Vegetable Soup*, then finish this sentence: "I am curious about _____."

USES COMMON ENGLISH NOUNS AND PHRASES

Extend key concepts and skills across the curriculum.

Social-Emotional

What Will It Be?

Display a variety of seeds. Have children pick up each one, and invite them to wonder about what the seed will grow to be. Encourage them to think about whether it will grow to be a flower, fruit, vegetable, vine, and so on. Have children draw a picture of what they think the seed will grow to be. Have them dictate or write a label for their pictures.

DEMONSTRATES CURIOSITY

Music and Movement



Oh, Yes I Can!

Pass out rhythm instruments for children to play while they sing a gardening song to the tune of "Li'l Liza Jane."

I can rake my garden now. Oh, yes I can. I can rake my garden now. Oh, yes I can.

I can rake it. Oh, yes I can.

I can rake it. Oh, yes I can.

SINGS NEW AND FAMILIAR SONGS



Phonological Awareness

Which Words End the Same?

Give each child three words from *Growing Vegetable Soup*, and ask him/her to identify the words that have the same final sound before moving to the next activity. Then he/she should name the sound.

- bean/soup/onion (bean/onion)
- soil/bushel/pick (soil/bushel)
- pot/tomato/net (pot/net)

MATCHES FINAL PHONEMES

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe	If	Then
Gardening Experts Observe	A child needs support to ask	Help the child create questions.
whether children respond to stories by asking	questions about the story	Teacher: What do you want to know about planting seeds?
different types of questions. ORAL		Child: How to dig for seeds
LANGUAGE		Teacher: Great question! Let's say that as a question: How do we dig a hole to plant the seeds? Now you say it. What else would you like to know?
		Child: How tall
		Teacher: I'll say that as a question, too. How tall do plants get? Now you say it.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

As the children review *Growing Vegetable Soup*, display gardening equipment including a shovel, rake, hoe, garden gloves, and trowel. Have children touch, manipulate, and pretend to use the things with your supervision.

Special Needs

Some children may be reluctant to ask questions of the gardener. Ahead of the visit, prepare children with questions to ask. Then, during the visit, help reluctant children ask their questions.

Enrichment

After the visit of the gardening expert, give children note cards and have them draw thank-you pictures for him/her. Help any children who would like to add a thank-you message to their pictures.



Modeled/Shared Writing

Flower Prints

What We Are Learning

Social-Emotional

Demonstrates curiosity

Emergent Writing

- Uses writing conventions
- Forms letters

Oral Language

Uses describing words/theme words

Mathematics

• Time order

Science and Health

Explores living things

Fine Arts

Uses a variety of materials

Vocabulary

flower
petals
plant

Get Ready to Write

Gather children around you as you display a variety of flowers and *plants* on the table. Encourage children to be curious and explore the plants with their senses, asking questions and describing what they see. Have them select their favorite flower and invite them to tell why they like it. **DEMONSTRATES CURIOSITY/USES DESCRIBING WORDS**

Model Writing

Select one of the flowers. On chart paper, write a couple of sentences about it. *This is my favorite* **flower** because the **petals** are big and yellow. It looks like it has a face! As you write, point out that you begin on the left side of the paper and move to the right. After you've written the sentences, read them again, pointing to each word as you read. **USES WRITING CONVENTIONS**

Create and Write About Flower Prints

- Invite each child to choose a flower. Show children how to carefully remove the stems and place the flowers on white paper. Have children place a piece of plastic wrap on top of the flowers.
- Encourage children to press their flowers with blocks until they are flat. What do you think will happen? Help children remove the plastic wrap and take off any petals that did not stick to the paper. What do you see?
- Invite children to dictate or help them write sentences describing the flowers. Remind children to begin writing on the left side of the paper and move toward the right. Then encourage each child to read his or her sentences. USES THEME WORDS/USES WRITING CONVENTIONS/FORMS LETTERS

Observe Observe whether children can use appropriate writing conventions, such as moving left to right and/or top to bottom.

English Language Development

Use the flowers to review color words with children. After children label their prints, ask What color is your flower? Encourage them to use a complete sentence to answer: "My flower is

USES DESCRIBING WORDS





Extend key concepts and skills across the curriculum.

