GET SET FOR SCHOOL®

Get Set for School Pre-K Program Sampler

oh, the possibilities!



In Spanish, Too!



- Developmentally appropriate, hands-on instruction
- Research-based, standards-aligned curriculum
- Multisensory, purposeful play
- Available in English and Spanish

Discover the genius of making Pre-K learning simple!

Introduction





Dear Friends,

Welcome to Get Set for School®! Our Pre-K curriculum was created for you and your Pre-K children. The curriculum suits a wide range of children and adapts to their changing needs as they grow. It acknowledges what all great educators know and what research supports: that learning needs to be joyful, child friendly, and active. We believe in meeting children where they are and giving them the experiences that will enable them to blossom.

We build skills in delightful ways, but also carefully, deliberately, and one step at a time. We analyzed the skills that children need for kindergarten, and then planned a curriculum that builds those skills developmentally—through play, music, activities, and unique hands-on materials.

We support teacher-guided learning. Children need teachers who model, sing, and teach the skills and habits needed for school. We believe you'll enjoy using our program to help children develop important foundation skills and your students will embrace all the possibilities!

Sincerely,

Jan Z. Olsen

Jan Olsen
Founder, Learning Without Tears

What's Inside

1	Get Set for School Introduction
2–3	Learning Domains
4	Everything You Need to Effectively and Joyfully Teach Pre-K
5–11	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*–English Samples
12–15	*Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*–Spanish Samples
16–27	Activity Book Samples–English and Spanish
28–34	Multisensory Manipulatives & Tools
35	The Pre-K Interactive Teaching Tool
36–39	Get Set for School Read-Aloud Library
40	Pre-K Assessments
41	Professional Learning



© 2022 Learning Without Tears

Oh, the possibilities!

Get moving and learning, there's so much to see
There are puzzles, numbers, and letters from space to the sea
Let's play, let's sing, and write our ABCs
It's time for Pre-K. Oh, the possibilities!

Equal and Equitable Spanish Editions Available



Learning Domains

The Genius of Making Pre-K Learning and Teaching Simple

Get Set for School is a complete, research-proven, and expert-backed Pre-K program.

Get Set for School combines purposeful play with multisensory experiences, providing teachers with a hands-on, research-based Pre-K program and students with an engaging, developmentally appropriate introduction to school.

With multimodality instruction and a unique approach to early learning, Get Set for School follows a developmental progression with scaffolded lessons, uses a friendly voice, and excites learners with skill-building lessons and activities.

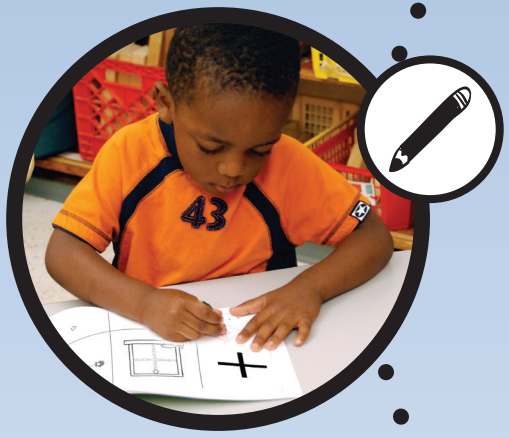
Language & Literacy

We use hands-on activities, music, and play to teach children essential early literacy skills. Our our play-based approach fosters language development through listening, retelling, answering questions, and narrating different types of fiction and non-fiction literature.



Readiness & Writing

Through music, movement, and multisensory manipulatives children learn all the core readiness skills including crayon grip, letter and number recognition, and letter formation.





Numbers & Math

Children play with manipulatives and real objects as they test their ideas while learning counting, comparisons, spatial awareness, patterning, sequencing, matching, sorting, problem-solving, and even Pre-K geometry skills.



© 2022 Learning Without Tears





Physical Development

By using fingerplays, singing, dancing, coloring, and tracing letters and numbers, children develop handedness, fine and gross motor skills, body awareness, and attach meaning to visual information.

GET SET FOR SCHOOL®
by Learning Without Tears



Social-Emotional Learning

Children need to feel safe and accepted in the classroom. Activities and literature focused on self-concept, self-regulation, personal initiative, empathy, and relationships with adults and peers will develop these social-emotional skills.





Science & Social Studies

Spark the imagination of your young explorers as they learn about the world around them. Science and Social Studies lessons cover self-care, community, basic geography, plants, animals, and caring for the environment.

© 2022 Learning Without Tears

Everything You Need to Effectively & Joyfully Teach Pre-K

Organized for Success

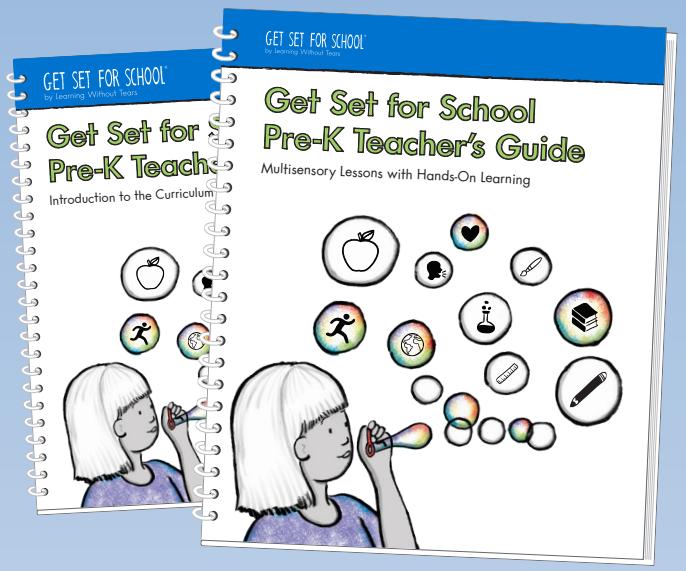
Get Set for School provides classroom management tips and tools to help you manage your busy day!

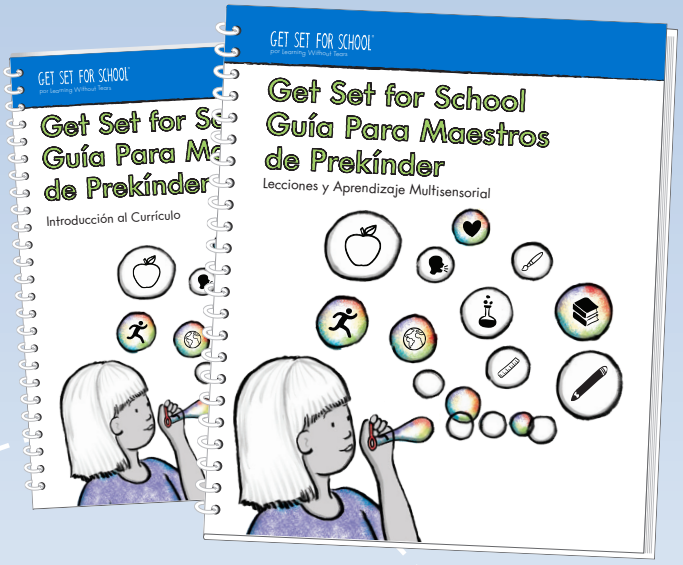
We build on students' eagerness to learn. Our gradual instruction model supports students as they begin to own their learning. We have carefully and deliberately chosen materials and lessons to make teaching easy and built in lesson extensions with social activities and hands-on materials.

The Genius of Making Pre-K Learning and Teaching Simple

Get Set for School Pre-K Teacher's Guide: Introduction to the Curriculum helps teachers provide a purposeful, meaningful experience in their classroom. Comprehensive teaching strategies help teachers implement a scaffolded approach to instruction so new lessons and concepts can be more readily understood and comprehended, building independence in young learners.

In ***Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning***, educators bring learning to life with targeted, explicit instruction that addresses each of the developmental learning domains. Step-by-step lessons incorporate specially-designed and unique manipulatives that are exclusive to Get Set for School.







© 2022 Learning Without Tears

Get Set for School addresses each of the learning areas children need to get ready for kindergarten! Each area includes sub-domains so every child can achieve an even deeper level of learning and understanding—and be kindergarten ready!

36 weeks of instruction is divided into 6 content themes.

Unit 1: Get Set for School



Unit 2: My Body



Unit 3: Community & Play



Unit 4: Earth



Unit 5: Machines



Unit 6: Animals



The six-week instructional units give young learners the time they need to practice each new concept, supporting all learning styles and addressing Pre-K's special social-emotional needs.

Scope & Sequence

The Scope & Sequence breaks down each lesson, day-by-day, to show the different learning areas and domains that are being addressed to prepare each child for kindergarten while considering their unique learning styles and needs.

Learning Areas

- **Readiness & Writing**
- **Language & Literacy**
- **Numbers & Math**
- **Oral Language, Science, and Social Studies**

Digital Tool

The Pre-K Interactive Teaching Tool is a one-stop digital teaching platform for managing and teaching Get Set for School lessons with a variety of multimedia assets. It includes:

- Digital teacher's guide set
- 4 digital activity books
- Read-Aloud *Mat Man Books Set*
- Live teaching videos, animations, and Our World videos
- Multiple digital letter and number formation apps
- Resources including A Click Away downloads
- Over 50 songs

© 2022 Learning Without Tears

Unit 3: Week 16 At-A-Glance



At-A-Glance

At-A-Glance provides a weekly overview of each daily lesson and the social domains and learning blocks that each lesson addresses, featuring easily identifiable icons and lesson highlights.

Weekly Focus

The weekly focus shows a summary of what children will be learning each week and which learning blocks are addressed in each lesson.

Explanation of Benchmarks

In each lesson, the benchmarks that are addressed by the main activity are listed so you can connect the lesson to the standards and benchmarks, including social-emotional and sensory motor skills.

Unit 3: Week 16 At-A-Glance

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

Children learn to identify **Gg** and its sound by building sentences with words and write capital **G** through hands-on activities such as the Wet-Dry-Try. Identifying, counting, writing **6**, and exploring patterns are covered in Math. Science, Social Studies, and Oral Language mainly focus on celebrations.

	Day 1	Day 2
Language & Literacy	Take turns Speak in three or more word sentences Build spoken words into a sentence Position an object for use, placement, or release	Cooperate with peers, listen to/follow directions Recognize and name capital letters, recognize distinct letter sounds Position an object for use, placement, or release, notice and attach meaning to visual information
Readiness & Writing	Sequence, demonstrate active listening Recognize and name capital letters, position capitals right-side up, recognize distinct letter sounds Position an object for use, placement, or release, use visual cues to guide reaching for, grasping, and moving objects	Sequence, listen to/follow directions, attend to a simple task Recognize and name capital letters, recognize distinct letter sounds Position an object for use, placement, or release, use both sides of the body, use visual cues to guide reaching for, grasping, and moving objects, reach across midline to get an object from other side
Numbers & Math	Demonstrate active listening Match 1:1, verbally count **1–10** Use same hand consistently to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object Trace correctly, step by step, color and draw creatively	Take turns, work with others to solve problems Identify and describe a pattern by telling the repeating unit, duplicate and extend pattern, match 1:1, verbally count **1–10** Position an object for use, placement, or release
Oral Language, Science, or Social Studies	**Oral Language** Take turns, remain engaged, listen to/follow directions Understand print has meaning Repeat words, say sentences, demonstrate understanding of word meaning	**Social Studies** Recognize, appreciate, and respect similarities and differences in people, perceive themselves as unique individuals, show care and concern for others, child expresses creativity in thinking and communication Describe local, state, and national cultural events, celebrations, and holidays
Technology	Student App, Music, Animations	Student App, Music, Live Teaching Video
Suggestions for 3-Year-Olds	Create a sensory bin for the letter **G** using various green objects.	Help children create simple patterns with physical props from the classroom such as toy, book, toy, book.

