

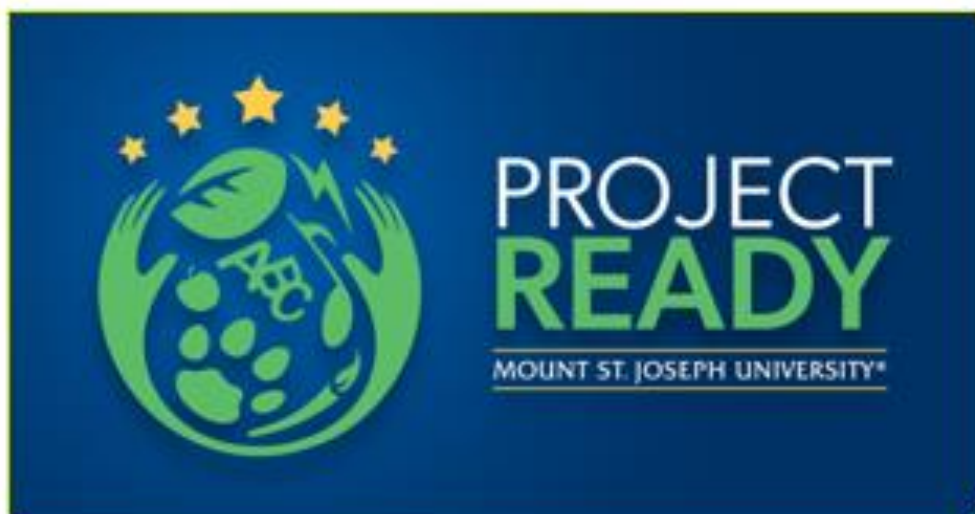


Welcome to

PRESCHOOL

Unit 1 – Welcome

Joyful Discoveries Preschool Curriculum



Revision Date: August 2023



Unit 1 Welcome to Preschool: Circle Time, Small Group, & Centers

This unit welcomes children to school and introduces them to the school & classroom routines, activities, and the people in the school. Teachers may choose to wait and do small groups until Unit 1 or they may choose to begin some small groups during the welcome unit. It is suggested to begin with 123 Storybook Re-read routine and wordless picture books small group routine as these are best done as heterogeneous groupings. One wordless book is included in this welcome unit.

This unit could be done across 6 days as outlined or 3 days (combining 2 books a day) for a shorter welcome period (especially for students in year 2 of preschool).




<p><u>Knowledge Building Targets</u></p> <ol style="list-style-type: none"> 1. Things we do at school 2. Alphabet 3. Numbers and counting 	<p><u>Oral Language Skill Targets</u></p> <ol style="list-style-type: none"> 1. Answering questions 2. Stating an opinion 3. Academic vocabulary 4. Story vocabulary: author, illustrator, title, character (who), setting (where) 5. Retelling/summarizing
<p><u>Early Literacy Skills</u></p> <ol style="list-style-type: none"> 1. Name recognition 2. Phonemic awareness 3. Print/book skills: title, author, directionality 4. Listening comprehension <ol style="list-style-type: none"> a. Answering key questions (focus on who, when, what questions) b. Memory for events c. Retelling 	<p><u>Math Skills</u></p> <ol style="list-style-type: none"> 1. Counting 2. Number recognition

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Unit 1: Welcome to Preschool Overview

Overview of Part 1- We Are So Glad You Are Here!

