

# Focus Question 1

## What names do we need to know at school?

**Vocabulary—English:** children’s names, interest areas, lost, family, skills, portrait, beehive

**Spanish:** se pierdan, familia, destrezas, retrato familiar, colmena

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	All: basic materials	All: basic materials	All: basic materials	All: basic materials	Art: mirrors; collage materials
Question of the Day	Can you find your name and put it on the board?	Have you ever lost something?	Did Humpty Dumpty dance, or did he crack?	Do you know how to use this? (Display a magnifying glass or interesting classroom item.)	Do you know the name of this place? (Display a picture of the front of the school.)
Large Group	<p><b>Rhyme:</b> “Humpty Dumpty”</p> <p><b>Discussion and Shared Writing:</b> Our Names</p> <p><b>Materials:</b> Intentional Teaching Card SE04, “Actively Listening to Children”; Intentional Teaching Card SE07, “Good-Byes”; Mighty Minutes 81, “Humpty Dumpty”; raw egg in shell; Mighty Minutes 78, “Hello Friends”; name cards with children’s pictures</p>	<p><b>Rhyme:</b> Write the poem, “Three Little Kittens,” on chart paper.</p> <p><b>Discussion and Shared Writing:</b> Family Names</p> <p><b>Materials:</b> none</p>	<p><b>Rhyme:</b> “Let’s Make a Cake”</p> <p><b>Discussion and Shared Writing:</b> Finding Our Names in the Classroom</p> <p><b>Materials:</b> Mighty Minutes 83, “Let’s Make a Cake”; alphabet cards; <i>Anansi and His Children</i>; Mighty Minutes 40, “Clap a Friend’s Name”</p>	<p><b>Movement:</b> Bounce, Bounce, Bounce</p> <p><b>Discussion and Shared Writing:</b> Names of Interesting Things in the Classroom</p> <p><b>Materials:</b> Mighty Minutes 30, “Bounce, Bounce, Bounce”; pictures of objects in the classroom</p>	<p><b>Poem:</b> “Move to the Bear”</p> <p><b>Discussion and Shared Writing:</b> Names of Places in the School</p> <p><b>Materials:</b> Mighty Minutes 91, “Move to the Bear”; drum; digital camera</p>
Read-Aloud	<i>A Pocket for Corduroy</i>	<i>Love Is a Family</i>	<i>Quinito, Day and Night</i>	<i>Love Is a Family</i>	<i>Wemberly Worried</i> Book Discussion Card 20 (first read-aloud)
Small Group	Introducing Interest Areas	Introducing Interest Areas: eBook version of <i>Anansi and His Children</i>	Introducing Interest Areas	Introducing Interest Areas	Introducing Interest Areas
Mighty Minutes®	Mighty Minutes 30, “Bounce, Bounce, Bounce”	Mighty Minutes 30, “Bounce, Bounce, Bounce”	Mighty Minutes 40, “Clap a Friend’s Name”	Mighty Minutes 75, “Busy Bees”; basket of common classroom items	Mighty Minutes 81, “Humpty Dumpty”; egg shakers or maracas

### Make Time for...

#### Outdoor Experiences

##### Introducing the Playground

- Take the children on a short tour of the playground.
- Each day, talk with the children about a specific area of the playground. Explain basic safety rules, e.g., tricycles must stay on the path.

#### Family Partnerships

- Invite family members to join the class for a walk around the school on day 5.
- Ask families to bring in family photos to display in the classroom.
- Invite families to access the eBook, *Anansi and His Children*.

#### Wow! Experiences

- Day 5: A walk around the school to learn the names of different places

**Outdoor supervision is especially important during the first few weeks of school, as children learn their way around the area and explore unfamiliar play structures.**