Fine Arts

Watercolor Flowers

Invite children to paint white coffee filters with watercolors. Invite them to compare and contrast this technique with other types of painting they have experienced. When the filters are dry, help children pinch the filters in the middle and tie rubber bands around them. Then show children how to open up their flowers and attach green chenille sticks to make stems.

USES A VARIETY OF MATERIALS

Mathematics

Before and After the Seedling

Display **Science Poster 13** and point to the picture of the child tending the seedlings. Review that a young plant is called a *seedling*. Ask children to use the poster to tell what happened before the plant was a seedling and after it was a seedling. Have children take turns being a plant expert to describe what happens.

TIME ORDER



Science and Health

Plant Facts

Before each child goes to the next activity, have him or her use the **Thumbs Up/Thumbs Down** routine to tell whether a statement you make is correct

- · Flowers can be different colors.
- Most plants need water.
- · Most plants do not need sunlight.

EXPLORES LIVING THINGS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

learning during Learning Center time or other times.		
If	Then	
A child needs support to write a label with the letters moving from left to right	 Ask the child to dictate the label. Write the word the child dictates. Point out that you start writing the word on the left and end it on the right. Move your finger under the letters as you say the word. Ask the child to write the word. Make a mark on the left side to guide the child where to start the word. Provide corrective feedback as necessary. 	
,	A child needs support to write a label with the letters moving from	

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Support young children as they describe their flower prints. Ask them to point to parts of the flowers. Help them dictate short descriptions of each part they point to, such as *yellow petals*.

Special Needs

Some children, especially those with fine-motor-skill issues, will find it difficult to work with the delicate flowers. Help them remove the stems, lay the flowers flat, and remove any petals that did not stick.

Enrichment

Ask children to include number words in their sentences about their flower prints. For example, children can tell how many petals or leaves are on their flowers.

mall Groups Instruction

MATERIALS

What You Have



Math Mat 25

What to Prepare

- Downloadable Bee and Ladybug Cutouts
- Copies of downloadable Math Mat 25

Mathematics

Make a Verbal Word Problem for Adding Up to 5 Objects Review

Use Math Mat 25, Side B, and downloadable Bee and Ladybug Cutouts to review adding small sets of objects by combining and then counting.

Model

Farmer Bear goes out to see his pretty garden. He sees three bees on the daisies. Model how to count out the three bees. Farmer Bear sees two ladybugs on the tulips. Model counting out the two ladybugs as you place them on the tulips. Look at the daisies and tulips. How many bugs does Farmer Bear see all together? Count the bugs together with children. Then make an addition sentence: Two bugs and three bugs are five bugs all together.

Practice

Give pairs of children copies of downloadable Math Mat 25 and piles of five bug cutouts. Invite the partners to verbalize their own stories for Farmer Bear and the bugs in his garden. Help children summarize their stories with addition sentences.

Observe	If	Then
Observe whether children can make a verbal word problem for adding small sets of objects.	A child cannot make a verbal word problem for adding small sets of objects	Model word problems to 3 and have children do the activities with you. See below for additional reinforcement suggestions.

Small Groups Intervention



MATERIALS

What You Have

Math Mat 25

What to Prepare

- Downloadable Bee and Ladybug Cutouts
- Copies of downloadable Math Mat 25

Reinforce

Model additional word problems, beginning with sums of two and working up to three. Use bug cutouts and Math Mat 25, Side B, to demonstrate the problems, and encourage children to manipulate the bugs on their copies of the downloadable mat.

Practice

Have pairs of children work with a total of three bug cutouts and copies of the downloadable Math Mat. As you say a story problem, have children count out the amount of bugs that Farmer Bear sees and have them place them on the flowers. After children have placed the bugs on each row of flowers, ask them to count how many bugs Farmer Bear sees all together. Have them touch each of their own bugs as they count along with you. Repeat the routine with other story problems.

MATERIALS

What You Have

How Does Your Salad Grow?