Book 1	Book 2	Book 3
<p><i>All Are Welcome</i> by Alexandra Penfold & Suzanne Kaufman</p> 	<p><i>Maisy Goes to Preschool</i> by Lucy Cousins</p> 	<p><i>Pete the Cat Rocking in My School Shoes</i> by Eric Litwin</p> 

Overview of Part 2- The Things We Will Learn At School

Book 4	Book 5	Book 6
<p><i>Because You Are My Teacher</i> by Sherry North</p> 	<p><i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. and John Archambault</p> 	<p><i>Feast for Ten</i> by Cathryn Falwell</p> 

Wordless Book for the Welcome to Preschool Unit

<p>Wordless Books—Seasons and Weather</p>
<p><i>Red Hat</i> by Lita Judge</p>

Material List for Unit 1- Welcome to Preschool

Whole Group Reading	
Books	Cost
<i>All Are Welcome</i> by Alexandra Penfold & Suzanne Kaufman	\$10.73
<i>Maisy Goes to Preschool</i> by Lucy Cousins	\$6.99
<i>Pete the Cat Rocking in My School Shoes</i> by Eric Litwin	\$10.95
<i>Because You Are My Teacher</i> by Sherry North (Out of Print)	\$19.32 (new)
<i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. & John Archambault	\$7.64
<i>Feast for Ten</i> by Cathryn Falwell	\$5.90
Wordless Book	
<i>Red Hat</i> by Lita Judge	\$11.89
Total Book Cost	\$73.42

Craft and Additional Materials	
White printer paper	Roughly \$.02/page
Tools for drawing (crayons, markers, etc.)	Likely already purchased for school
Construction paper in brown and green	Likely already purchased for school
Glue sticks	Likely already purchased for school
Total Cost of Crafts and Math Materials	Varies by school

Dramatic Play Center Materials	
None for this unit	
Total Cost of Dramatic Play Center	\$0

Total cost for Unit 1 = \$73.42 + any craft materials to purchase

Materials to Prepare (Found in Materials Binder)		
All About Me template	page 2 of Materials binder	Print on white paper, 1 per student
<i>Red Hat</i> sequencing cards	page 3 of Materials binder	Print and laminate, 1 per class

Whole Group Circle Time—Basic Outline

1. Gathering Together (2 min): ABC Song to call student to circle.
2. Language Time! (3 min) – Nursery Rhyme, Finger Play, Song, Poem
3. Learning New Things (10 min)
 - a. Topic discussion for week 1: Showing Kindness to our Friends & Community
 - b. Story & Discussion Using 1, 2, 3 Shared Story Routine
 - c. Included periodically: Shared Writing Experience
4. Highlight Center Where You Can Learn More

Second Read of Circle Time Story – Basic Outline

1. Story & Discussion, 1, 2, 3 Shared Story Routine
2. Follow Up Activity or Craft

The 1, 2, 3 Shared Story Routine – Read Two Times

1st Read – Focus on Listening to the Story—Whole Group Story Time

1. Before:

1. Introduce the topic
2. Introduce the book to generate excitement.
3. Point out title, author, & illustrator.

2. During:

1. Read with very few interruptions so children can get a sense of the full story.
2. Model Thinking Aloud.
3. Draw children’s attention to key content, vocabulary, and story elements: characters, setting, the problem, etc.

3. After:

1. Ask their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Questions: Ask simple questions about the book.
3. Review vocabulary & connect content of the book to their knowledge of the topic.
(2 & 3 should go in the order that makes sense for the book discussion)

2nd Read – Discuss Together & Activity

1. Before:

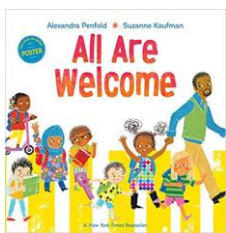
1. Ask the children if they can remember what this book is about—show them the cover to remind them.
2. Point out the title, author, & illustrator.
3. Tell them we are going to read the story again and discuss the story. So be ready to share your ideas!

2. During:

1. Read with excitement and fluency.
2. Ask questions about how characters feel or what they might be thinking.
3. Highlight key vocabulary, content, and story elements.

3. After:

1. Ask for their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
3. Complete follow up activity



Unit: Welcome, Part 1- We Are So Glad You Are Here!