# Focus Question 2

## What should we do if we get sad or scared at school?

**Vocabulary—English:** *tempo, real, pretend, scared*

**Spanish:** *ritmo, de verdad, de juguete, asustado*

	Day 1	Day 2	Day 3
Interest Areas	<b>Toys and Games:</b> puzzles	<b>Library:</b> a personal journal for each child (newsprint pages with construction paper covers); variety of writing tools	<b>Art:</b> safety scissors (right- and left-handed); paper; thick marker
Question of the Day	Have you ever been sad?	Have you ever been scared?	What makes you happy?
Large Group	<b>Movement:</b> Dance With Scarves <b>Discussion and Shared Writing:</b> Feeling Sad <b>Materials:</b> music or drum; scarf or piece of fabric; <i>The Kissing Hand</i> ; Intentional Teaching Card SE03, “Calm-Down Place”	<b>Rhyme:</b> “Little Miss Muffet” <b>Discussion and Shared Writing:</b> Feeling Scared <b>Materials:</b> Mighty Minutes 90, “Little Miss Muffet”; fake or paper spider; Intentional Teaching Card LL39, “My Daily Journal”	<b>Rhyme:</b> “Two Plump Armadillos” <b>Discussion and Shared Writing:</b> Feelings at School <b>Materials:</b> Mighty Minutes 44, “Two Plump Armadillos”; Intentional Teaching Card SE06, “Talk About Feelings”; Intentional Teaching Card P08, “Cutting with Scissors”
Read-Aloud	<i>Wemberly Worried</i> Book Discussion Card 20 (second read-aloud)	<i>The Kissing Hand</i>	<i>Wemberly Worried</i> Book Discussion Card 20 (third read-aloud)
Small Group	Introducing Interest Areas	Introducing Interest Areas	Introducing Interest Areas
Mighty Minutes®	Mighty Minutes 87, “One, Two, Buckle My Shoe”	Mighty Minutes 46, “Strolling Through the Park”	Mighty Minutes 46, “Strolling Through the Park”

### Make Time for...

#### Outdoor Experiences

##### Introducing Outdoor Materials

- Introduce toys and other materials that are frequently used outside, e.g., balls, hula hoops, and dump trucks in the sandbox.

#### Family Partnerships

- Ask families to continue bringing in family photos.
- Talk to families whose children find it particularly challenging to transition from home to school in the morning. See Intentional Teaching Card SE07, “Good-Byes,” for ideas on helping families create good-bye rituals.

#### English-language learners

Plan activities with family members of English-language learners. Encourage them to use their home languages in the classroom during the activities. The presence of family members can help build children’s confidence in social situations and their comfort in the classroom.

## What are our rules?

**Vocabulary—English:** rule, resting position, question, recommendation

**Spanish:** regla, posición de descanso, pregunta, recomendación

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<b>Blocks:</b> cars and trucks	<b>Dramatic Play:</b> dress-up clothes <b>Technology:</b> eBook version of <i>A World of Families</i>	<b>Music and Movement:</b> instruments; basket	<b>Music and Movement:</b> instruments	<b>Library:</b> books about families
Question of the Day	Did you wash your hands when you got to school?	Would you like to paint today?	What song shall we sing today? (Offer two choices.)	How many fingers are on your hand? Two or five?	Have you ever seen someone _____? (Name the special skill of today's visitor.)
Large Group	<b>Song:</b> "Mary Had a Little Lamb" <b>Discussion and Shared Writing:</b> Why We Have Rules <b>Materials:</b> Mighty Minutes 13, "Simon Says"; digital camera	<b>Game:</b> Jack in the Box <b>Discussion and Shared Writing:</b> Writing the Rules <b>Materials:</b> Mighty Minutes 74, "Jack in the Box"; Intentional Teaching Card SE09, "Big Rule, Little Rule"	<b>Chant:</b> "Are You Ready?" <b>Discussion and Shared Writing:</b> Playing Instruments <b>Materials:</b> Mighty Minutes 73, "Are You Ready?"; basket of musical instruments	<b>Movement:</b> Move to the Beat <b>Discussion and Shared Writing:</b> What Can We Do With Our Hands? <b>Materials:</b> Mighty Minutes 91, "Move to the Beat"; drum; Mighty Minutes 26, "Echo Clapping" <b>Materials for Large-Group Roundup:</b> Intentional Teaching Card LL54, "Asking Questions"	<b>Chant:</b> "Are You Ready?" <b>Discussion and Shared Writing:</b> Family Member Visit <b>Materials:</b> Mighty Minutes 73, "Are You Ready?"; several books about families
Read-Aloud	<i>Charlie Anderson</i> Book Discussion Card 17 (first read-aloud)	<i>A World of Families</i>	<i>Charlie Anderson</i> Book Discussion Card 17 (second read-aloud)	<i>Peeny Butter Fudge</i>	<i>Charlie Anderson</i> Book Discussion Card 17 (third read-aloud)
Small Group	<b>Introducing Interest Areas</b>	<b>Option 1: Modeling Clay</b> Intentional Teaching Card M52, "Modeling Clay" (See card for equipment, ingredients, and recipe.) <b>Option 2: Black Bean Corn Salad</b> Intentional Teaching Card M53, "Black Bean Corn Salad" (See card for equipment, ingredients, and recipe.)	<b>Option 1: The Name Game</b> Intentional Teaching Card LL47, "The Name Game"; children's names on sentence strips; basket or other container; blank strip of paper or index card <b>Option 2: Making My Name</b> Intentional Teaching Card LL29, "Making My Name"; small, sturdy envelopes; letter manipulatives; marker	<b>Option 1: Can You Find It?</b> Intentional Teaching Card M51, "Can You Find It?"; common classroom objects <b>Option 2: Where Does It Belong?</b> Intentional Teaching Card M51, "Can You Find It?"; common classroom objects; digital camera	<b>Option 1: Can You Find It?</b> Intentional Teaching Card M51, "Can You Find It?"; common classroom objects <b>Option 2: Where Does It Belong?</b> Intentional Teaching Card M51, "Can You Find It?"; common classroom objects; digital camera
Mighty Minutes®	Mighty Minutes 94, "Old MacDonald"	Mighty Minutes 94, "Old MacDonald"; real instruments (optional)	Mighty Minutes 44, "Two Plump Armadillos"	Mighty Minutes 87, "One, Two, Buckle My Shoe"	Mighty Minutes 87, "One, Two, Buckle My Shoe"