Letter Cards Aa-Tt

What to Prepare

- Index cards
- Clay
- KWL chart from Monday
- Chart paper

What You Have

 Magnetic Numbers 0 - 9

What to Prepare

- Different kinds of seeds, 5 seeds per child
- Plastic vegetables from the Dramatic Play Center
- Blocks

What You Have

Magnifiers

What to Prepare

- Seed from beginning of week, rulers
- Small containers
- Potting soil, pebbles
- Fast-growing seeds, 3 per child
- Green craft sticks. chenille sticks, construction paper scraps
- Sugar snap pea pods

Review Read Aloud

Roots, Stems, and Leaves

Children draw pictures of the parts of a plant, then create clay sculptures of the different parts.



Phonological Aware

Say the Sounds

Emergent Writing



Alphabet Knowledge Ss Is for Salad



Circle Time

All Together in the Garden

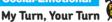
Children learn more about addition by creating addition stories with seeds and writing numbers to go with their stories.

Make Learning



Addition With Vegetables

Social-Emotional



Physical Development

Look, Count, and Move



Read Aloud: Children's Choice

Songs and Fingerplays

"Ten Fat Peas," p. 83

Friday Take-Home

Plastic Cup Gardens

To celebrate being plant experts, children each plant a bean seed to watch over closely at home.

Make Learning

Music and Movement

A Tree Song

Fine Arts

Flower Garden in Sand



Mathematics

Counting Peas in a Pod

mall Groups

Instruction

Alphabet Knowledge: Introduce forming/writing the letter Tt.

Intervention

Alphabet Knowledge: Reinforce forming/writing the letter Tt.

Learning Centers

Daily Connections

Blocks & Building: Build trees with blocks.

Clifford Corner: Read Clifford Grows Up.

One-to-One Follow-Up



Review Read Aloud

Roots, Stems, and Leaves

What We Are Learning

Phonological Awareness

Matches initial/final phonemes

Alphabet Knowledge

· Identifies letter sounds

Comprehension

Uses picture clues/book information

Emergent Writing

- Writes a list
- Contributes ideas for writing (info.-expl.)

Oral Language

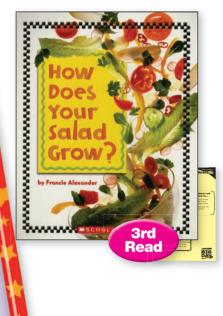
- Takes turns speaking
- Shows understanding of spoken English

Science and Health

• Plant life cycle

Fine Arts

Uses a variety of materials



Reread the Book

Gather children on the rug around you. When you revisit the book *How Does Your Salad Grow?* this time, focus on reviewing the different parts of a plant. Remind children that they have learned about how a plant grows from a seed to a seedling to an adult plant, and that now they are going to learn more about the parts of the adult plant. **PLANT LIFE CYCLE**

 As you read, have children point out and name the plant parts they learned about earlier in the week—the roots, stem, and leaves. Invite children to pretend to be plants. Ask them to point to their roots, stem, and leaves. USES PICTURE CLUES

Draw the Parts of a Plant

Divide the class into groups of three children. Have each child in a group draw a picture on an index card that shows either the roots, stem, or leaves of a plant or flower. Encourage them to use pictures in the book as a guide. When the groups have finished, have them put their plant parts together to create a whole plant. USES BOOK INFORMATION

Create With Clay

Invite each child to use clay to create a simple plant or flower, showing as many parts of the plant as they can, such as the stem and leaves. USES A VARIETY OF MATERIALS

 Gather the plants and create a class "greenhouse." Have children take turns presenting their clay creations to the class and pointing out and naming the different plant parts. TAKES TURNS SPEAKING

Daily Writing: More Questions, Anyone?

Return to the KWL chart created on Monday and updated yesterday. As scientists work, they learn things that make them ask new questions. What new questions do you have after learning some important facts about plants? Add them to the "W" column. Help children copy a question that they think someone at home may be able to answer. Invite these children to take their questions home and to share any answers they receive. CONTRIBUTES IDEAS FOR WRITING (INFORMATIVE-EXPLANATORY)

Observe Observe whether children can use newly learned words in class discussions.

English Language Development

Use index cards to review the names of the parts of a plant. Draw a simple picture on each card and label the part either "roots," "stem," or "leaves." Point to each picture and say the word. Have children echo you. Then say the following sentence and ask children to fill in the correct word as you point to one of the pictures: This is a

SHOWS UNDERSTANDING OF SPOKEN ENGLISH



Extend key concepts and skills across the curriculum.