Book 1: All Are Welcome by Alexandra Penfold & Suzanne Kaufman

Extra Materials Needed: All About Me template printed for each student



Language Time

Tune: Are you
Sleeping

Explain- *We are going to sing a song to help us learn everyone's name. When your name is called, you get to stand up and wave.*

*Where is
(child's name)*

*Where is
(child's name)*

(Hold hand over eyes
as if searching)

*Please stand up,
Please stand up*

(Lift hands up)

(*Child whose name
was called stands)

*Do a little wave,
(Everyone waves)*

*Do a little clapping,
(Everyone claps)*

*Sit back down,
Sit back down*

(Motion for child to
sit down)

*Repeat with
different names
across a few days so
everyone gets a turn
to stand up.

1. Before

1. Topic Introduction- *We are so happy you are in our classroom and we are excited to start our school year. School is so much fun! You will make new friends and do so many interesting things.*

2. Book Introduction- Show children book cover. *This book is all about school. It shows us the different things we will get to do at school. It looks like these children are arriving for their first day of school. Just like you!*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- 1st page- *Oh, look! The children are arriving with their families. They look so excited and happy to start school.*

- "Our strength is our diversity. A shelter from adversity." *That is so nice. It means that in our classroom we are all a little different. Diversity means different. It is good to have so many different friends. It is fun to learn all together. Our classroom is a fun, safe place to be with our friends.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are certain procedures at school (saying goodbye to families in the morning, raising your hand when you want to talk, etc.)

There are different activities at school (music, art, reading stories, etc.)

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

haste- to hurry

The school day is beginning. It's time to hurry to start school.

diversity- differences

Everyone is a bit different. We are different on the outside and the inside. We look different and we are interested in different things. Do you see any differences in this picture?

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you liked it.* Teach students how to make the thumbs up sign.

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What did the children do when they wanted to speak?* (raise their hands)

- *What are some of the things the children did at school?* (Show pictures to help students recall activities- go to recess, make art, read together, etc.)

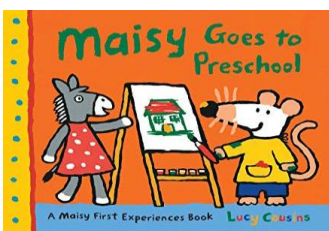
3. Follow Up Activity- All About Me Activity

Materials needed- crayons, and craft template (see materials binder)

- This simple activity could be done in small groups or sent home to be completed with families.

- Ideally, each child will have a picture of themselves to put in the top box. Encourage families to send in a picture, if possible.

- Create an area to display the children's work



Unit: Welcome, Part 1- We Are So Glad You Are Here!

Book 2: *Maisy Goes to Preschool* by Lucy Cousins

Extra Materials Needed: display of your daily classroom schedule



1. Before

1. Topic Introduction- *We start our preschool day by reading a book together. Every day we will share a book. There are certain things we do at preschool. Today we are going to read about another preschool and then we are going to talk about what we do at our school.*

2. Book Introduction- *This book is all about preschool. It tells the story of a little mouse named Maisy and her preschool day. Let's read about Maisy's preschool and see how it is like ours.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Today is a very good day for Maisy." *Maisy looks happy and excited to go to school.*

- "After painting, it is snack time." *Do we have snack time at school?* Discuss.

- "They all sit together and listen quietly to the story." *We read books in our classroom, too! We gather on our carpet and read a story every morning. After we read together, we play and do activities in our classroom.* Discuss in a way that matches your daily schedule.

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Our preschool day has a schedule.

There are certain things we do at preschool.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

remind- help someone to remember

Tallulah helps her friends remember to wash their hands.

gather- come together

The students gather together to listen to the story.

3. After

1. Ask their Opinion- *I liked that book! My favorite part was when Maisy and her friends played music.* Call on a few children to share, "My favorite part was..."

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What is the first thing the children in Maisy's class do when they start the day?* (Show picture of first page to refresh students' memory- hang up their coats.)

- *Who is this story about?* (Maisy)

3. Follow Up Activity- Guided retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in book to refresh their memory.

Maisy is so happy to go to school. When she arrives at school, the first thing she does is _____ (hang up her coat.) She says hi to her friends and they paint pictures. After painting, the children are hungry. It is time for _____ (snack.) The students take a nap, play music, and play outside. At the end of the day, it was time to go _____ (home.)