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Use Intentional Teaching Card P12, "Exploring Pathways." Follow the guidance on the card.

#### Family Partnerships

- Invite a family member to visit the classroom on day 5 to demonstrate something special that she can do with her hands, e.g., play an instrument, make pottery, juggle, knit, or carve.
- Invite families to access the eBook, *A World of Families*.

#### Wow! Experiences

- Day 5: Visit from a family member with a special skill

#### English-language learners

Each family is unique, so you will need to use a variety of ways to communicate with the families in your program. Over time, learn as much as you can from and about them. Help each other understand cultural differences and encourage family members to share their interests and expertise.

## When do things happen at school?

Vocabulary—English: jalapeño, bagel, clock, schedule

Spanish: jalapeño, bagel, reloj, horario

	Day 1	Day 2	Day 3
Interest Areas	<b>Music and Movement:</b> rhythm sticks	<b>Toys and Games:</b> interlocking building materials, e.g., LEGO® bricks, star builders, and bristle blocks	<b>Discovery:</b> collection of familiar classroom items; magnifying glasses <b>Technology:</b> eBook version of <i>Papi, How Many Stars Are in the Sky?</i>
Question of the Day	Do you know how this is used? (Display a picture of a clock.)	What do we do after snack? (Offer two choices, e.g., go outside or take a nap.)	What do we do when we first get to school? (Offer two choices, e.g., wash hands or take a nap.)
Large Group	<b>Rhyme:</b> “Hickory Dickory Dock” <b>Discussion and Shared Writing:</b> Exploring Beat <b>Materials:</b> Mighty Minutes 80, “Hickory Dickory Dock”; real clock or watch; rhythm sticks	<b>Rhyme:</b> “Hickory Dickory Dock” <b>Discussion and Shared Writing:</b> Our Class Schedule <b>Materials:</b> Mighty Minutes 80, “Hickory Dickory Dock”; numeral cards; classroom schedule with words and pictures	<b>Movement:</b> Let’s Make Letters <b>Discussion and Shared Writing:</b> Cues for Times of the Day <b>Materials:</b> Mighty Minutes 84, “Let’s Make Letters”; <i>Quinito, Day and Night</i> ; family photos of daily events; familiar classroom item <b>Materials for Large-Group Roundup:</b> Intentional Teaching Card LL46, “Storyboard”; photos of the children engaged in classroom activities during the day; tape; construction paper; writing tools
Read-Aloud	<i>Jalapeño Bagels</i>	<i>Peeny Butter Fudge</i>	<i>Papi, How Many Stars Are in the Sky?</i>
Small Group	<b>Option 1: Where’s the Beanbag?</b> Intentional Teaching Card M56, “Where’s the Beanbag?”; beanbags; basket or tub; masking tape <b>Option 2: Stepping Stones</b> Intentional Teaching Card M55, “Stepping Stones”; masking tape or chalk	<b>Option 1: Where’s the Beanbag?</b> Intentional Teaching Card M56, “Where’s the Beanbag?”; beanbags; basket or tub; masking tape <b>Option 2: Stepping Stones</b> Intentional Teaching Card M55, “Stepping Stones”; masking tape or chalk	<b>Option 1: The Long and Short of It</b> Intentional Teaching Card M25, “The Long and Short of It”; container; pieces of ribbon or yarn (one per child) <b>Option 2: Morning, Noon, and Night</b> Intentional Teaching Card M60, “Morning, Noon, & Night”; magazines; scissors; chart paper; glue sticks; markers
Mighty Minutes®	Mighty Minutes 93, “Oh, Dear! What Can the Matter Be?”	Mighty Minutes 25, “Freeze”; dance music	Mighty Minutes 84, “Let’s Make Letters”