© 2021 Learning Without Tears



© 2022 Learning Without Tears

Theme: Community & Play

Approaches to Learning/Social-Emotional Learning · Language/Communication · Emergent Literacy · Emergent Writing · Mathematics · Science · Social Studies · Creative Arts · Physical Development

Day 3	Day 4	Day 5
Take turns, listen to/follow directions Recognize and name capital letters, recognize distinct letter sounds Learn words linked to content, use new vocabulary, communicate thoughts with words, talk about experiences/observations	Take turns, demonstrate active listening Recognize and name lowercase letters, identify the repeated initial sound in words	Take turns, listen to/follow directions Learn onsets and rimes, break words into two parts
Sequence, listen to/follow directions, attend to a simple task Recognize and name capital letters, recognize distinct letter sounds Hold a tool with proper grip to write, use helping hand to stabilize objects Trace correctly, step by step, enjoy and engage in writing activities	Listen to/follow directions, attend to a simple task Recognize and name capital letters, recognize distinct letter sounds Enjoy writing and engage in writing activities, hold a tool with proper grip to write, use helping hand to stabilize objects Trace correctly, step by step	Sequence Recognize and name capital letters, recognize distinct letter sounds Use art as a form of creative expression Use same hand consistently to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object Use correct top-to-bottom, left-to-right directionality, trace correctly, step by step, color and draw creatively
Take turns, use manipulatives to find a solution, look for a pattern to find a solution Duplicate and extend patterns Use same hand to hold tool, hold a tool with proper grip to write, notice and attach meaning to visual information	Draw a picture to solve a problem Identify numerals, find and describe patterns, identify and describe a pattern by telling the repeating unit look for a pattern to find a solution Position an object for use, placement, or release Color and draw creatively	Demonstrate active listening skills Match 1:1, verbally count **1–10** Use same hand to hold tool, hold a tool with proper grip to write, use helping hand to stabilize objects Trace correctly, step by step, color and draw creatively
Oral Language Take turns, remain engaged, listen to/follow directions Understand print has meaning Repeat words, say sentences, demonstrate understanding of word meaning	**Science** Show increase in confidence Find and describe patterns, duplicate and extend pattern Observe, investigate, describe and discuss characteristics of organisms Participate in dramatic play	**Oral Language** Take turns, remain engaged, listen to/follow directions Understand print has meaning Repeat words, say sentences, demonstrate understanding of word meaning
Music	Student App, Music	Student App, Animations, A Click Away, Letter & Number Formations
Place die-cut letter **G**s around the classroom and have children go on a letter **G** hunt.	Create counting boxes using small plastic containers. Place six objects/manipulatives in each container for children to count.	Challenge your class to name as many green things as they can. Write them down and count how many.

© 2021 Learning Without Tears

Assessments to Guide Instruction

Formative assessments across all learning areas of the program are available, based on the skills taught explicitly in lessons. These assessments are intended to guide and inform instruction.

Technology & The Pre-K Interactive Teaching Tool™

We know how important it is to include the right amount of technology in lessons for digital natives. Corresponding digital lessons, activities, music, animations, letter formations, and more are included.

Suggestions for 3-Year-Olds

We've included ideas and ways to adapt lessons for your littlest learners to address diverse age groups.



© 2022 Learning Without Tears

Unit 3: Week 16: Day 1

Learning Area
This shows you which core learning area the activity covers.

Weekly Focus
Summary of the weekly learning.

Objective
This is the purpose of the main activity.

Grouping
The recommended number of children for the main activity is indicated.

Title/Activity
The main activity is shown in simple steps.

Unit 3: Week 16: Day 1

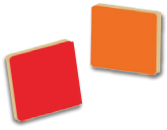
Focus: Letter **G** and Number **6**

LANGUAGE & LITERACY

Objective: Children put a spoken word into a sentence.

Grouping: Small group

Build Sentences with Words



1. Introduce **G** and its sound. **G** makes a /**g**/ sound in Gail, goat, gas, and goals. **G** makes a /**j**/ sound in George, gym, gentle, and giraffe.
2. Place the Sound Around Box and color tiles on table.
3. Tell children you are going to build sentences with words. Incorporate words that begin with **g**. For example, Goats eat grass. A color tile will represent each word.
4. Demonstrate first: **Goats** (place color tile), **eat** (place another color tile), and **grass** (place another color tile). Have all children repeat the sentence.
5. Children take turns placing color tiles on the Sound Around Box as you tell them a sentence.

✓ **Check for Understanding:** Observe as children listen for and build sentences. Can they say the sentence after they listen to the words?

Support/ELL: Begin the activity with two-word action sentences. For example, I hop.

Enrichment: Challenge children by having them make up their own sentences as they place the color tiles for each word of their sentence.

Materials:

- Sound Around Box (Vol.1, pp. 48–49)
  - Color Tiles
- App, Letters & Sounds, **G**

We're Learning:

- Take turns
- Speak in three or more word sentences
- Build spoken words into a sentence
- Position an object for use, placement, or release

Vocabulary:

letter **G**, color words, goats, grass, green

READINESS & WRITING

Objective: Children learn how to build and sequence capital letters correctly.

Grouping: Whole group, small group

Learn G Using Capitals with the Letter Cards & the Mat for Wood Pieces



Multisensory Introduction: Sing and move to "Where do You Start Your Letters?"

1. Review **G** and its sound.
2. Show letter card. Name the picture and "read" the word.
3. Gather the Wood Pieces.
4. Describe each step as you build the letter: **Watch as I build G. Big Curve. Little Line up. Little Line across. We made G.**
5. **Now let's build G on the Mat**. Give each child a Mat to place right-side up. Repeat step four on the Mat using My turn, Your turn.
6. **It's capital letter G!**

✓ **Check for Understanding:** Observe as children build the letter. Are they placing the pieces correctly?

Support/ELL: Gather the correct pieces for each child and prompt the child to use the Big Curve first.

Enrichment: Find objects around the room that begin with **G**.

Materials:

- Wood Pieces Set for Capital Letters (Vol.1, pp. 62–64)
- Capital Letter Card: Letter **G** (Vol.1, p. 67)
- Mat for Wood Pieces (1 per child) (Vol.1, p. 68)
- PreKITT Resources: "Where Do You Start Your Letters?"
- PreKITT Resources: Wood Pieces **G**

We're Learning:

- Sequence, demonstrate active listening
- Recognize and name capital letters, position capitals right-side up, recognize distinct letter sounds
- Position an object for use, placement, or release, use visual cues to guide reaching for, grasping, and moving objects

Vocabulary:

letter **G**, capital letters, Big Curve, Little Line, right-side, up, top, bottom

© 2021 Learning Without Tears



© 2022 Learning Without Tears

Vocabulary
New vocabulary is listed in this section.

We're Learning
This lists the benchmarks that are addressed by the main activity.

Materials
Suggested items needed for the main activity are listed.

Theme
Shows the theme for the week's unit.

✓Check for Understanding
This is an informal measure of a child's understanding of the main activity.

Support/ELL
This section provides guidance on how to meet the needs of children who may have difficulty grasping the skill.

Enrichment
This section provides additional activities to vary and extend the main activity.

Theme: Community & Play

NUMBERS & MATH

Materials:

- *I Know My Numbers* Booklet 6 (1 per child)
- Flip Crayons
- Objects to Count Beginning with Letter **G**
- PreKITT Resources: "The Ant, the Bug & the Bee"

We're Learning:

- Demonstrate active listening
- Match 1:1, verbally count **1–10**
- Use same hand consistently to hold tool, hold a tool with proper grip to write, use helping hand to stabilize object
- Trace correctly, step by step, color and draw creatively

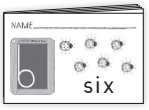
Vocabulary:

six, count, ants, bug, bee

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

Grouping: Whole group, small group

Review 6 Using *I Know My Numbers*



Multisensory Introduction: Sing "The Ant, the Bug & the Bee."

1. Review **6** and count **6** objects that begin with **S**.
2. Give each child *I Know My Numbers* Booklet 6. **Look how the Slate is on the front cover.** Make a connection to number **6**.
3. Chose what pages you want to complete with children. Use real objects to count. Sing nursery rhymes and songs.
4. Children count **6**. Children color the pages. Children trace number **6**.

✓**Check for Understanding:** Observe as children use the booklet. Do they make a connection to number **6**?

Support/ELL: Use real objects to make a connection to **6**. Count **6** gummy bears.

Enrichment: Have children review numbers **1–6**.

ORAL LANGUAGE

Materials:

- Squawker
- Word Cards: invite/visit
- PreKITT Resources: "Letters Together Make Words"

We're Learning:

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

Vocabulary:

invite, visit, party, dinner, friends, family

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

Grouping: Whole group

Verbs: Invite/Visit



1. **Look** Say the words with Squawker. **Invite means to ask people to come to something like a party. Visit means to go and spend time with family and friends.**
2. **Do** Have Squawker go to a corner of the room. Have him invite several children to join him. Have him move and invite the remaining children to the other three corners. Have Squawker visit the children.
3. **Say** **We invite friends. We visit friends.**
4. **Talk** Squawker says: **You can invite a friend to your house to play. What else can you invite a friend to do? You can visit family or friends for a special dinner. When do you visit family or friends?**

Closing: Sing "Letters Together Make Words."

✓**Check for Understanding:** Observe as children discuss invite and visit. Do they understand the words, and can they say the sentences?

Support/ELL: Provide verbal and physical prompts as needed. Distribute pretend invitations.

Enrichment: Discuss. **You can invite guests by sending an invitation. Have you sent an invitation?**

© 2021 Learning Without Tears

© 2022 Learning Without Tears

Learning Area

Social-Emotional Learning

Emergent Literacy

Unit 3: Week 16: Day 2

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

LANGUAGE & LITERACY

Objective: Children find and match capital letters.

Grouping: Small group



Find & Identify Capital Letters

Multisensory Introduction: Sing the "Alphabet Song."

1. Show children A-B-C Touch & Flip Cards letter **G**.
2. Review **G** and its sound. **G** makes a /**g**/ sound in Gail, goat, gas, and goals. **G** makes a /**j**/ sound in George, gym, gentle, and giraffe.
3. Put children in small groups. Give each child a cup with alphabet cereal (can substitute for other alphabet letters).
4. Children search for letter **G**.

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

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

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

Materials:

- A-B-C Touch & Flip Cards (Vol.1, p. 71)
  - Tactile side: **G**
- Alphabet Cereal or Other Alphabet Letters
- Student App: Sound Around Letters **G**
- PreKITT Resources: "Alphabet Song"

We're Learning:

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

Vocabulary:

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

READINESS & WRITING

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

Grouping: Small group



Learn G with Roll-A-Dough Letters

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

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

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

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

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

Materials:

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

We're Learning:

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

Vocabulary:

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

© 2021 Learning Without Tears



© 2022 Learning Without Tears

Theme: Community & Play

NUMBERS & MATH

Materials:

- Tag Bags (Vol.1, pp. 88–89)
  - Purple and Green Tag Bags
- *I Know My Numbers* Booklet 6
- Flip Crayons
- Objects to Count Beginning with Letter **G**
- PreKITT Resources: "Pattern Dance"
- PreKITT Resources: Live Teaching Video, Number Story **6**

We're Learning:

- Take turns, work with others to solve problems
- Identify and describe a pattern by telling the repeating unit, duplicate and extend patterns, match 1:1, verbally count **1–10**
- Position an object for use, placement, or release

Vocabulary:

pattern, repeat, purple, green

Objective: Children identify and describe a simple pattern.