Phonological Awareness

Say the Sounds

Scatter on the rug Letter Cards Aa-Tt. Say words from $How\ Does\ Your\ Salad\ Grow?$ and ask children to identify the sounds that begin and end each word. What letter starts the word seed? What letter ends the word plant? As children pick up the correct letter card, have them say the letter, the sound the letter makes, and the word. Ss, /s, seed; Tt, /t, plant.

MATCHES INITIAL PHONEMES/MATCHES FINAL PHONEMES

Writing



Salad Shopping List

Give each child a piece of paper. Brainstorm with children some of the items they would buy at the grocery store if they were making a salad. Make the list on chart paper. Invite children to write the title "My Shopping List" at the top of their paper and draw pictures and write words of some of the items, as they are able.

WRITES A LIST



Alphabet Knowledge

Ss Is for Salad

Before children move to the next activity, turn to each child and say a sentence from the book, such as *How does your salad grow?* Say the /s/ word from the sentence and ask the child to identify the sound they hear in the first letter.

IDENTIFIES LETTER SOUNDS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

A continuity during accounting ac		
Observe	If	Then
Roots, Stems, and Leaves Observe whether	A child needs support to use vocabulary to talk about plant parts	Help the child use newly learned vocabulary words to talk about plants.
children can use newly learned words in class discussions.		Teacher: A plant has different parts. What is one part?
ORAL LANGUAGE		Child: lt's a tall thing.
		Teacher: That's a great description! You are describing a stem. A stem is an important part of a plant. Now you say it!
		Continue with other vocabulary, asking questions and providing context. Encourage the child to use the new words in sentences.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

If children have difficulty creating the three parts of a plant, simplify the activity so that they create only two parts, the stem and a leaf.

Special Needs

Provide cutout pictures of roots, stems, and leaves for children with fine-motor-control issues who would have difficulty drawing those parts. Have children choose and paste onto their index card a picture of either roots, stem, or leaves and use it to create the whole plant with their group.

Enrichment

Using clues they see in the pictures, invite children to give more description to tell about the parts of the plant, such as *tall stem* and *green leaves*.

FRIDAY 2 Circle Time

Mathematics

All Together in the Garden

What We Are Learning

Social-Emotional

Cooperates and plays with others

Emergent Writing

Labels pictures

Oral Language

- Follows oral directions
- Uses math words

Mathematics

- Counts objects
- Addition

Physical Development

Uses gross motor skills

Make and Solve Word Problems

Remind children that different kinds of seeds grow up to be different plants.

- Share the following word problem as you display seeds and have children count with you. I'm planting 2 tomato seeds. Place two tomato seeds on the floor. I'm also planting 2 pumpkin seeds. Place two pumpkin seeds on the floor. How many seeds am I planting all together? Invite children to count the seeds. I have four seeds all together. Two seeds and two seeds make four seeds all together. COUNTS OBJECTS/ADDITION
- Invite children to repeat this routine by telling another addition story using sunflower and pumpkin seeds.

Create Addition Art

- Provide each child with two kinds of seeds in a small quantity.
 The sum of both kinds of seeds should be five or less.
- Have children make up an addition story using their seeds as they glue the seeds in two groups on a piece of paper. Ask questions in different ways, for example: How many seeds are there now? How many seeds do you have all together?
 Encourage children to write the total number of seeds as they make an addition sentence with you. LABELS PICTURES/FOLLOWS ORAL DIRECTIONS

Observe Observe whether children can add small sets of objects (sums to 5) and determine the total number by counting.

English Language Development

Display two groups of blocks, two in the first group and three in the second group. Make up an addition story about the blocks and have children count the blocks in each group. Then ask them to tell you how many blocks there are in all. Have children point to each block as they count.

USES MATH WORDS



Show children three seeds and count them together. Then, ask children to close their eyes as you put two seeds in one of your hands and one in the other. When children open their eyes, tell them that some of the seeds are in one hand and the rest are in the other. Open one hand and ask children to predict how many seeds are in the other. I have two seeds in this hand. How many seeds do you think are in my other hand? Once children are comfortable with the game, assign partners and have the partners play the game together.