Language Time

Tune: Are you
Sleeping

Explain- *We are going to sing a song to help us learn everyone's name. When your name is called, you get to stand up and wave.*

*Where is
(child's name)*

*Where is
(child's name)*

(Hold hand over eyes
as if searching)

*Please stand up,
Please stand up*

(Lift hands up)

(*Child whose name
was called stands)

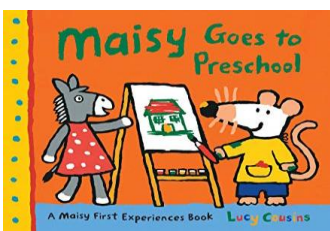
*Do a little wave,
(Everyone waves)*

*Do a little clapping,
(Everyone claps)*

*Sit back down,
Sit back down*

(Motion for child to
sit down)

*Repeat with
different names
across a few days so
everyone gets a turn
to stand up.



Unit: Welcome, Part 1- We Are So Glad You Are Here!

Book 2: Maisy Goes to Preschool by Lucy Cousins

Re-Read & Activity- Discuss your classroom schedule

Extra Materials Needed: book, display of your classroom schedule

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. Do you remember this character's name? (Maisy) It's Maisy's first day of school!

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Maisy Goes to Preschool. The author of the story is Lucy Cousins. The author is the person who writes the words in the story.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. When we are done, we are going to talk about the things that we do at our preschool. We do some of the same things that Maisie does and some things that we do are different.

During:

1. Read with excitement and fluency.

2. Ask Questions/Model Thinking Aloud

a. First page- Model positive thinking about school anticipation. *Maisy looks happy and excited to be at school.*

b. Picture that shows students hanging up their coats- Compare and contrast this with what you do to start your day. *We also hang up our things at the beginning of the day, but the first thing we do in our classroom is put our names on the attendance board.* (The way you discuss the start of your day will vary by your personal classroom schedule.)

c. Draw attention to different activities in the story and compare those to your classroom. (Nap time, story time, recess, etc.)

After:

1. Ask for their opinion- did they like it? Thumbs up/down? What was your favorite part of the book?

Provide a sentence stem "My favorite part of the story is..."

2. Discussion questions

a. *What is the first thing the children in the story did to start their school day?* (hang up their things)

b. *What are some of the fun things that the children in the story do at their school? Do we do that at our school?* (various answers)

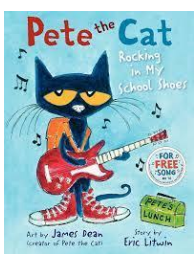
c. *What do you like to do at preschool?* (various answers)

3. Activity- Our Schedule Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the activity. Explain, *We keep our schedule in our classroom so everyone can see what we are doing each day.* Show children where the schedule is normally displayed. Explain, *A schedule tells us what we will do at different times of the day. We can look at the schedule to know what we are going to do next.* Talk through the events of your schedule and then ask simple questions to check their understanding. Point to schedule to guide their answers:

a. *What do we do first?*

b. *What do we do after lunch?*

c. *What is the last thing we do?*



Unit: Welcome, Part 1- We Are So Glad You Are Here!

Book 3: *Pete the Cat Rocking in My School Shoes* by Eric Litwin

Extra Materials Needed: none



Language Time

Tune: Are you
Sleeping

Explain- *We are going to sing a song to help us learn everyone's name. When your name is called, you get to stand up and wave.*

*Where is
(child's name)*

*Where is
(child's name)*

(Hold hand over eyes
as if searching)

*Please stand up,
Please stand up*
(Lift hands up)

(*Child whose name
was called stands)

*Do a little wave,
(Everyone waves)*

*Do a little clapping,
(Everyone claps)*

*Sit back down,
Sit back down*
(Motion for child to
sit down)

*Repeat with
different names
across a few days so
everyone gets a turn
to stand up.