Grouping: Small group

Describe a Simple Pattern



Multisensory Introduction:
Review **6** with live teaching video:
Number Story **6** and then have children select the page from *I Know My Numbers* Booklet 6

1. Play "Pattern Dance." Children sing and move.
2. **Let's make a pattern. A pattern is something that repeats like this: green, purple, green, purple.**
3. Give each child one purple and one green Tag Bag. **Place your green and purple Tag Bags on the table.**
4. Have children repeat the pattern one by one, adding green then purple to the row.
5. Read the whole pattern when complete: **GREEN, purple, GREEN, purple**.

✓ **Check for Understanding:** Observe as children create a simple pattern. Can they repeat the pattern and extend it?

Support/ELL: Let children who do this activity easily take the first turn. It helps them to see others who go first.

Enrichment: Make another type of pattern (ABB, AABB, etc.) with Tag Bags.

SOCIAL STUDIES

Materials:

- Parent Note (ask parents to send details, pictures, etc. about their family's cultural celebrations)
- Thank You! Banner and Pictures to Color
- Flip Crayons
- PreKITT Resources: "It's Pre-K!"

We're Learning:

- Recognize, appreciate, and respect similarities and differences in people, perceive themselves as unique individuals, show care and concern for others, child expresses creativity in thinking and communication
- Describe local, state, and national cultural events, celebrations, and holidays

Vocabulary:

party, Pre-K, singing, dancing, party planner, celebrations, birthdays, family, plan

Objective: Children learn about and practice a job.

Grouping: Whole group, small group

Describe Jobs



Multisensory Introduction: Sing and move to "It's Pre-K!"

1. **Pre-K is a party! How did singing and dancing to that song make you feel?**
2. **Did you know a job that you can have when you grow up is called a party planner. Party planners plan celebrations for people.** Discuss celebrations enjoyed with family with items from home.
3. **We all have different types of celebrations we enjoy with family. Let's plan a THANK YOU party for the school office, custodial, and cafeteria staff.**
4. Discuss reasons to be thankful for the school staff. Have children decorate a thank you banner and pictures. Use the pictures as part of the invitations and have children help deliver them.

✓ **Check for Understanding:** Observe as children sing and move to "It's Pre-K!" Do they smile and enjoy the music and movement?

Support/ELL: Assist children with sharing what is sent by their parents.

Enrichment: Using "Isabel's Birthday" from the Line It Up Story Cards, have children create a similar celebration story with three parts.

© 2021 Learning Without Tears

Physical Development

Social-Emotional Learning & Social Studies



© 2022 Learning Without Tears

Unit 3: Week 17: At-A-Glance: Spanish



At-A-Glance

At-A-Glance provides a weekly overview of each daily lesson and the social domains and learning blocks that each lesson addresses, featuring easily identifiable icons and lessons highlights.

Weekly Focus

The weekly focus shows a summary of what children will be learning each week and which learning blocks are addressed in each lesson.

Explanation of Benchmarks

In each lesson, the benchmarks that are addressed by the main activity are listed so you can connect the lesson to the standards and benchmarks, including social-emotional and sensory motor skills.

Unidad 3: Semana 17 A simple vista

Foco: Letra **Ss** y número **7**

Los niños aprenden a identificar la letra **Ss** y su sonido construyendo oraciones con palabras y escriben la letra **S** mayúscula mediante actividades multisensoriales, como Wet-Dry-Try, en la pizarra. Matemáticas cubre identificar, contar, escribir el número **7** y usar unidades de medida no convencionales. Las Ciencias, los Estudios Sociales y el Lenguaje Oral se enfocan en la música.

	Día 1	Día 2
Lenguaje y Alfabetización	Turnarse Aprender y usar palabras relacionadas con el contenido, comunicar pensamientos con palabras, hablar sobre experiencias/observaciones Reconocer y nombrar letras mayúsculas, formar una oración con palabras habladas Colocar un objeto para usar, ubicar o soltar	Secuenciar Reconocer y nombrar letras mayúsculas, colocar mayúsculas con el lado correcto hacia arriba, reconocer los sonidos distintivos de las letras Colocar un objeto para usar, ubicar o soltar; usar indicaciones visuales para guiar el alcance, el agarre y el movimiento de los objetos
Habilidades de Preparación y Escritura	Secuenciar, demostrar habilidades de escucha activa Reconocer y nombrar letras mayúsculas, colocar mayúsculas con el lado correcto hacia arriba, reconocer los sonidos distintivos de las letras Colocar un objeto para usar, ubicar o soltar; usar indicaciones visuales para guiar el alcance, el agarre y el movimiento de los objetos	Secuenciar, escuchar/seguir instrucciones, realizar tareas sencillas Reconocer y nombrar letras mayúsculas, reconocer los sonidos distintivos de las letras Colocar un objeto para usar, ubicar o soltar, usar ambos lados del cuerpo en las actividades, usar indicaciones visuales para guiar el alcance, el agarre y el movimiento de los objetos, atravesar la línea del medio para tomar un objeto del otro lado
Números y Matemáticas	Moverse a un lugar designado para indicar la respuesta a una pregunta, contar verbalmente un conjunto de **1** a **10** objetos, comparar con más y menos, comparar con largo y corto Colocar un objeto para usar, ubicar o soltar, usar ambos lados del cuerpo, usar indicaciones visuales para guiar el alcance, el agarre y el movimiento de los objetos, atravesar la línea del medio para tomar un objeto del otro lado	Turnarse, trabajar con otros para resolver un problema Usar objetos uniformes (medidas no convencionales) para medir, contar verbalmente un conjunto de **1** a **10** objetos Colocar un objeto para usar, ubicar o soltar, usar ambos lados del cuerpo en las actividades, usar indicaciones visuales para guiar el alcance, el agarre y el movimiento de los objetos, atravesar la línea del medio para tomar un objeto del otro lado Trazar correctamente, paso a paso
Lenguaje Oral, Ciencias o Estudios Sociales	**Lenguaje Oral** Turnarse, permanecer atento, escuchar/seguir instrucciones Comprender que la escritura tiene significado Repetir palabras, decir oraciones, demostrar entendimiento del significado de las palabras	**Estudios Sociales** Demostrar confianza en las habilidades que uno tiene y sentimientos positivos hacia uno mismo Mostrar motivación para la lectura Describir las ocupaciones que la gente realiza Explorar y crear música, debatir y responder a los sentimientos causados por la música, participar en un juego de dramatización
Tecnología	Aplicación para estudiantes, canciones	Aplicación para estudiantes, canciones
Sugerencias para niños de 3 años	Haz conexiones con la letra **S** y los nombres de los estudiantes que comiencen con **S**.	¡**S** de serpiente! Mira las imágenes y lee libros acerca de serpientes.

© 2021 Learning Without Tears



© 2022 Learning Without Tears



Tema: Comunidad y juego

Abordajes de Aprendizaje/ Aprendizaje Socioemocional · Lenguaje/ Comunicación · Alfabetización Emergente · Escritura Emergente · Matemáticas · Ciencias · Estudios Sociales · Artes creativas · Desarrollo Físico

Día 3	Día 4	Día 5
Participar en actividades de movimiento y canciones, escuchar/seguir instrucciones Identificar el sonido inicial repetido en las palabras, identificar el sonido inicial en una palabra hablada	Turnarse, demostrar escucha activa Reconocer y nombrar letras minúsculas, reconocer los sonidos distintivos de las letras, identificar el sonido inicial en una palabra hablada	Turnarse, escuchar/seguir instrucciones Identificar el sonido final de una palabra hablada, indicar cuando se escuche cierto sonido o palabra
Secuenciar, escuchar/seguir instrucciones, realizar tareas sencillas Colocar mayúsculas con el lado correcto hacia arriba Sostener una herramienta con el agarre adecuado para escribir, usar la mano auxiliar para estabilizar objetos Trazar correctamente, paso a paso, entender que hay una forma de escribir que transmite significado	Escuchar/seguir instrucciones, realizar tareas sencillas Reconocer y nombrar letras mayúsculas, reconocer los sonidos distintivos de las letras Desarrollar un agarre de pellizco correcto, sostener una herramienta con el agarre adecuado para escribir, usar la mano auxiliar para estabilizar un objeto Trazar correctamente, paso a paso	Secuenciar Reconocer y nombrar letras mayúsculas, reconocer los sonidos distintivos de las letras Usar la misma mano para sostener herramientas, sostener una herramienta con el agarre adecuado para escribir, usar la mano auxiliar para estabilizar objetos Usar una direccionalidad correcta, de arriba hacia abajo y de izquierda a derecha; trazar correctamente, paso a paso; colorear y dibujar de forma creativa Usar el arte como una forma de expresión creativa
Escuchar/seguir instrucciones, realizar tareas sencillas Identificar números Desarrollar un agarre de pellizco correcto, sostener una herramienta con el agarre adecuado para escribir Trazar correctamente, paso a paso	Demostrar habilidades de escucha activa Establecer correspondencias uno a uno, combinar grupos para aprender cuánto hay en total contando, conectar números con las cantidades que representan, contar verbalmente del **1** al **10**	Demostrar habilidades de escucha activa Establecer correspondencias biunívocas, escribir números Aislar el dedo para trazar, sostener una herramienta con el agarre adecuado para escribir, usar la mano auxiliar para estabilizar objetos Usar una direccionalidad correcta, de arriba hacia abajo y de izquierda a derecha; trazar correctamente, paso a paso; colorear y dibujar de forma creativa Usar el arte como una forma de expresión creativa
Lenguaje Oral Turnarse, permanecer atento, escuchar/ seguir instrucciones Comprender que la escritura tiene significado Repetir palabras, decir oraciones, demostrar entendimiento del significado de las palabras	**Ciencias** Permanecer atento Usar vocabulario científico, observar y describir objetos observables Representar los datos usando objetos y gráficos Usar la variedad de materiales artísticos para la experiencia y la exploración sensoriales	**Lenguaje Oral** Turnarse, permanecer atento, escuchar/ seguir instrucciones Comprender que la escritura tiene significado Repetir palabras, decir oraciones, demostrar entendimiento del significado de las palabras Debate y responde a los sentimientos causados por la música
Aplicación para estudiantes, canciones, recursos para el maestro	Aplicación para estudiantes, canciones, recursos para el maestro	Aplicación para estudiantes, canciones
Haz un caminata en búsqueda de números en el salón de clases o la escuela para identificar el número **7**.	Haz que los niños produzcan sonidos fuertes y suaves con el cuerpo como un pisotón fuerte o un silbido suave.	Usa cinta adhesiva brillante para crear un **7** gigante en la puerta del aula como modelo de trazado.

© 2021 Learning Without Tears

Get Set for School Guía Para Maestros de Prekínder: Planificación de lecciones de la Unidad 3 207

Assessments to Guide Instruction

Formative assessments across all learning areas of the program are available, based on the skills taught explicitly in lessons. These assessments are intended to guide and inform instruction.

Technology & The Pre-K Interactive Teaching Tool™

We know how important it is to include the right amount of technology in lessons for digital natives. Corresponding digital lessons, activities, music, animations, letter formations, and more are included..

Suggestions for 3-Year-Olds

We've included ideas and ways to adapt lessons for your littlest learners to address diverse age groups.

Unit 3: Week 17: Day 1: Spanish

Learning Area

Emergent Literacy

Physical Development & Emergent Writing

Unidad 3: Semana 17: Día 1

Foco: Letra **S** y número **7**

LENGUAJE Y ALFABETIZACIÓN

Objetivo: Los niños aprenden palabras nuevas que comienzan con **S**.

Clasificación: Grupo completo, grupo pequeño

Aprender nuevas palabras

1. Presenta la **S** y su sonido.
2. Coloca ítems o imágenes que comiencen con **S** en la caja Sound Around Box.
3. **¿Quién quiere explorar el baúl del tesoro? Muéstranos qué encontraste.** Haz que el niño nombre el ítem cuando lo saca.
4. Anima a los niños a hablar y describir lo que ven.
5. Escribe la palabra a un lado de la caja Sound Around Box.
6. Repite los pasos del tres al cinco hasta que todos los ítems hayan sido explorados.