Make Learning

Extend key concepts and skills across the curriculum.

Mathematics

Addition With Vegetables

Gather plastic vegetables from the Dramatic Play Center. Show children two groups of play vegetables, totaling 5 or fewer. Have them tell you a simple word problem. For example: I see 1 orange carrot and 1 green pepper. I see 2 vegetables all together. Provide help when necessary. Next, have children create their own addition problems using the play vegetables.

ADDITION

Social-Emotional



My Turn, Your Turn

Encourage pairs to follow the Ways to Share routine as they work together on addition problems. Have one child create two groups of five blocks. Then, have the other child create a word problem. For example: There are 2 bees buzzing around. There is 1 ladybug on a flower. There are 3 bugs all together! Then have children reverse roles.

COOPERATES AND PLAYS WITH OTHERS



Physical Development

Look, Count, and Move

Hold up a magnetic numeral from 0 to 9. Give one of the following directions:

Clap your hands.

Jump up high.

Bend your knees.

Encourage children to do the action the number of times that matches the numeral before they get in line. Have them freeze for "0."

USES GROSS MOTOR SKILLS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's

learning during Learning Center time or other times.			
Observe)	If	Then	
All Together in the Garden Observe whether children can add small sets of objects (sums to 5) and determine the total number by counting. MATHEMATICS	A child needs support to make an addition story	 Work with two groups of pattern blocks. Show the child two groups of pattern blocks, one group of two and one group of three. Have the child count each group. Put the groups together and have the child count all the blocks. Make an addition story: I can play with two blocks. I can also play with three blocks. How many blocks can I play with all together? (count) I have five blocks all together. 	
		 Repeat with groups of different sizes, guiding children to combine groups, recount, and 	

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Before using seeds, model adding and counting groups of blocks. How many blocks are here? One, two! I have two here. How many blocks are here? One, two, three! I have three here. How many blocks are there in all? One, two...three, four, five!

Special Needs

Children with fine-motor challenges may find it difficult to pick up tiny seeds and glue them to a piece of paper. Provide them with a plastic spoon to help pick up the seeds or give them larger seeds, such as pumpkin seeds.

Enrichment

Have children work with partners using a set of five seeds. Have each partner take some of the five seeds. Then have children tell number stories about the seeds.



make addition stories.



Friday Take-Home

Plastic Cup Gardens

What We Are Learning

Oral Language

- Makes relevant comments
- · Responds appropriately
- Takes turns speaking
- · Follows oral directions

Mathematics

Counts objects

Science and Health

Plant life cycle

Fine Arts

- Sings new and familiar songs
- Uses a variety of materials

Notice Growth

Gather around the seed that the class planted at the beginning of the week. Ask children to describe any changes they see. What did you notice? Did the seed grow? Provide tools such as magnifiers and rulers that children can use to explore. MAKES RELEVANT COMMENTS/RESPONDS APPROPRIATELY

Share What You Know

Invite children to be plant experts. Display the KWL chart you have been filling in. Have children share more things they've learned about plants. Record their observations in the "L" column. Then read the "L" column entries aloud. We've learned so much about plants! TAKES TURNS SPEAKING

Observe Observe whether children show understanding by following complex multistep directions.

Plant Lima Beans

Before starting the activity, prepare the lima beans in advance by placing them on a dish between wet layers of paper towels to loosen the outer covering. If you're using a different kind of seed, follow the directions for that particular seed's preparation.

- Provide each child with a container, pebbles, potting soil, and three seeds. Start by instructing them to count out six pebbles and place them in the bottom of the container.
- Then have children put soil in the container, enough to fill up half of it. Ask children to press three seeds into the soil, then cover with more soil. Finally, children can pour a little water on the soil to moisten it. COUNTS OBJECTS/FOLLOWS ORAL DIRECTIONS
- When children are finished, have them place their cups on a sunny windowsill until it is time to leave for the day. Invite children to take their cups home.
- Encourage children to watch over the seeds with family members at home and report back when they discover a green seedling in the cup. Keep track with a classroom chart. PLANT LIFE CYCLE

English Language Development

Pair children with proficient English speakers. Have the partners work together to plant their seeds. Encourage the child learning English to watch the other child as they follow the step-by-step directions.