1. Before

1. Topic Introduction- *We are learning about preschool! We do so many things at school. Raise your hand if you want to tell everyone one thing we do at school.*

2. Book Introduction- *This book is called Pete the Cat Rocking in My School Shoes. It is about Pete the Cat and his adventures at school. Pete explores his school and we have to figure out where in the school Pete is. All day long, Pete wears his school shoes. Do you have school shoes? Point to your school shoes!*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "to a room with books on every wall" *Pete's teacher wants him to go to a room with books on every wall. I wonder where that is. It might be the library! There are lots of books in the library.*
- "Does Pete worry? Goodness, no!" *Say that with me, "Goodness, no!" Pete isn't worried.*
- "with swings and tall slides" *Where is Pete now? Do we have swings and tall slides on our playground?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are different places in a school. We have some of the same places at our school.

Encourage active participation in singing the song (model it first.)

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

strolling- walking slowly

Pete the Cat is strolling down the street. He's walking slowly, taking his time.

rocking- looking good or singing loudly

Pete the Cat is rocking his school shoes. He looks good!

3. After

1. Ask their Opinion- *Did you like that story about Pete the Cat? Thumbs up if you enjoyed it. Turn to the person next to you and tell them your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did Pete the Cat go?* (school)
- *What was Pete the Cat wearing?* (His new school shoes)

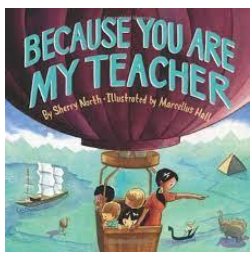
3. Follow Up Activity- Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say the name of a place around a school. You will nod your head if the place was in the book and shake your head if it wasn't in the book. Practice nodding and shaking.*

- *Pete the Cat went to the library.* (Yes)

- *Pete the Cat went to the gymnasium.* (No)

- *Pete the Cat went to the playground.* (Yes)



Unit: Welcome, Part 2- The Things We'll Learn at School
Book 4: Because You Are My Teacher by Sherry North
Extra Materials Needed: none



Language Time

Tune: Are you
Sleeping

Explain- *We are going to sing a song to help us learn everyone's name. When your name is called, you get to stand up and wave.*

*Where is
(child's name)
Where is
(child's name)*

(Hold hand over eyes
as if searching)

*Please stand up,
Please stand up
(Lift hands up)*

(*Child whose name
was called stands)

*Do a little wave,
(Everyone waves)*

*Do a little clapping,
(Everyone claps)*

*Sit back down,
Sit back down
(Motion for child to
sit down)*

*Repeat with
different names
across a few days so
everyone gets a turn
to stand up.

1. Before

1. Topic Introduction- *We have been learning about some of the things we do at school every day. Today we are going to read about some of the fun things we are going to learn this year!*

2. Book Introduction- *Look at the cover. I see people in a hot air balloon. It looks like they are exploring the world. We are going to explore the world from our classroom this year!*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "And study the Atlantic" *The Atlantic is an ocean, a HUGE body of water. We are going to learn about the oceans and all the animals that live there.*
- "trek through desert lands" *We are going to learn about deserts. Deserts are dry places where it hardly ever rains at all.*
- "Exploring the Grand Canyon" *The Grand Canyon is in the United States. That's where we live! We will learn about the place where we live.*
- "we would study Earth from space" *We are going to learn about space and all the planets in our galaxy. The people who travel to space are called astronauts.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

We are going to learn amazing things this year!

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

study- learn all about

We are going to study so many amazing things this year.

trek- go on a long journey

We won't really trek around the world, but we will learn about the whole world in our classroom.

quest- an adventure

We will have many quests this year.

3. After

1. Ask their Opinion- *Did you enjoy this book? Thumbs up if you did.*

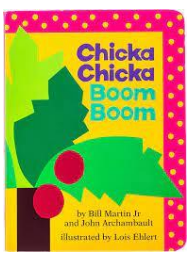
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did they go in this story?* (Various answers. Show pictures if needed.)
- *What was one thing we saw in the pictures?* (Various answers. Show pictures.)