✓ **Comprueba el entendimiento:** Observa mientras los niños hablan acerca de los ítems y las imágenes. ¿Entienden el significado de las palabras?

Apoyo/Estudiante de Inglés como Segundo Idioma (ELL): Haz que los niños te ayuden a empacar el cofre del tesoro. Háblales acerca de cada ítem.

Enriquecimiento: Desafía a los niños pidiéndoles que digan una oración completa sobre cada objeto que descubren.

Materiales:

- Caja Sound Around Box (Vol. 1, pp. 48–49)
  - Fichas con imágenes: Sol y semilla
- Objetos/imágenes que comienzan con la letra **S** (serpiente, sello, sol, silla, sal, semilla, etc.)
- Aplicación para estudiantes: Sound Around Letters, **S**

Qué estamos aprendiendo:

- Turnarse
- Aprender y usar palabras relacionadas con el contenido, comunicar pensamientos con palabras, hablar sobre experiencias/observaciones
- Reconocer y nombrar letras mayúsculas, formar una oración con palabras habladas
- Colocar un objeto para usar, ubicar o soltar

Vocabulario:

serpiente, sello, sol, silla, semilla, sombrero

HABILIDADES DE PREPARACIÓN Y ESCRITURA

Objetivo: Los niños aprenden cómo construir y secuenciar las mayúsculas correctamente.

Clasificación: Grupo completo, grupo pequeño

Aprender la S usando las mayúsculas con las tarjetas de letras y el Mat para piezas de madera

1. Revisa la **S** y su sonido.
2. Muestra la tarjeta de letras. Nombra la imagen y "lee" la palabra.
3. Junta las piezas de maderas.
4. Describe cada paso mientras construyes la letra: **Mira mientras construyo la S. Curva Pequeña hacia la carita sonriente, Curva Pequeña hacia abajo. Creamos la S.** Da vuelta la tarjeta y haz que los niños "lean" la tarjeta contigo.
5. **Ahora construyamos la S en el Mat.** Brinda un Mat a cada niño para ubicarla con el lado correcto hacia arriba. Repite el paso cuatro en el Mat usando Mi turno, Tu turno.
6. **¡Es la letra S mayúscula!**



✓ **Comprueba el entendimiento:** Observa mientras los niños crean la letra. ¿Ubican bien las piezas?

Apoyo/Estudiante de Inglés como Segundo Idioma (ELL): Junta las piezas correctas para cada niño y anima al niño a colocar la Curva Pequeña en la dirección correcta para comenzar la **S**.

Enriquecimiento: Busca objetos en la habitación que comiencen con **S**.

Materiales:

- Set de piezas de madera para letras mayúsculas (Vol. 1, pp. 61–63)
- Tarjetas de letras mayúsculas: Letra S (Vol. 1, p. 66)
- Mat para piezas de madera (1 por niño) (Vol. 1, p. 67)
- Recursos de PreKITT: video, "**S** Mayúscula"
- Aplicación PreKITT: Piezas de madera **S**

Qué estamos aprendiendo:

- Secuenciar, demostrar habilidades de escucha activa
- Reconocer y nombrar letras mayúsculas, colocar mayúsculas con el lado correcto hacia arriba, reconocer los sonidos distintivos de las letras
- Colocar un objeto para usar, ubicar o soltar; usar indicaciones visuales para guiar el alcance, el agarre y el movimiento de los objetos

Vocabulario:

letra **S**, letras mayúsculas, Curva Pequeña, lado correcto hacia arriba, arriba, abajo, sol, sal, semilla

© 2021 Learning Without Tears



© 2022 Learning Without Tears

Tema: Comunidad y Juego

NÚMEROS Y MATEMÁTICAS

Materiales:

- Roll–A–Dough (1 por niño) (Vol. 1, p. 66)
  - Tarjetas de números: **7**

Qué estamos aprendiendo:

- Moverse a un lugar designado para indicar la respuesta a una pregunta, contar verbalmente un conjunto de **1** a **10** objetos, comparar con más y menos, comparar con largo y corto
- Colocar un objeto para usar, ubicar o soltar, usar ambos lados del cuerpo, usar indicaciones visuales para guiar el alcance, el agarre y el movimiento de los objetos, atravesar la línea del medio para tomar un objeto del otro lado

Vocabulario:

siete, Línea Pequeña, Línea Grande, abajo, comparar, más largo, más, más corto, arriba

Objetivo: Los niños responden a las preguntas moviendo el cuerpo hacia diferentes áreas.

Clasificación: Grupo completo, grupo pequeño



Aprender el número 7 respondiendo las preguntas

Introducción multisensorial: Revisa el **7** usando Roll–A–Dough. Di las instrucciones: **Línea Pequeña cruza arriba, Línea Grande desliza hacia abajo.**

1. ¿Prefieres ir a la playa o al lago? Designa dos áreas de la habitación para que los niños se muevan según la respuesta.
2. Los niños se juntan con quien elijan. **Podemos ver qué línea es la más larga y qué línea es la más corta.**
3. **Contemos para comparar el número de niños de cada grupo. ¿Qué grupo tiene más niños?**
4. Continúa haciendo otras preguntas y haz que los niños se junten según la respuesta.

✓ **Comprueba el entendimiento:** Observa mientras los niños se agrupan. ¿Saben qué grupo tiene más?

Apoyo/Estudiante de Inglés como Segundo Idioma (ELL): Brinda ejemplos de imágenes de cada pregunta para ayudar a los niños a tomar una decisión.

Enriquecimiento: Entrega piezas de 4 Squares More Squares. Permite que los niños se agrupen según la forma, el tipo y el color. Deja que comparen el tamaño del grupo.

LENGUAJE ORAL

Materiales:

- Squawker (Vol. 1, pp. 46–47)
- Tarjetas de palabras: cantar/tocar
- Instrumentos rítmicos
- Recursos de PreKITT: "Las letras forman palabras"

Qué estamos aprendiendo:

- Turnarse, permanecer atento, escuchar/seguir instrucciones
- Comprender que la escritura tiene significado
- Repetir palabras, decir oraciones, demostrar entendimiento del significado de las palabras

Vocabulario:

cantar, tocar, instrumento, canción, musicales, sonidos

Objetivo: Los niños aprenden dos verbos de acción, los incluyen en oraciones y los usan en una conversación.

Clasificación: Grupo completo

Verbos: cantar/tocar



1. **Mirar** Di las palabras junto a Squawker. **Cantar significa crear sonidos musicales con la voz. Tocar un instrumento significa hacer música con él. Tocar también puede significar entrar en contacto con algo.**
2. **Hacer** Haz que los niños canten el abecedario. Haz que el ayudante y otros dos niños toquen instrumentos rítmicos.
3. **Decir** **Nosotros cantamos. Nosotros tocamos instrumentos.**
4. **Hablar** Squawker dice: **Puedes cantar "Feliz cumpleaños" en una fiesta. ¿Qué otra cosa puedes cantar? Puedes tocar el piano. ¿Que instrumento te gustaría tocar?**

Cierre: Canta "Las letras forman palabras".

✓ **Comprueba el entendimiento:** Observa mientras los niños debaten sobre cantar y tocar. ¿Entienden las palabras y dicen las oraciones?

Apoyo/Estudiante de Inglés como Segundo Idioma (ELL): Brinda instrucciones verbales y asistencia física si es necesario.

Enriquecimiento: Debate. **Muchos pájaros cantan para comunicarse entre ellos. ¿Escuchaste cantar a los pájaros?**

© 2021 Learning Without Tears

Physical Development

Mathematics

Language/ Communication



© 2022 Learning Without Tears

Activity Book Samples

A unique feature of the Get Set for School curriculum is the emphasis on emergent writing and proper grip. *My First School Book* takes children through three developmental steps: Aim & Scribble, Aim & Color, Aim & Trace. These activities follow our scaffolded approach from developing grip to writing letters. For children ready to move onto lower case letters, you can choose to include *My First Lowercase Book* into your 36-week program.

Available in Spanish!



My First School Book Teaching Tips

As students Aim & Scribble/Color/Trace check their grip often and remind them to hold the crayon correctly.

Check Also: the little finger of the crayon hand is resting on the paper, and the helper hand is flat and holding the paper.



© 2022 Learning Without Tears

Use *My First School Book* to teach letter strokes and how to write capitals and numbers correctly, starting at the top and making them in the correct sequence. Once children know all of their capitals and can write their name in all capitals, they can be introduced to lowercase letters.



My First Lowercase Book Teaching Tips

My First Lowercase Book activity book is used to introduce lowercase letters in Pre-K. It teaches correct formation, step-by-step, with child friendly directions. Children trace and copy lowercase letters in words and sentences. In addition, they learn to write their names with capital and lowercase letters.

© 2022 Learning Without Tears

Activity Book Samples

Step One: Aim & Scribble

AIM: Tell children to pick up their crayon, hold it properly, and then AIM their crayon for the star/object.

SCRIBBLE: Cue children to begin. Allow SCRIBBLE coloring for 10–15 seconds. Then say, Freeze! Have them drop the crayon. Then, cue them to pick the crayon back up and reposition with the proper grip.