FOLLOWS ORAL DIRECTIONS

Extend key concepts and skills across the curriculum.

Music and Movement

A Tree Song

Sing this song to the tune of "Twinkle, Twinkle, Little Star." Invite children to act it out and chime in when they are able.

Some trees grow to be quite tall.
Then, in autumn, leaves will fall.
Some trees' branches droop quite low.
They will touch the ground below.
Some trees grow to be this wide.
Branches grow on every side.

SINGS NEW AND FAMILIAR SONGS

Fine Arts



Flower Garden in Sand

Provide children with green craft sticks, chenille sticks, and colorful construction paper scraps. Invite each child to make flowers. Encourage children to use the craft stick as a stem and the chenille sticks to attach the paper-scrap leaves and flowers. Have children "plant" the flowers in a container filled with sand.

USES A VARIETY OF MATERIALS



Mathematics

Counting Peas in a Pod

Before children move to the next activity, invite them to count peas. Open up a sugar snap pea pod. Have a child count the number of peas in the pod, and then move to the next activity. Repeat the activity with a new pea pod for the next child.

COUNTS OBJECTS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Continuity Control time of other times.			
Observe)	If	Then	
Plastic Cup Gardens Observe whether children show understanding by following complex multistep directions. ORAL LANGUAGE	A child needs more support to follow directions to plant seeds	 Break the project down into manageable steps. Give the steps one at a time. Have the child wait for your direction before moving to the next step. If the child is still having difficulty following directions, do the process with the child. Have the child follow your lead as you and the child complete the steps together. 	

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Assist children in planting their lima beans by creating an assembly line with premeasured amounts of pebbles, soil, and water. Have children go down the line, adding one item at a time, as you assist with the messier ingredients.

Special Needs

To help children with attention issues, create a picture list of the steps for planting lima beans. Provide only as many pebbles, soil, and seeds as each child needs to complete the project.

Enrichment

Invite children to write, sharing the pen, and illustrate the three things plants need in order to grow (water, sunlight, and soil). Encourage children to take the list home to remind themselves about what their plant needs.



Small Groups Instruction

MATERIALS What to Prepare • Sand tray • Play dough

Alphabet Knowledge

Write the Letter Tt

Teach

Write the letter T on the board. Remind children that the letter T makes the /t/ sound, as in the beginning sound in *tomato*.

Model

Model how to write uppercase *T* and lowercase *t*. Have children practice writing the letters on their palms with a finger as you discuss how to form each letter.

Uppercase T:

One straight line down, then a shorter straight line across the top.

Lowercase t:

One short straight line down, then a shorter straight line across the middle.

Practice

When the child is ready, encourage him or her to create the letters with play dough and then on paper.

Observe	If	Then
Observe whether children can write letters independently or on request.	A child cannot write the letter $Tt\dots$	Provide additional examples and practice, such as drawing the letter in sand. See below for additional reinforcement suggestions.

Small Groups Intervention



MATERIALS

What You Have



•Letter Card Tt or other letter materials

Reinforce

Model how to write uppercase *T* and lowercase *t* on the board. Explain letter formation step by step.

Practice

- Help children practice writing the letter *Tt* by placing your hand over the child's hand and gently guiding his/her hand as you repeat instruction on letter formation.
- Have the child talk about how the letters look as you trace the letter *Tt* on the Letter Card or other letter materials together and then as you write *Tt* in the air together.
- Provide repeated practice opportunities until the child is able to complete the task without assistance.

Vocabulary/Vocabulario

This chart presents support for teaching, discussing, and reinforcing theme words during all parts of the day.