3. Follow Up Activity- Rhyming Introduction

Explain, *There were lots of rhyming words in this book. Rhyming words sound the same at the end. Let's go back and read parts of the book and listen to the rhyming words.* Emphasize the rhyming words in bold. Point out how they sound the same at the end.

- *...set out on a **quest**.... the east end to the west.*
- *...amazing **sights** ...make their own **lights**.*
- *...beneath the **stars** ...instead of cars.*



Unit: Welcome, Part 2- The Things We'll Learn at School

Book 5: Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault

Extra Materials Needed: none



Language Time

Tune: Are you
Sleeping

Explain- *We are going to sing a song to help us learn everyone's name. When your name is called, you get to stand up and wave.*

*Where is
(child's name)
Where is
(child's name)*

(Hold hand over eyes
as if searching)

*Please stand up,
Please stand up*
(Lift hands up)

(*Child whose name
was called stands)

*Do a little wave,
(Everyone waves)*

*Do a little clapping,
(Everyone claps)*

*Sit back down,
Sit back down*
(Motion for child to
sit down)

*Repeat with
different names
across a few days so
everyone gets a turn
to stand up.

1. Before

1. Topic Introduction- *We have been learning about the things we will do and learn at preschool this year. We are going to have so many adventures together in our classroom.*

2. Book Introduction- *This book is all about letters. We use letters to write and read words. It's very important to learn about letters.*

3. Title and Author- Draw attention to title and author *This story is called Chicka Chicka Boom Boom. The people who write a book are called the authors. The authors of this story are Bill Martin Jr. and John Archambault.*

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "The whole alphabet up the – Oh, no!" *I think the letters might be too high. I wonder what will happen. Are they stuck in the tree?*
- "Mamas and papas and uncles and aunts hug their little dears' *The adults are there to help the little letters out. I think they're OK now.*
- "And the sun goes down on the coconut tree..." *It looks like all the letters are free from the pileup now.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are 26 letters in our alphabet.

Letters are how we read and write words.

There are big letters and little letters and we will learn them all this year.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

alphabet- all the letters, there are 26

The whole alphabet is in the tree now. That's too many letters in the tree!

pileup- big, messy group where everything is stuck together

When the letters fell from the tree, they got all tangled up in a pileup.

3. After

1. Ask their Opinion- *Did you enjoy reading about the letter's silly adventure in the coconut tree? Thumbs up if you liked that story. Thumbs down if you didn't like that story. It's okay to not like a story.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

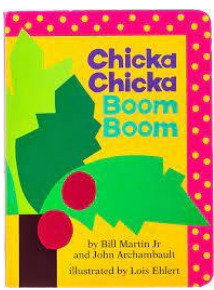
- *What was this book about?* (the alphabet, letters)

- *Where did the letters go?* (the coconut tree)

3. Follow Up Activity- Guided retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story. Show pictures in book to refresh their memory.*

All of the letters climbed to the top of the _____ (coconut tree.) The tree tipped over and the letters _____ (fell!) The adults came and helped, but then there was a full moon. A got out of bed and _____ (climbed up the coconut tree.)



Unit: Welcome, Part 2- The Things We'll Learn at School

Book 5: Chicka Chicka Boom Boom by Bill Martin Jr. and John Archambault

Re-Read & Activity- The letters in your name

Extra Materials Needed: book, art materials (construction paper for tree- green and brown, letters of children's names- foam letters, letter stickers, etc., glue sticks)

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. Do you remember what this is? It's a coconut tree! The letters climbed the tree in this story.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Chicka Chicka Boom Boom. There are two authors, Bill Martin Jr. and John Archambault. The authors worked together to write the words in this story.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. When we are done, we will talk about the story and then do a craft with letters!