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Use Intentional Teaching Card P16, “Body Part Balance.” Follow the guidance on the card.

#### Family Partnerships

- Ask families to bring in pictures of daily home life activities, e.g., preparing a meal, washing dishes, brushing teeth, and reading stories.
- Invite families to access the eBook, *Papi, How Many Stars Are in the Sky?*

## Who works at our school?

Vocabulary—English: *neighborhood*

Spanish: *vecindario*

	Day 1	Day 2	Day 3	Day 4
Interest Areas	<p><b>Music and Movement:</b> beanbags</p> <p><b>Technology:</b> eBook version of <i>The Gingerbread Man</i></p>	<p><b>Cooking:</b> equipment, ingredients for selected recipe (Select an <i>Intentional Teaching Card</i> recipe, or ask a family member to bring one.)</p> <p><b>Technology:</b> eBook version of <i>Neighborhood Song</i></p>	<p><b>Sand and Water:</b> measuring cups; measuring spoons; mixing spoons; whisks</p> <p><b>Technology:</b> eBook version of <i>The Gingerbread Man</i></p>	<p><b>Toys and Games:</b> magnetic letters</p> <p><b>Technology:</b> eBook version of <i>Neighborhood Song</i></p>
Question of the Day	Does this person work at our school? (Display a picture of a school worker or a character who does not work at school, such as a clown.)	Have you seen this person at our school? (Display a picture of a school worker.)	Does this man go to our school? (Display a picture of the Gingerbread Man.)	What does this person do at our school? (Display a picture of a school helper and offer a choice between two jobs.)
Large Group	<p><b>Song:</b> “Hello Bingo”</p> <p><b>Discussion and Shared Writing:</b> Who Do You Think Works at Our School?</p> <p><b>Materials:</b> Mighty Minutes 77, “Hello Bingo”; <i>Kevin and His Dad</i></p>	<p><b>Game:</b> Busy Bees</p> <p><b>Discussion and Shared Writing:</b> Visit From a School Worker</p> <p><b>Materials:</b> Mighty Minutes 75, “Busy Bees”; Mighty Minutes 31, “What’s Inside the Box?”; box; tools the visitor uses in his or her job</p>	<p><b>Song:</b> “Let’s Clean Up!”</p> <p><b>Discussion and Shared Writing:</b> Visit From a School Worker</p> <p><b>Materials:</b> Mighty Minutes 82, “Let’s Clean Up!”; Mighty Minutes 31, “What’s Inside the Box?”; box; tools the visitor uses in her job</p> <p><b>Materials for Large-Group Roundup:</b> a gingerbread man</p>	<p><b>Movement:</b> Oh, Dear! What Can the Matter Be?</p> <p><b>Discussion and Shared Writing:</b> The Missing Gingerbread Man</p> <p><b>Materials:</b> Mighty Minutes 93, “Oh, Dear! What Can the Matter Be?”; note from the Gingerbread Man</p>
Read-Aloud	<i>The Gingerbread Man</i> Book Discussion Card 13 (first read-aloud)	<i>Neighborhood Song</i>	<i>The Gingerbread Man</i> Book Discussion Card 13 (second read-aloud)	<i>Neighborhood Song</i>
Small Group	<p><b>Option 1: Geoboards</b></p> <p>Intentional Teaching Card M21, “Geoboards”; geoboards; geobands; shape cards with one shape on each</p> <p><b>Option 2: Missing Lids</b></p> <p>Intentional Teaching Card M58, “Missing Lids”; containers with lids of various sizes and shapes</p>	<p><b>Option 1: Alphabet Cards</b></p> <p>Intentional Teaching Card LL03, “Alphabet Cards”; alphabet cards; manipulatives</p> <p><b>Option 2: D Is for Door</b></p> <p>Intentional Teaching Card LL48, “D Is for Door”; alphabet cards; tape</p>	<p><b>Option 1: Alphabet Cards</b></p> <p>Intentional Teaching Card LL03, “Alphabet Cards”; alphabet cards; manipulatives</p> <p><b>Option 2: D Is for Door</b></p> <p>Intentional Teaching Card LL48, “D Is for Door”; alphabet cards; tape</p>	<p><b>Option 1: Gingerbread</b></p> <p>Intentional Teaching Card M54, “Gingerbread Cookies” (See card for equipment, ingredients, and recipe.)</p> <p><b>Option 2: Modeling Clay</b></p> <p>Intentional Teaching Card M52, “Modeling Clay” (See card for equipment, ingredients, and recipe.)</p>
Mighty Minutes®	Mighty Minutes 85, “Listen for Your Name”	Mighty Minutes 58, “A-Hunting We Will Go”	Mighty Minutes 82, “Let’s Clean Up!”	Mighty Minutes 01, “The People in Your Neighborhood”