English

Introduce **Explain Meaning Connect** flower Picture: Show a picture of What does a flower look like? the colorful part of a garden. Point out a Outdoors: Have children find flower. Have children find a plant that blooms one or more examples of a other examples in the flower. picture. Picture: Display a picture petals Think of a flower you have seen. of a flower. Point out the What color were its petals? the parts on the petals on the flower. outside of a flower In Centers: Have children use materials to draw and decorate a flower and its petals. Show: Let children Where might a plant grow? plant examine a potted *plant* or a kind of living In Centers: Have each child look an outdoor plant and talk thing that has a for a picture of a *plant*. Have about its parts. stem and leaves children compare their pictures. Picture: Show and discuss roots Do the **roots** of a plant grow a picture of the roots of a underground or on top of the the parts of a plant plant. ground? or tree that grow under the ground Outdoors: Pull up a plant, such as a weed, so children can see and talk about its roots. Show: Show children What kinds of seeds have you seeds the tiny parts of a examples of seeds, for seen before? example, pumpkin seeds, plant that you can In Centers: Provide a collection a peach pit, and apple use to grow of **seeds** in resealable plastic seeds. another plant bags for children to examine. Compare: Tell children What kinds of animals might live in a tree? that a tree is much bigger a large plant with a and stronger than a plant trunk, roots. Outdoors: Have children look at such as a vegetable plant. leaves, and a few trees. Have them talk branches about how each tree is alike and different. vine Picture: Show a picture of Does a vine stand up straight a vine such as a grape and tall? Why or why not? a plant that gets vine. Have children notice long like a rope In Centers: Have children use how it is different from and grows on tall materials such as yarn and other plants. things, like a tree cutouts to show how a grape vine looks.

Español

Presentar	Explicar	Conectar	
flor parte colorida de una planta que florece	Ilustrar: Muestre un dibujo de un jardín. Señale una <i>flor</i> . Pida a los niños que busquen otros ejemplos en el dibujo.	¿Cómo es una flor? Al aire libre: Pida a los niños que busquen uno o más ejemplos de una flor.	
pétalos partes de afuera de una flor	Ilustrar: Muestre el dibujo de una flor. Señale los pétalos de la flor.	Piensen en una flor que hayan visto. ¿De qué color eran sus pétalos ? En los Centros: Pida a los niños que usen materiales para dibujar y decorar una flor y sus pétalos .	
planta un tipo de ser vivo que tiene tallos y hojas	Mostrar: Deje que los niños examinen una <i>planta</i> en una maceta o una planta que esté al aire libre y que hablen sobre sus partes.	¿Dónde puede crecer una planta? En los Centros: Pida a cada niño que busque un dibujo de una planta. Pida a los niños que comparen sus dibujos.	
raíces partes de una planta o un árbol que crecen bajo la tierra	Ilustrar: Muestre y comente un dibujo de las <i>raíces</i> de una planta.	¿Las raíces de una planta crecen bajo la tierra o sobre la tierra? Al aire libre: Arranque una planta, por ejemplo una maleza, para que los niños puedan observar y comentar sus raíces .	
semillas partes muy pequeñas de una planta que sirven para hacer crecer a otra planta	Mostrar: Muestre a los niños ejemplos de semillas , como por ejemplo semillas de calabaza, un carozo de durazno y semillas de manzana.	¿Qué tipos de semillas conocen? En los Centros: Dé a los niños una colección de semillas en bolsas de plástico para que las examinen.	
árbol una planta grande que tiene tronco, raíces, hojas y ramas	Comparar: Diga a los niños que un árbol es mucho más grande y más fuerte que una planta como una planta de verduras.	¿Qué clases de animales pueden vivir en un árbol? Al aire libre: Pida a los niños que observen algunos árboles. Pídales que comenten en qué se parecen y en qué se diferencian.	
enredadera una planta larga parecida a una soga que crece alrededor de cosas altas como árboles	Mostrar: Muestre un dibujo de una enredadera, como una vid. Pida que los niños observen en qué se diferencia de otras plantas.	¿Se alza derecho una enredadera? ¿Por qué no? En los Centros: Pida que los niños usen estambre y recortes para ilustrar cómo se ve una enredadera.	

Word Wall



Use downloadable Vocabulary Cutouts to post theme words as you introduce them. Include a picture when possible. Review the words, and model how to refer to the Word Wall during shared writing lessons.

For Families



Print and send home downloadable words for this week for families to reinforce during daily home routines.

Teacher and Child Interactions

Use the following suggestions to guide and enhance interactions with children during the Big Experiences.