During:

1. Read with excitement and fluency.

2. Ask Questions/Model Thinking Aloud

a. *Why are the letters going to the top of the tree?* (They are racing, playing a game, having fun)

b. *What is going to happen if they ALL go to the top of the tree?* (They will fall)

c. *Who helps the letters when they fall?* (The mamas and papas and aunts and uncles)

After:

1. Ask for their opinion- did they like it? Thumbs up/down? What is your favorite part of the story? Provide a sentence stem "My favorite part of the story is..."

2. Discussion questions

a. *Who was this story about?* (the letters)

b. *Where did the letters go?* (to the top of the coconut tree)

c. *Why do they all fall?* (too heavy for the tree)

3. Activity- Craft: Name Tree Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Explain, *We are going to make our own coconut trees today. We're going to decorate our trees with the letters in our names.*

Show the children an example. Guide students through the steps:

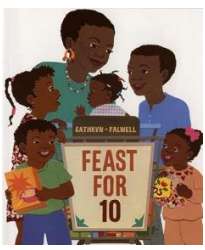
a. Create coconut tree with construction paper. Glue the tree to a larger piece of paper.

b. Put the letters in their names on their coconut trees. Explain, *These are the letters in your name.*

Depending on age and exposure to letters, you can encourage children to put the letters in the correct order, or just place them randomly.

c. Decorate the tree and scene further, if desired.





Unit: Welcome, Part 2- The Things We'll Learn at School

Book 6: Feast for 10 by Cathryn Falwell

Extra Materials Needed: none



Language Time

Tune: Are you
Sleeping

Explain- *We are going to sing a song to help us learn everyone's name. When your name is called, you get to stand up and wave.*

*Where is
(child's name)*

*Where is
(child's name)*

(Hold hand over eyes
as if searching)

*Please stand up,
Please stand up*

(Lift hands up)

(*Child whose name
was called stands)

*Do a little wave,
(Everyone waves)*

*Do a little clapping,
(Everyone claps)*

*Sit back down,
Sit back down*

(Motion for child to
sit down)

*Repeat with
different names
across a few days so
everyone gets a turn
to stand up.

1. Before

1. Topic Introduction- *We have been reading about the things we will learn about in school.*

2. Book Introduction- *One of the things we will learn about in school is numbers. Numbers tell us how many. This is a counting book that has the numbers 1-10. Point to the number 10 on the cover.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "one cart into the grocery store" *I see one empty cart. I think the family is going to fill the cart with food for their feast. Let's find out if I'm right.*
- "four children off to look for more" *I'm guessing the children are going to look for more food. I wonder what food they will find.*
- "ten hands help to load the car" *The children are helping to put the groceries in the car. How nice! They look so happy to help. Helping is so fun!*
- "one car home from the grocery store" *It looks like we have started counting again. We're back at number one!*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Numbers tell us how many.

We say numbers when we count.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

feast- a great meal

I think the family in this story is going to make a great meal.

fry- to cook with lots of oil

Frying makes food crispy and hot.

folks- people

There are ten hungry folks. Ten people share the delicious meal.

3. After

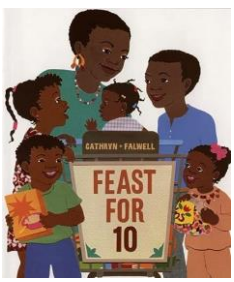
1. Ask their Opinion- *Thumbs up if you enjoyed that counting book.* Count on a few students to share their favorite food from the book. *"My favorite food was..."*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What was this story about?* (a family making a feast)
- *What did they do first?* (go to the grocery store)

3. Follow Up Activity- Math Word Problem

- Explain, *We counted many things in this book. We saw the family get food at the grocery store and then prepare the food for their feast. They chose 2 pumpkins for pie and 3 chickens to fry. How many foods is that altogether? Let's use our fingers to figure that out. They found 2 pumpkins.* (Hold up two fingers on one hand.) *There were three chickens.* (Hold up three more fingers) *Altogether that is* (wiggle fingers as you count) *1,2,3, 4, 5. Two pumpkins plus three chickens equals five foods altogether.*



Unit: Welcome, Part 2- The Things We'll Learn at School

Book 6: Feast for 10 by Cathryn Falwell

Re-Read & Activity- The letters in your name

Extra Materials Needed: book, art materials (crayons and paper for drawing a family picture), number cards 1-10

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. Do you remember what the word feast means? A feast is a great meal. The family was making a feast.