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Use Intentional Teaching Card P11, “Jump the River.” Follow the guidance on the card.

#### Family Partnerships

- Invite a family member to visit the classroom on day 2 and cook with the children. You may select one of the *Intentional Teaching Card* recipes for the guest to use, or invite the visitor to bring his own recipe and ingredients.
- Invite families to access the eBook, *Neighborhood Song*.

#### Wow! Experiences

- Day 2: Visit from a school worker whose job relates to food preparation or delivery
- Day 2: Visit from a family member to cook during choice time
- Day 3: Visit from a school worker whose job relates to maintaining the school, keeping it clean, or both

# Focus Question 6

## How do we make and keep friends? How can we be part of a group?

**Vocabulary—English:** take turns, piñata, friends, microphone

**Spanish:** turnarse, piñata, amigos, micrófono

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<b>Toys and Games:</b> geoboards; geobands <b>Technology:</b> eBook version of <i>The Gingerbread Man</i>	<b>Blocks:</b> variety of block shapes	<b>Library:</b> materials for making cards	<b>Library:</b> books about friends <b>Technology:</b> eBook version of <i>Crazy Pizza Day</i>	<b>Art:</b> play dough
Question of the Day	Can you make this shape with your hands? (Display a picture of a triangle.)	Do you know what this is? (Display a picture of a piñata.)	What do you like to do with your friends? (Provide sticky notes for children to draw on.)	Which book would you like to read today? (Display two books about friendship.)	What should you do if you and a friend want the same toy? (Scream or take turns.)
Large Group	<b>Song:</b> “Hello Friends” <b>Discussion and Shared Writing:</b> Taking Turns <b>Materials:</b> Mighty Minutes 78, “Hello Friends”; Intentional Teaching Card P22, “Follow the Leader”; toy truck	<b>Game:</b> Name Cheer <b>Discussion and Shared Writing:</b> Friendship <b>Materials:</b> Mighty Minutes 92, “Name Cheer”; letter cards; <i>The Adventures of Gary &amp; Harry</i> ; several unit blocks of different shapes	<b>Rhyme:</b> “The Name Dance” <b>Discussion and Shared Writing:</b> Friendship <b>Materials:</b> Mighty Minutes 60, “The Name Dance”; Intentional Teaching Card SE19, “Friendship & Love Cards”	<b>Movement:</b> Move to the Beat <b>Discussion and Shared Writing:</b> Our Class Book <b>Materials:</b> Mighty Minutes 91, “Move to the Beat”; drum; Mighty Minutes 42, “Come Play With Me”; class book	<b>Game:</b> Sorting Syllables <b>Discussion and Shared Writing:</b> Conflict Resolution <b>Materials:</b> Mighty Minutes 95, “Sorting Syllables”; three hula hoops; numerals 1, 2, 3; Intentional Teaching Card SE08, “Group Problem Solving”
Read-Aloud	<i>The Gingerbread Man</i> Book Discussion Card 13 (third read-aloud)	<i>Hooray, a Piñata!</i>	<i>Too Many Tamales</i> Book Discussion Card 21 (first read-aloud)	<i>Crazy Pizza Day</i>	<i>Too Many Tamales</i> Book Discussion Card 21 (second read-aloud)
Small Group	<b>Option 1: Bookmaking</b> Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies <b>Option 2: Desktop Publishing</b> Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies	<b>Option 1: Bookmaking</b> Intentional Teaching Card LL04, “Bookmaking”; cardboard or stock; paper; pencils, crayons, or markers; bookbinding supplies <b>Option 2: Desktop Publishing</b> Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies	<b>Option 1: Bookmaking</b> Intentional Teaching Card LL04, “Bookmaking”; cardboard or card stock; paper; pencils, crayons, or markers; bookbinding supplies <b>Option 2: Desktop Publishing</b> Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; each child’s word bank; printer; paper; bookbinding supplies	<b>Option 1: My Turn at the Microphone</b> Intentional Teaching Card SE10, “My Turn at the Microphone”; real or pretend microphone <b>Option 2: Recording My Turn at the Microphone</b> Intentional Teaching Card SE10, “My Turn at the Microphone”; real or pretend microphone; video camera or sound recording device	<b>Option 1: Nursery Rhyme Count</b> Intentional Teaching Card M13, “Nursery Rhyme Count”; cotton balls or white pompoms; green construction paper; numeral cards <b>Option 2: Bounce &amp; Count</b> Intentional Teaching Card M18, “Bounce & Count”; a variety of balls that bounce
Mighty Minutes®	Mighty Minutes 96, “This Old Man”	Mighty Minutes 42, “Come Play With Me”	Mighty Minutes 96, “This Old Man”	Mighty Minutes 25, “Freeze”; dance music	Mighty Minutes 42, “Come Play With Me”