	BIG EXPERIENCE	TEACHER FOCUS	STRATEGIES	EXAMPLE
M	ONDAY			
)	How Do Plants Grow?	Quality of Feedback	Clarification	Develop Plant Knowledge Support children's content knowledge by clarifying and correcting information they volunteer for the KWL chart. For example, <i>If you plant an apple seed, it will not grow into an apple. It will grow into an apple tree.</i>
Œ.	Growing Vegetable Soup	Language Modeling	Questions Require More Than a One- Word Response	Get Ready to Read Ask questions that will help children expand their use of language. When children give short responses, encourage them to say more with comments, such a How do you know? What makes you think that? and Tell me more about that.
	How Many Carrots in All?	Concept Development	Producing	Add With Stories Give pairs of children five crayons they can use to create and solve mo addition stories. Model how to talk about each problem. For example, <i>Two crayons and or crayon are three crayons in all.</i>
Τl	JESDAY			
)	What the Sun Sees/ What the Moon Sees	Concept Development	Integrates With Previous Knowledge	Get Ready to Read Before reading, activate children's prior knowledge about the sun an moon and talk about when children see them in the sky. Build on what children say to introduce and preview the book.
Ĉ.	This Is Letter <i>Tt</i>	Regard for Student Perspectives	Allows Movement	Play for <i>Tt</i> Once the children are in the Teacher's Tulip Garden, have them identify the fir sound in <i>tap</i> and <i>turn</i> , /t/. Invite children to listen and follow your "tap and turn" directions For example, <i>Tap your nose and turn around</i> .
	Seed Watchers	Instructional Learning Formats	Hands-On Opportunities	Explore the Parts of a Plant If possible, have several carrots available so children can pass them around to touch and smell them.
W	EDNESDAY			
)	Counting in the Garden	Instructional Learning Formats	Advanced Organizers	Get Ready to Read Preview the book with children. Help them focus on how the book is organized. Help them notice that the book is organized by numbers from one to ten and t there are animals and flowers on every spread.
Č.	From Tree to Table	Quality of Feedback	Back-and-Forth Exchanges	Be Community Workers Have a dialogue with children when they act out the process of getting apples from the farm to the store. Ask children a series of questions about what the are doing that encourages continued responses.
)	How Many Are Hiding?	Language Modeling	Maps Own Actions With Language	Make a Bug Story Narrate your actions and thinking. For example, <i>I am going to put two ants on the tulip, and then I am going to add one bee. Now I want to figure out how many bugs there are in all, so I will add two and one.</i>
Tŀ	HURSDAY			
	Tomato Picking Time	Instructional Learning Formats	Expanding Children's Involvement	Find the <i>Tt</i> on the <u>Tomatoes</u> Let the children practice letter formation by tracing with a finger over the letter <i>Tt</i> and the other letters on the tomato shapes.
CE .	Gardening Experts	Quality of Feedback	Reinforcement	Focus on Curiosity When children suggest questions about plants that they would still li to have answered, reinforce their curiosity by saying, I can see from your question that you are curious and want to learn about stems.
	Flower Prints	Regard for Student Perspectives	Allows Choice	Create and Write About Flower Prints When children use the flowers to make flower prints, in addition to the white paper, offer different choices of paper colors and sizes.
FR	RIDAY			
	Roots, Stems, and Leaves	Language Modeling	Peer Conversations	Draw the Parts of a Plant Encourage peer-to-peer learning through conversation while children are working together on this collaborative activity.
ACE .	All Together in the Garden	Quality of Feedback	Hints	Create Addition Art If some children are having difficulty figuring out the total number o seeds they have, remind them that they can find out how many in all by counting the seed
)	Plastic Cup Gardens	Quality of Feedback	Recognition	Share What You Know The KWL chart provides an opportunity for children to see how much they have learned, which makes it a natural motivator. Praise children for their hard work and accomplishments.

Teacher Focus and Strategies selected from Dimensions and Behavioral Markers from Classroom Assessment Scoring System® (CLASS) Pre-K by Robert C. Pianta, Karen M. La Paro, and Bridget K. Hamre. Copyright © 2008 by Paul H. Brookes Publishing Co., Inc. Used by permission.