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Feast for 10. Cathryn Falwell is the author. She wrote the words in the book.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. When we are done, we will talk about the story and then do a craft.

During:

1. Read with excitement and fluency.

2. Ask Questions/Model Thinking Aloud

a. *Where did the family go in this story?* (the grocery store, home)

b. *What did they buy?* (various answers)

c. *How many people shared the feast?* (ten)

After:

1. Ask for their opinion- did they like it? Thumbs up/down? What is your favorite part of the story? Provide a sentence stem "My favorite part of the story is..."

2. Discussion questions

a. *Who was this story about?* (a family)

b. *Where did the family in this story go?* (the grocery store, home)

c. *What were they preparing?* (a feast)

d. *Who ate the feast?* (ten folks, ten people, the family)

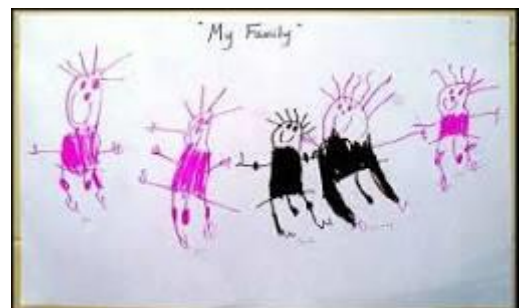
3. Activity- Craft: Family Pictures Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Explain, *We are going to draw a picture of our own families today.* Show the children an example. Guide students through the steps:

a. Think about who is in your family. How many people are there? Do you have any pets?

b. Draw your family.

c. Share your picture and tell everyone about your family.

* Encourage children to bring in family photographs. Use family photographs and drawings to decorate your classroom. Remind students that all families are a little bit different, but they are all special and important.



Wordless Books Small Group Work for Welcome Unit

Books in this Unit

Red Hat by Lita Judge

Wordless Books General Outline

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, and print/book skills.

Materials: Books and follow up activity

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*What do you think this book is about?*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read.
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing: who the characters were, what the problem was that resolved, and how it ended.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed—what is happening on this page? Who is that? How did the story end? Have the child complete your sentence--The girl and the boy became ____ (friends).
6. After Reading Activity.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



Red Hat by Lita Judge

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *Red Hat* by Lita Judge, sequencing cards (found in Materials binder)

Story Synopsis: A young child is pretending to wash his red hat in his yard. He hangs the hat on the clothesline before going inside. Forest animals discover the hat and have a great time playing with it. As they play, the hat slowly unravels into one long string of red yarn. They clip the hat to the clothesline and walk away. When the child comes back outside, he discovers his ruined hat. He feels sad but immediately sits down with knitting needles to create something new from the yarn. At the very end of the story, he uses the yarn from his hat to create items of clothing for the forest animals.

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement by pointing out the child, the bear, and the red hat.
2. **Ask** “*what do you think this book is about*” Ask, “Who do you think that hat belongs to?” “What do you think the bear is going to do?”
3. **Model**--Read it the first time with the children where you tell the story— asking a few basic questions as you read. “Where is the child going?” “What animals did you see?” “What happened to the hat?” “How did the story end?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “Who was in the story?” “What animals played with the hat?” “What happened to the hat?” “How did the story end?”
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Story retell using the sequencing cards. Show the child the picture cards and briefly explain what is happening in each picture. Ask the child to point to the picture that shows what happened at the beginning, middle, and end of the story. Put the story cards into the correct order. Encourage the child to point to each card in order and briefly retell the story.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.