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Use Intentional Teaching Card P22, “Follow the Leader.” Follow the guidance on the card.
- Emphasize taking turns at being the leader.

#### Family Partnerships

- Invite family members to accompany the group on the walk around the school next week.
- Invite families to access the eBooks, *The Gingerbread Man* and *Crazy Pizza Day*.

#### English-language learners

Playing “Follow the Leader” is a good way to encourage all children to participate as leaders in the classroom. The activity does not require a strong English vocabulary.

## What sounds do we hear at school? Where do they come from?

**Vocabulary—English:** sounds, texture, mystery, interview, observe, remember

**Spanish:** sonidos, textura, misterio, entrevista, observar, recordar

	Day 1	Day 2	Day 3	Day 4	Day 5	Make Time for...
Interest Areas	<p><b>Sand and Water:</b> variety of glass containers; food coloring; measuring cups; funnel; spoon; Intentional Teaching Card M44, “Musical Water”</p> <p><b>Technology:</b> eBook version of <i>Rice Is Nice</i></p>	<p><b>Discovery:</b> textured materials used to make sounds, e.g., crinkly paper or corrugated cardboard</p>	<p><b>Music and Movement:</b> a variety of bells (or other musical instruments)</p> <p><b>Technology:</b> eBook version of <i>Crazy Pizza Day</i></p>	<p><b>Technology:</b> headphones and interesting sound clips; eBook version of <i>The Gingerbread Man</i></p>	<p><b>Music and Movement:</b> materials, such as empty containers, that can be used as instruments</p> <p><b>Technology:</b> eBook version of <i>A World of Families</i></p>	<p><b>Outdoor Experiences</b></p> <p><b>Physical Fun</b></p> <ul style="list-style-type: none"> <li>Use Intentional Teaching Card P14, “Moving Through the Forest.” Follow the guidance on the card.</li> </ul>
Question of the Day	Do you know what sound this makes? (Show an item from the classroom or school that makes a sound.)	Which one do you think makes a louder sound? (Display two pictures, e.g., a baby crying and a racing fire engine.)	Does this make a sound? (Display a picture of an animal or a familiar item.)	Does this make a sound? (Display a picture of an animal or a familiar item.)	Can we make sounds with this? (Display an empty container.)	<p><b>Family Partnerships</b></p> <ul style="list-style-type: none"> <li>Invite family members to join the class on a walk around the school on days 1 and 4 of this week.</li> <li>Invite families to access the eBook, <i>Rice Is Nice</i>.</li> </ul>
Large Group	<p><b>Song:</b> “La, La, La”</p> <p><b>Discussion and Shared Writing:</b> What Are the Sounds We Hear Around School?</p> <p><b>Materials:</b> Mighty Minutes 100, “La, La, La”; large piece of cardboard or cloth; objects that make classroom sounds</p>	<p><b>Game:</b> Listening Story</p> <p><b>Discussion and Shared Writing:</b> Choosing Sounds to Investigate</p> <p><b>Materials:</b> Mighty Minutes 86, “Listening Story”</p>	<p><b>Rhyme:</b> “Here Is the Beehive”</p> <p><b>Discussion and Shared Writing:</b> Investigating Sounds</p> <p><b>Materials:</b> Mighty Minutes 79, “Here Is the Beehive”; audio recorder</p>	<p><b>Song:</b> “La, La, La”</p> <p><b>Discussion and Shared Writing:</b> Investigating Sounds</p> <p><b>Materials:</b> Mighty Minutes 100, “La, La, La”; Intentional Teaching