English - *My First School Book*

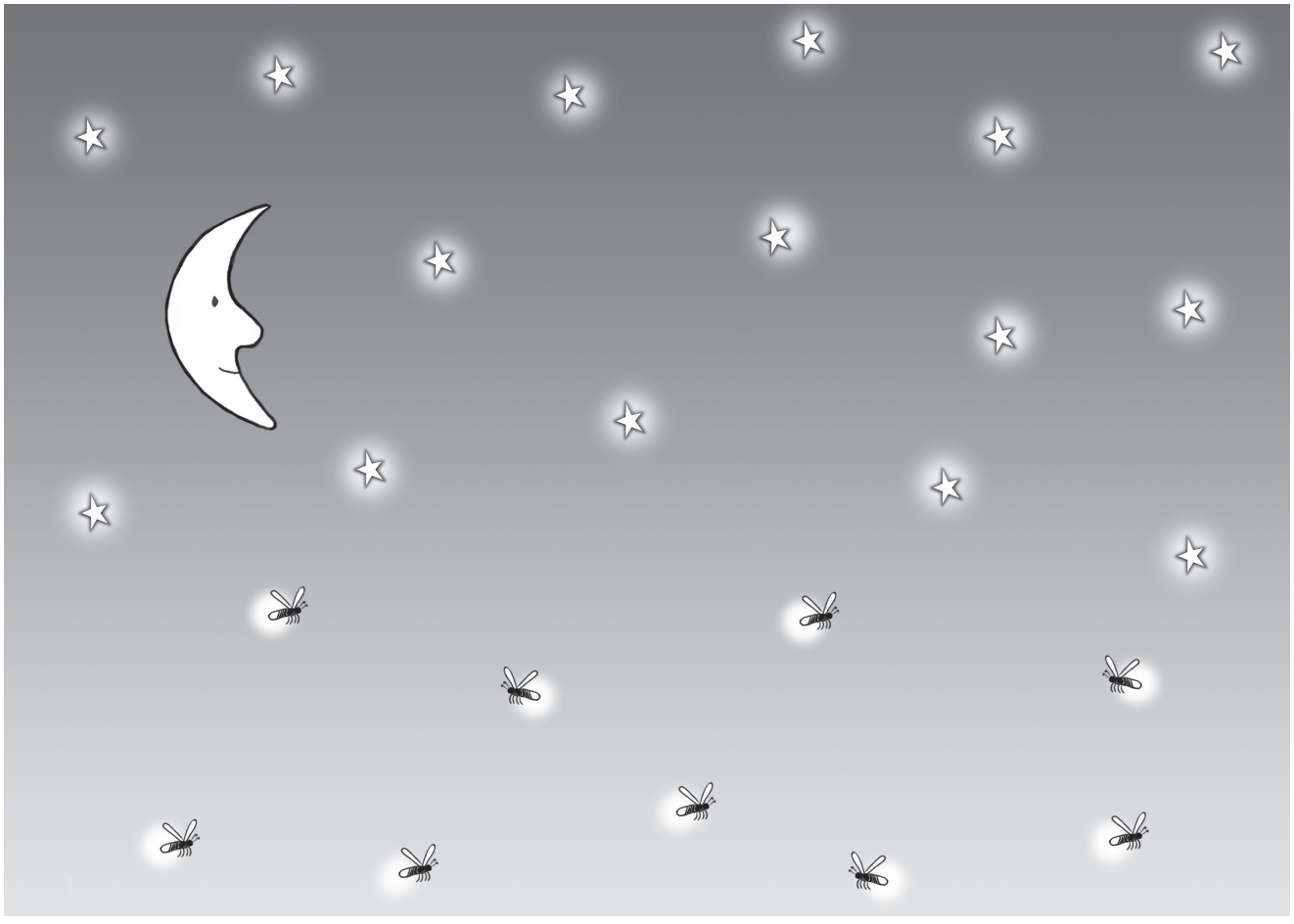


© 2020 Learning Without Tears

© 2022 Learning Without Tears

Spanish - *Mi Primer Libro Escolar*

APUNTO Y GARABATEO



© 2021 Learning Without Tears

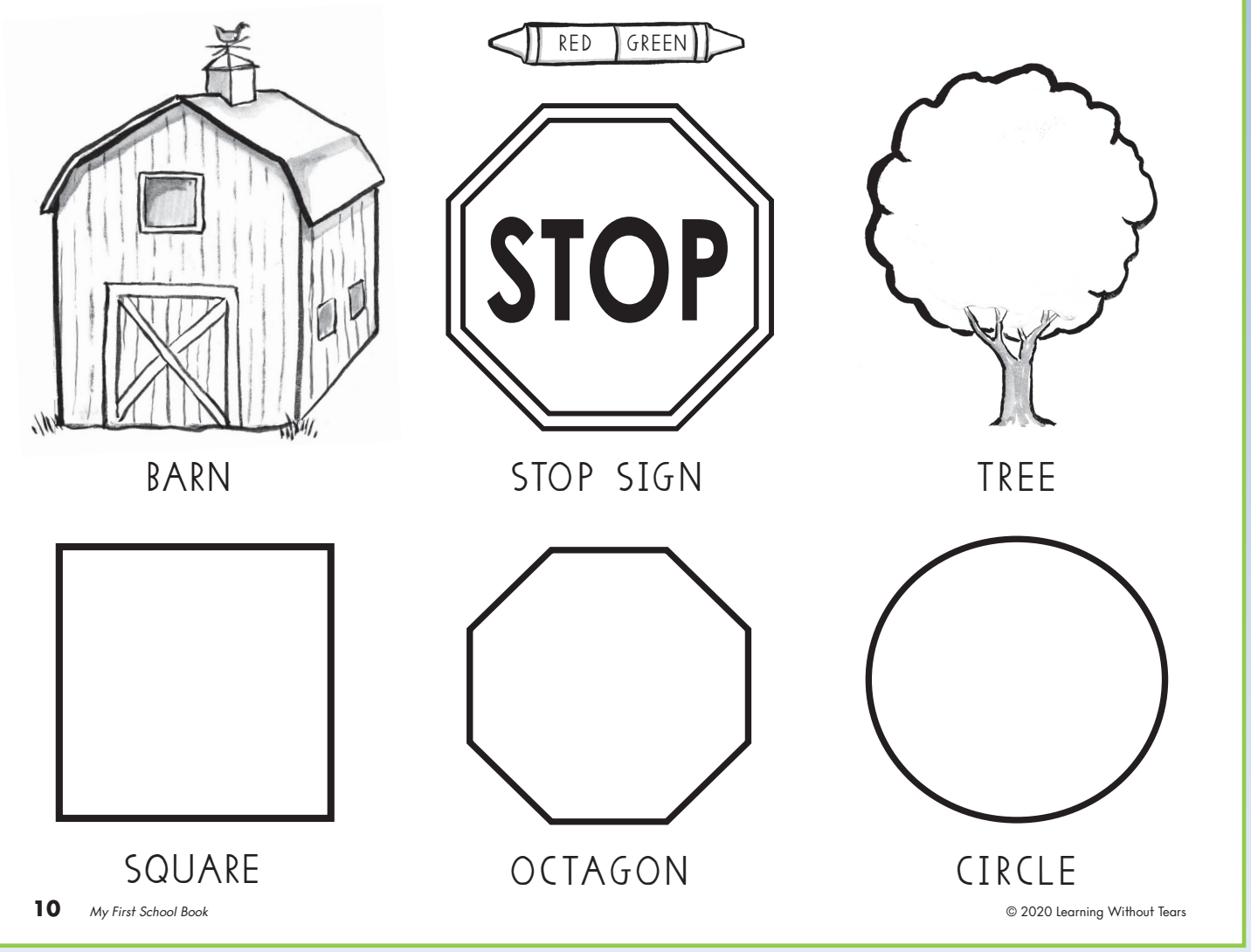
© 2022 Learning Without Tears

Step Two: Aim & Color

Have children AIM and COLOR pictures on the pages to promote coloring skills while practicing their correct grip.

Some children may only be attentive to work on a few pictures in one sitting. Adjust for success!

English - *My First School Book*



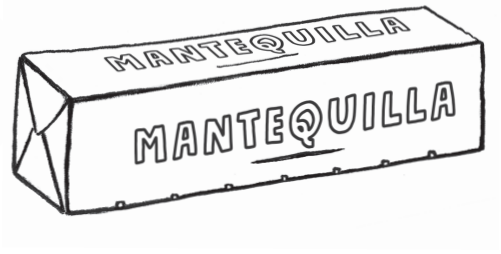
© 2022 Learning Without Tears

Spanish - *Mi Primer Libro Escolar*

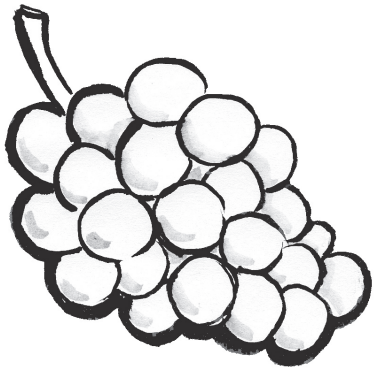




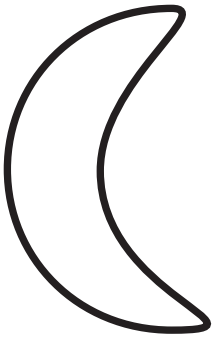
BANANA



MANTEQUILLA



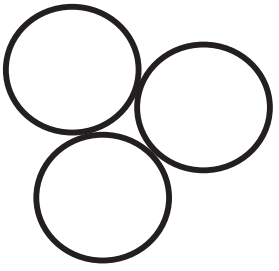
UVAS



MEDIALUNA



RECTÁNGULO



CÍRCULOS

© 2021 Learning Without Tears

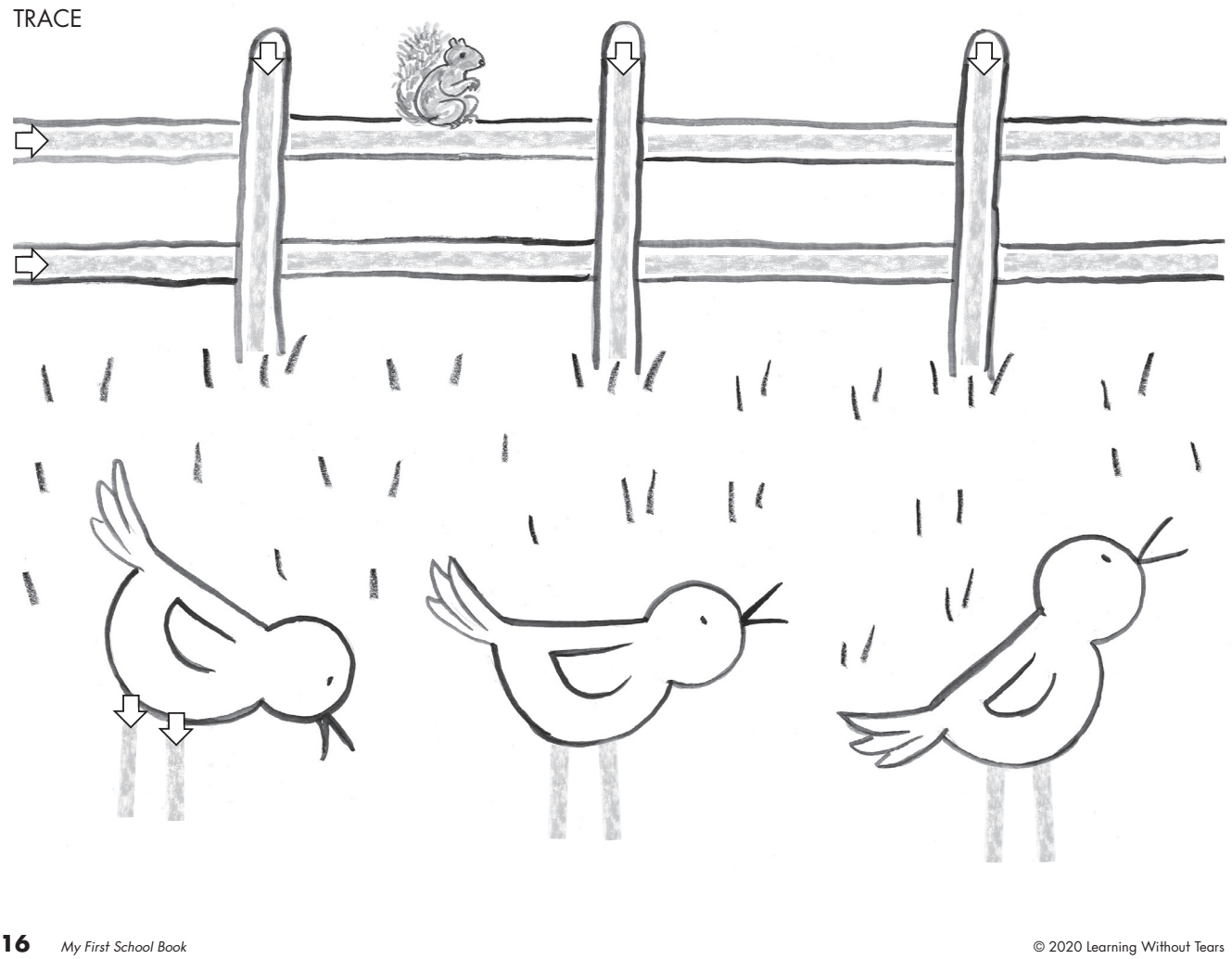
© 2022 Learning Without Tears

Step Three: Aim & Trace

Have children AIM at the arrows and TRACE the gray strokes, letters, and numbers.