Card LL45, “Observational Drawing”; clipboards with paper; felt-tip pens; musical instruments</p>	<p><b>Music:</b> “Echo Clapping”</p> <p><b>Discussion and Shared Writing:</b> Celebrating Our Learning</p> <p><b>Materials:</b> Mighty Minutes 26, “Echo Clapping”; drums or rhythm sticks; empty containers; classroom items that can be used to produce sounds</p>	<p><b>Wow! Experiences</b></p> <ul style="list-style-type: none"> <li>Day 1: Site visit to explore sounds around the school</li> <li>Day 3: Interview with someone who knows about one of the sounds heard on day 1</li> <li>Day 4: Site visit to investigate the source of one of the sounds heard on day 1</li> </ul>
Read-Aloud	<i>Rice Is Nice</i>	<i>Too Many Tamales</i> (third read-aloud)	<i>Crazy Pizza Day</i> Paper and markers for drawing crazy pizzas	<i>The Gingerbread Man</i>	<i>A World of Families</i>	<p><b>English-language learners</b></p> <p>Research shows that English-language learners who have strong literacy skills in their home languages do better in school than those children who have less proficiency in their home languages. Therefore, encourage families to continue speaking to their children in their home languages to build vocabulary, understanding of new concepts, and conversational skills.</p>
Small Group	<p><b>Option 1: Letters, Letters, Letters</b></p> <p>Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps; colored inkpads; construction paper or magnetic letters and board</p> <p><b>Option 2: Shaving Cream Letters</b></p> <p>Intentional Teaching Card LL13, “Shaving Cream Letters”; shaving cream; art smocks</p>	<p><b>Option 1: Letters, Letters, Letters</b></p> <p>Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps; colored inkpads; construction paper or magnetic letters and board</p> <p><b>Option 2: Shaving Cream Letters</b></p> <p>Intentional Teaching Card LL13, “Shaving Cream Letters”; shaving cream; art smocks</p>	<p><b>Option 1: Dinnertime</b></p> <p>Intentional Teaching Card M01, “Dinnertime”; paper or plastic dishes; napkins; utensils; cups; placemats</p> <p><b>Option 2: Let’s Go Fishing</b></p> <p>Intentional Teaching Card M39, “Let’s Go Fishing”; stick or dowel; string; magnet; set of fish cards; paper clips</p>	<p><b>Option 1: Dramatic Story Retelling</b></p> <p>Intentional Teaching Card LL06, “Dramatic Story Retelling”; <i>The Gingerbread Man</i>; story props</p> <p><b>Option 2: Clothesline Storytelling</b></p> <p>Intentional Teaching Card LL33, “Clothesline Storytelling”; <i>The Gingerbread Man</i>; lamination supplies or clear adhesive paper; 6 feet of clothesline; clothespins; a paper star; paper; markers; large resealable bag</p>	<p><b>Option 1: Dramatic Story Retelling</b></p> <p>Intentional Teaching Card LL06, “Dramatic Story Retelling”; <i>The Gingerbread Man</i>; story props</p> <p><b>Option 2: Clothesline Storytelling</b></p> <p>Intentional Teaching Card LL33, “Clothesline Storytelling”; <i>The Gingerbread Man</i>; lamination supplies or clear contact paper; 6 feet of clothesline; clothespins; a paper star; paper; markers; large resealable bag</p>	
Mighty Minutes®	Mighty Minutes 13, “Simon Says”	Mighty Minutes 76, “Describing Things”; interesting item; bag	Mighty Minutes 02, “Just Like Mine”	Mighty Minutes 16, “Nothing, Nothing, Something”	Mighty Minutes 25, “Freeze”; dance music	