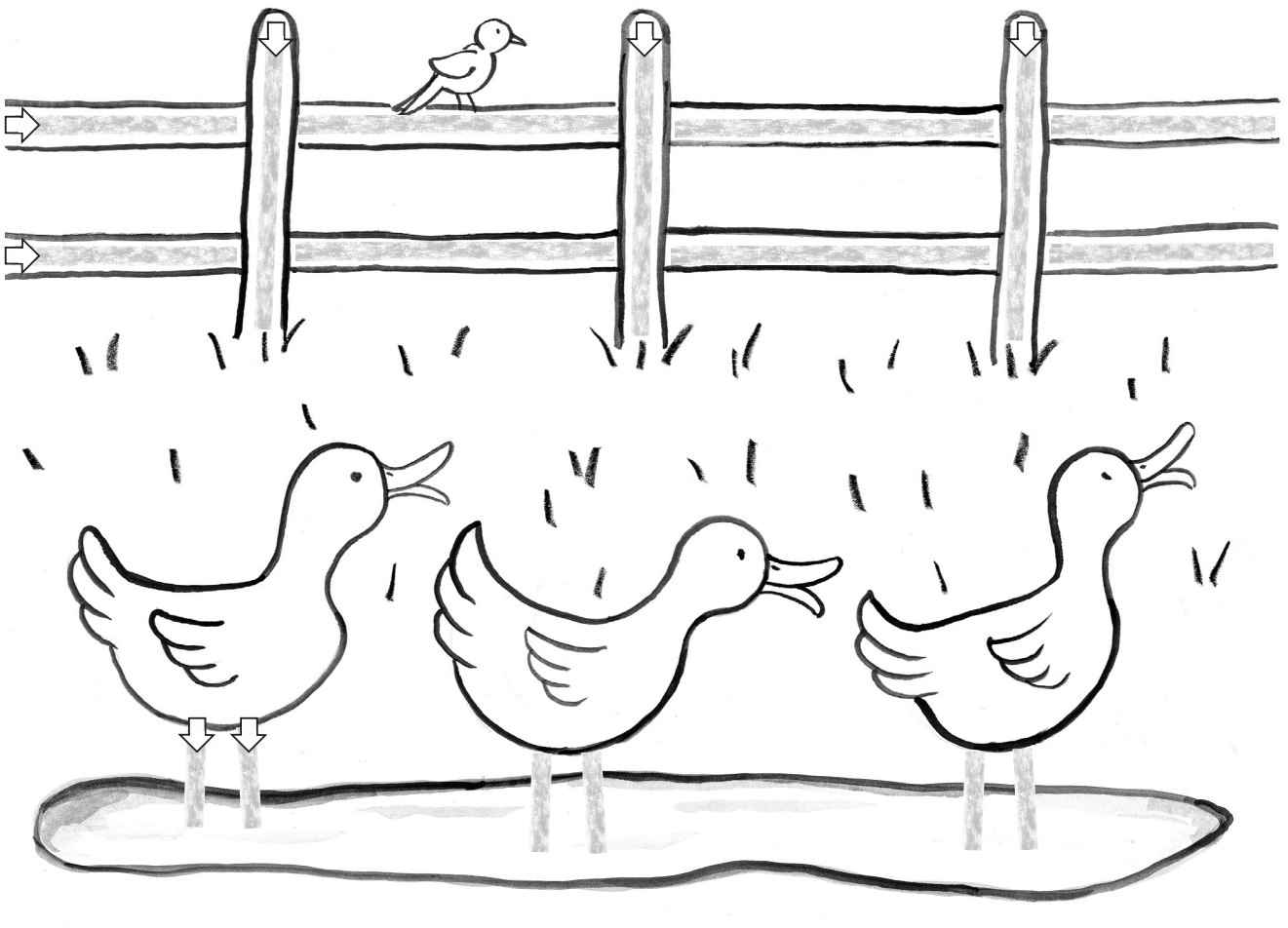
Encourage creativity! They may add details to the picture they color and even draw their own pictures.

English - *My First School Book*



© 2022 Learning Without Tears

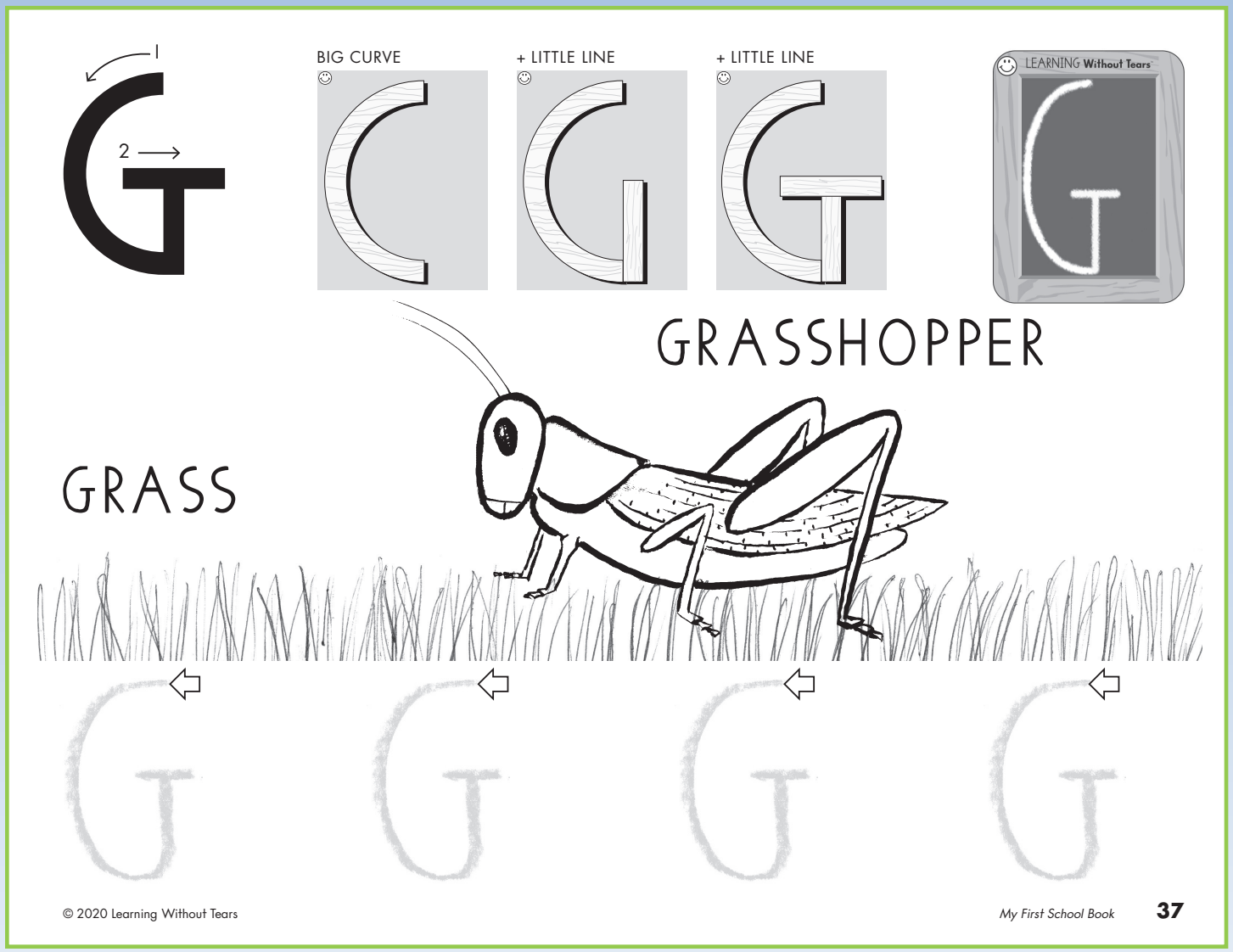
Spanish - *Mi Primer Libro Escolar*



© 2021 Learning Without Tears

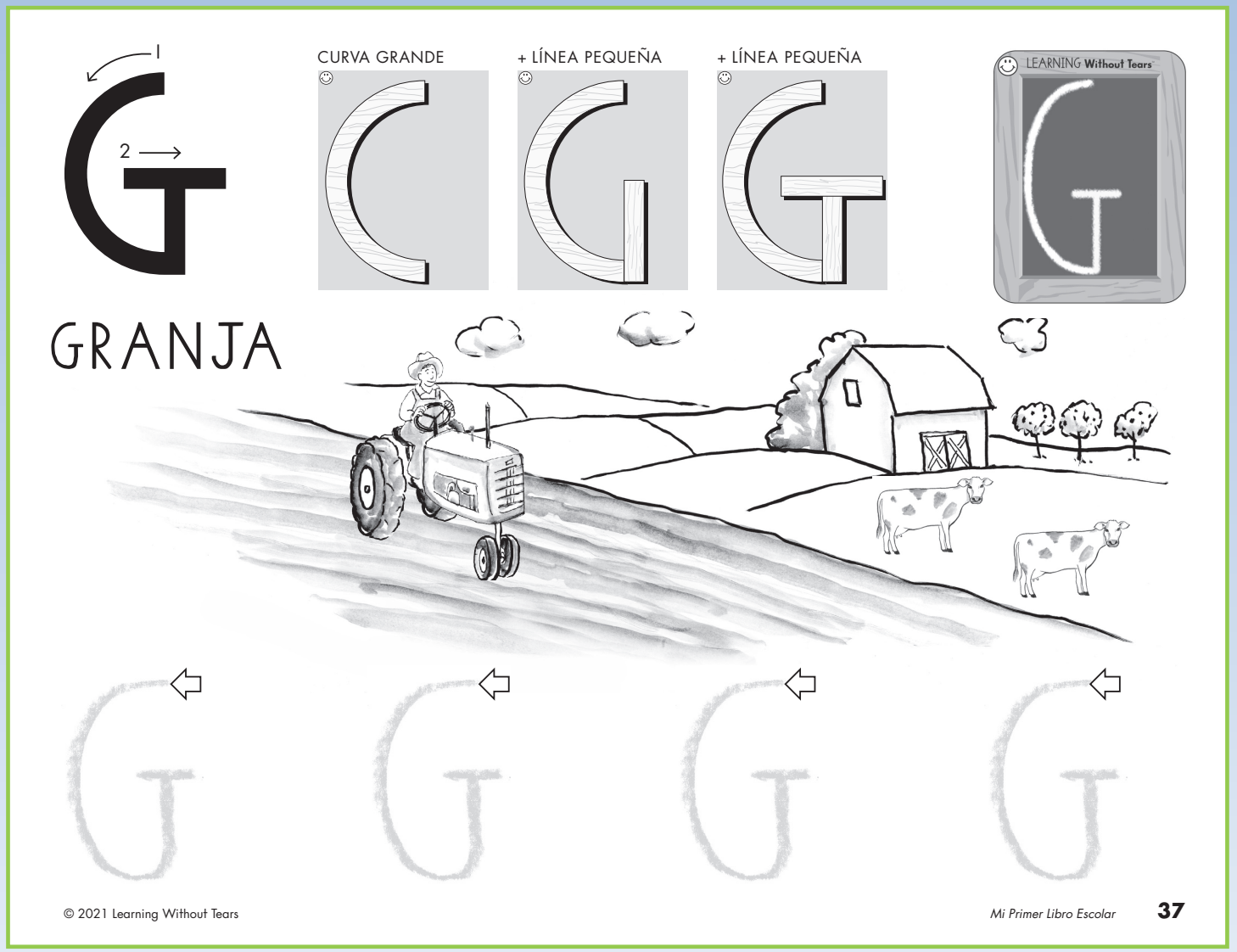
© 2022 Learning Without Tears

English - *My First School Book*

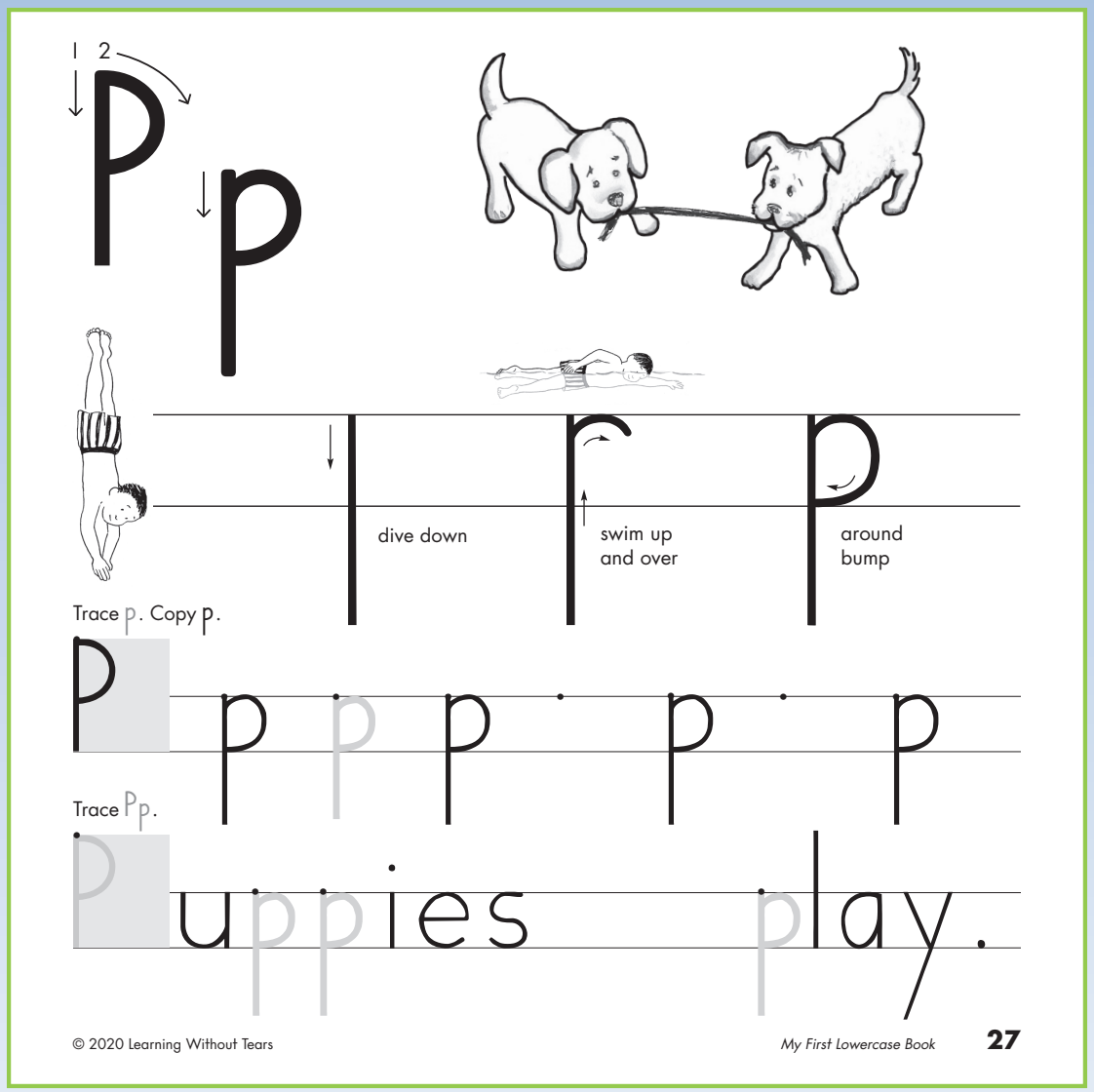


© 2022 Learning Without Tears

Spanish - *Mi Primer Libro Escolar*



English - *My First Lowercase Book*



© 2022 Learning Without Tears

Spanish - *Mi Primer Libro Minúcula*



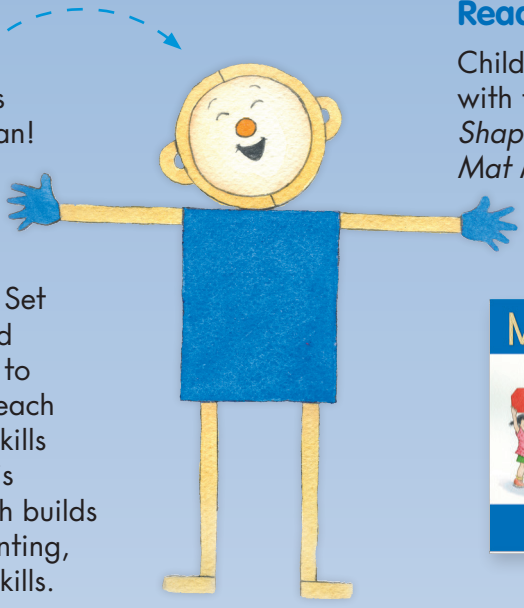
Multisensory Manipulatives & Tools

It All Works Together

Our specially-designed manipulatives are an integral component of our complete Pre-K program. We understand how young children learn and, based on that understanding, we have built an unparalleled, multisensory curriculum focused on developing the whole child.

Meet Mat Man®

Bring your classroom to life with everyone's favorite hero, Mat Man!



Build Mat Man in Your Classroom

Use the Wood Pieces Set for Capital Letters and Mat for Wood Pieces to build Mat Man and teach important readiness skills to young learners. This multisensory approach builds body awareness, counting, drawing, and social skills.

Read the *Mat Man® Book Set*

Children learn readiness and language arts skills with this four-book boxed set, including *Mat Man Shapes*, *Mat Man Hats*, *Mat Man on the Go*, and *Mat Man Opposites*.



Also available in Spanish!

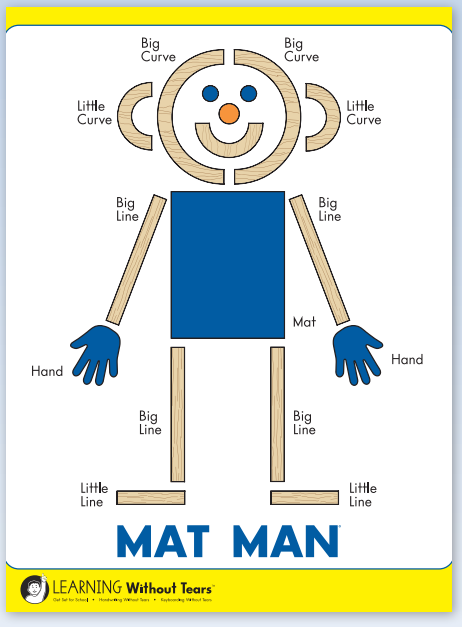
Explore Mat Man World

Take your students on an exciting journey of singing, drawing, and building Mat Man with books, songs, and online games.

Build Mat Man® Kit

Get everything you need to build Mat Man in one handy kit.





Classroom Poster

Mat Man Book Set includes a colorful poster to show children how to build Mat Man with the Wood Pieces Set for Capital Letters and Mat for Wood Pieces (16" x 20").



© 2022 Learning Without Tears

See the progression!



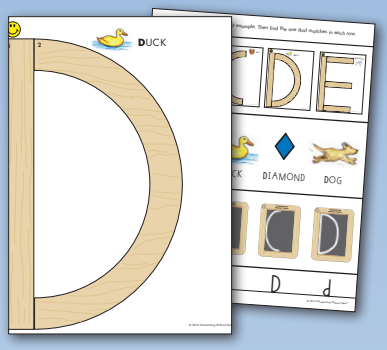
Wood Pieces Set for Capital Letters

Teach capital formations through imitation. Use the set for teaching size, shape, and position words and concepts! The set includes eight Big Lines, six Big Curves, six Little Lines, and six Little Curves.



Mat for Wood Pieces

Have children who've mastered guided letter formation with Capital Letter Cards for Wood Pieces progress to building letters on the Mat for Wood Pieces. The smiley face on the top left corner reminds them where to start in a child friendly way.



Capital Letter Cards for Wood Pieces

Help children who are just starting out with letter formation learn capital letters. This set includes 26 double-sided cards and is great for letter recognition and matching lessons.



Roll-A-Dough Letters®

Have children roll and cut dough snakes to make capitals and numbers using the blue tray for guidance.



Stamp and See Screen®

Build capitals and numbers on a magnetic screen using four Wood Piece stamps: Big Line, Little Line, Big Curve, and Little Curve. The magnetic, chalk-like writing tool helps develop grip.

© 2022 Learning Without Tears

Multisensory Manipulatives & Tools

Wet-Dry-Try on the Slate Chalkboard

Develop proper grip using Little Chalk Bits and Little Sponge Cubes. This activity provides tactile feedback to engage memory and cognitive functions, while giving clear, physical cues to prevent reversals.

Slate Chalkboard

Teach and remediate capitals and numbers. The Slate Chalkboard reinforces top-to-bottom, left-to-right directionality and prevents and eliminates reversals.

Little Chalk Bits

Develop pincer grip and make writing easy for little hands with little bits of chalk.

Little Sponge Cubes

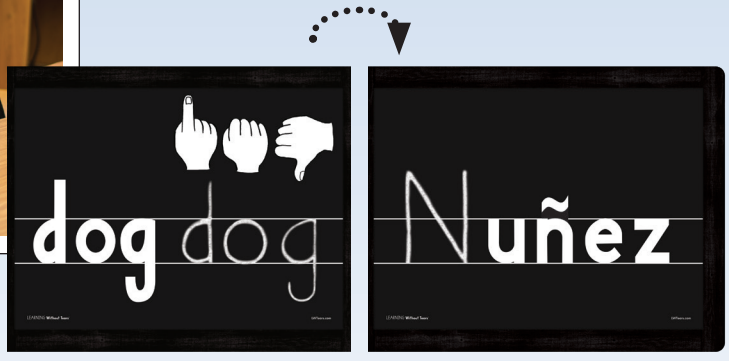
Use these sponges that fit little hands when doing the Wet-Dry-Try activity on the Slate Chalkboard or the Blackboard with Double Lines.





Magnetic Lowercase & Blackboard Set

The Magnetic Lowercase & Blackboard Set engages children with fun, hands-on literacy and pre-writing activities. Use it to help children learn letter size and placement, while boosting alphabet knowledge and phonemic awareness. The set includes a double-sided magnetic board, 42 magnetic letters, and 22 magnetic hands.



© 2022 Learning Without Tears



Word Time™

Boost children's vocabulary and language skills with an exciting activity book featuring multisensory lessons that are aligned to the Oral Language lessons in *Get Set for School Pre-K Teacher's Guide: Multisensory Lessons with Hands-On Learning*.



My Book Activity Book

Children learn about books through drawing, storytelling, and personalizing their own storybook.



I Know My Numbers Activity Booklet

Children develop skills with songs and rhymes with fun illustrations inviting coloring.

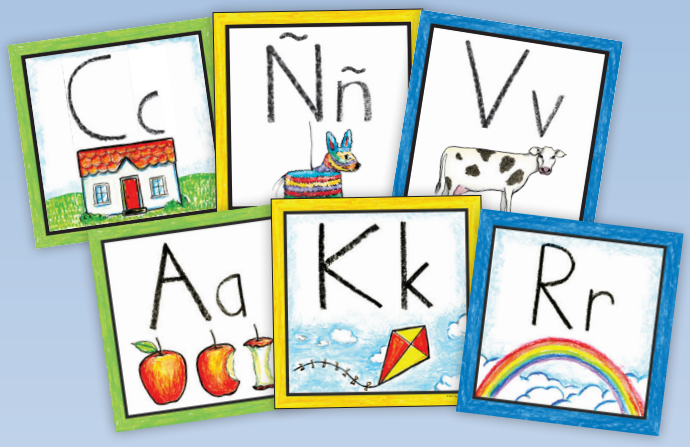


© 2022 Learning Without Tears

FLIP Crayons®

Promote proper grip and fine motor skills by flipping our unique FLIP Crayons. 10 colors are included: 2 colors and 2 points per crayon.



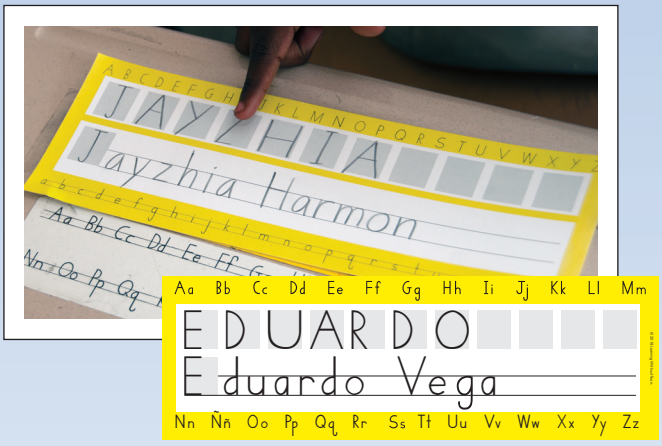


Pre-K Color Wall Cards

Use these cards as a letter or number of the week activity. The 36 color cards are perfect above the chalkboard, on bulletin boards, or during circle time.

Pre-K Name Plates

Teach children how to write their names in capitals and title case with these great visual aids. These 30 name plates can be used on tables, cubbies, or lockers.





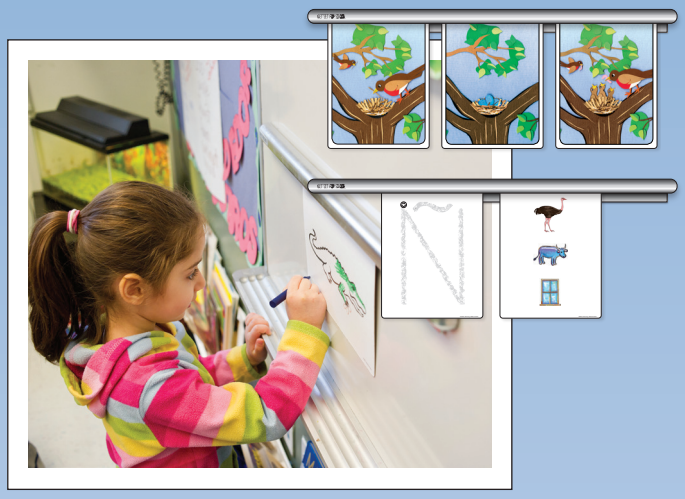
Magic C Bunny Puppet

This fun puppet friend helps you teach the **C** stroke to begin capitals **C**, **O**, **G**, and **Q** and lowercase letters **a**, **d**, **g**, **o**, and **q**.

© 2022 Learning Without Tears

Line It Up™

Teach letter and sound connections alongside correct orientation and position of letters with narrative sequencing and other literacy skills. Tell stories with a beginning, middle, and end and build vocabulary and comprehension skills.





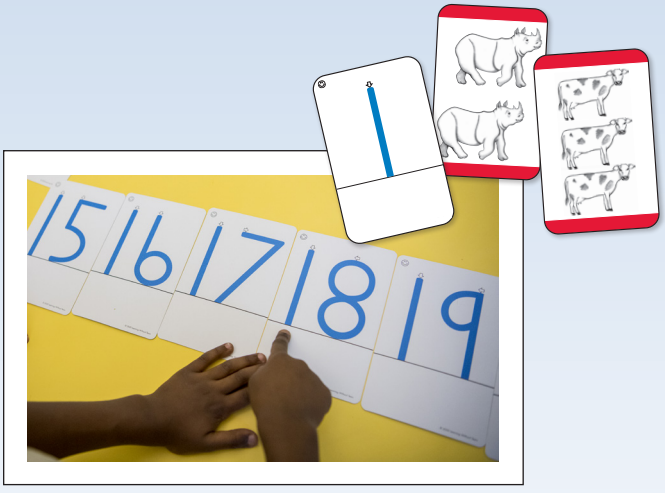
Sound Around Box™

Combine multisensory play with games and activities that build letter and number recognition. Lessons and tiles develop rhyming, syllable, listening, and cooperation skills.



A-B-C Touch & Flip® Cards

Children learn to recognize letters, self-check, match letter sounds, and sequence using the puzzle side.



1-2-3 Touch & Flip® Cards

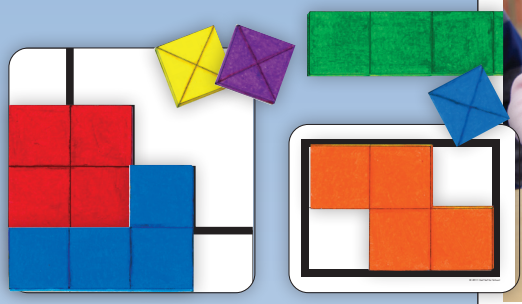
Children trace tactile cards, name numbers, count, and sequence. The "flip" feature promotes self-checking. Cards enable children to learn and count 0—20 with 21 animal cards and 21 counter cards.



© 2022 Learning Without Tears

4 Squares More Squares®

Children sort, sequence, slide, turn, and flip shapes to fit puzzle pieces on 24 different patterns. These are perfect for problem-solving and developing spatial awareness.









Tag Bags®

Promote early math skills like matching and sorting and foster fine motor skills. The NEW additional bags include zipper and buckle fasteners and allow counting for up to 10!

Mix & Make Shapes™

Children identify, sort, trace, and move shapes, build patterns, and learn to measure.





© 2022 Learning Without Tears

The Pre-K Interactive Teaching Tool is a one-stop digital teaching platform for managing and teaching Get Set for School lessons with a variety of multimedia assets including digital letter and number formations, videos, music, and more.

The Pre-K Interactive Teaching Tool Allows You To:

- Manage and preview lessons and plans while reducing prep time
- Customize lessons to fit different instructional settings
- Modify pacing to match your class needs
- Easily access music and interactive activities

How to Access

Gain access at prekitt.LWTears.com or the Learning Without Tears website. With this free trial, you can begin to explore how The Pre-K Interactive Teaching Tool makes teaching easy, engaging, and fun.



Teach with The Pre-K Interactive Teaching Tool

The Pre-K Interactive Teaching Tool is designed to help you easily teach with just a few clicks!

Once inside, you'll find engaging, hands-on, and multisensory lessons that bring learning to life for your students.

- Get your children ready for kindergarten with lessons that prepare them for the demands of school in a fun way
- Enrich and support instruction with dynamic, cross-curricular videos to build connections across content areas
- Address different learning styles with fun music to enhance learning (excellent for auditory learners)
- Simply demonstrate letter and number formation with touch-sensitive digital letter and number formations (perfect for digital panels and interactive whiteboards)
- Have letter formation instruction leap off the page with engaging animation videos, bringing letter formation to life
- Assessments to Guide Instruction across all learning areas of the program are available, based on the skills taught explicitly in lessons.

Music

Music brings lessons to life for little learners. They love moving and grooving while building readiness skills! Children benefit from music while they play and explore. Play different genres of music from our Pre-K albums to reinforce understanding and boost language, rhythm, and readiness skills.



© 2022 Learning Without Tears

Get Set for School Read-Aloud Library

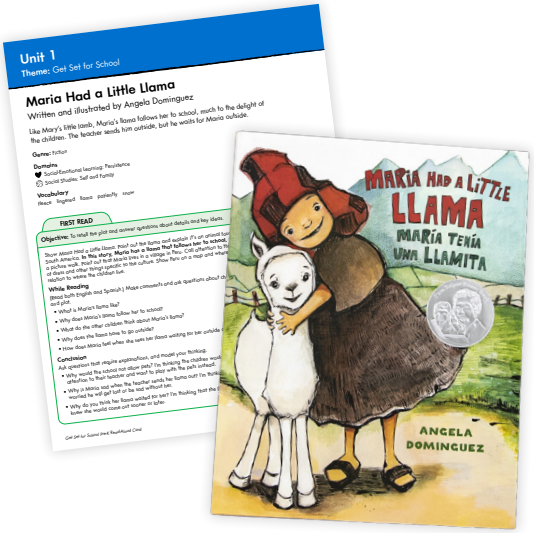
The Get Set for School Read-Aloud Library, featuring beloved and contemporary titles from award-winning children's authors, is integrated throughout the Pre-K curriculum. Your teacher's guide includes a Book Centers and Connections section that provides a host of teaching tips on how to effectively integrate authentic literature in your Pre-K classroom.

- *Gratitude Soup* by Olivia Rosewood
- *Chefs and What They Do* by Liesbet Slegers
- *Crossing Guards (People in My Community)* by Joann Early Macken
- *Each Kindness* by Jacqueline Woodsos
- *Favorite Book of Nursery Rhymes from Mother Goose* by Scott Gustafson
- *Los Tres Osos/The Three Bears* by Margaret Hillert
- *I Get Wet* by Vicki Cobb
- *If You Give a Pig a Pancake* by Laura Numeroff
- *It's Mine!* by Leo Lionni
- *Oh, The Things You Can Do That Are Good for You: All About Staying Healthy* by Trish Rabe
- *Olivia* by Ian Falconer
- *Pete the Cat and His Four Groovy Buttons* by Eric Litwin
- *The Rainbow Fish* by Marcus Pfister
- *The Doorbell Rang* by Pat Hutchins
- *The Gingerbread Man* by Catherine McCafferty
- *The Little House* by Virginia Lee Burton
- *Los tres cerditos/The Three Little Pigs* by Patricia Seibert

NEW

Get Set For School Read-Aloud Cards

The Get Set for School Read-Aloud Cards relate to the Get Set for School unit themes, and they accelerate children's background knowledge, vocabulary development and comprehension while building enjoyment of the story. The Read-Aloud Cards for the 36 books in the Get Set for School Read-Aloud Library easily integrate with the Get Set for School Pre-K Program and are appropriate for whole class or small group use.





© 2022 Learning Without Tears

Get Set for School Read-Aloud Library

- *The Tiny Seed* by Eric Carle
- *The Tortoise and the Hare* by Jerry Pinkney
- *Waiting is Not Easy!* by Mo Willems
- *The Recess Queen* by Alexis O'Neill
- *The Fat Cat Sat on the Mat* by Nurit Karlin
- *My Five Senses* by Aliki
- *Maria Had a Little Llama/María Tenía Una Llamita* by Angela Dominguez
- *Curious George Goes to a Costume Party* by Margret Rey and H.A. Rey
- *About Pets* by Sindy McKay
- *Look, a Starfish*! by Tessa Kenan
- *One Duck Stuck: A Mucky Ducky Counting Book* by Phyllis Root
- *Little Raindrop* by IglooBooks
- *Not for Me, Please! I Choose to Act Green* by Maria Godsey
- *Why Should I Recycle?* by Jen Green
- *Good Night Planes* by Adam Gamble
- *National Geographic Kids: Planes* by Amy Shields
- *The Cloud Book* by Tomie de Paola
- *Actual Size* by Steve Jenkins
- *Señorita Mariposa* by Ben Gundersheimer



Get Set for School Spanish Read-Aloud Library

Our Get Set for School Spanish Read-Aloud Library provides a rich collection of authentic Spanish literature to ensure all learners are supported equally, equitably, and effectively.

- *Chivos Chivones* by Olalla Gonzales
- *Fábulas de Esopo* by Anne Cantone
- *La Princesa, La Vaca Y El Jardinero* by Marcus Sauermann
- *Ayudantes De Mi Comunidad* by Bobbie Kalman
- *Espaguetis En Un Panecillo De Perro Caliente: Tener El Valor De Ser Quien Eres* by Maria Dismondy
- *¡Pio Peep! Traditional Spanish Nursery Rhymes* by Ada, Alma Flor and Campoy, F. Isabel
- *Ricitos De Oro Y Los Tres Osos* by Valeri Gorbachev
- *Lluvia* by Carol Thompson
- *Si Le Haces Una Fiesta A Una Cerdita* by Laura Numeroff
- *Dragons Do Not Share!/Los Dragones No Comparten!* by D.J. Panec
- *El Desayuno Del Principe* by Joanne Oppenheim
- *Olivia* by Ian Falconer (Spanish Edition)
- *Pete El Gato And His Four Groovy Buttons* by Eric Litwin
- *The Little Red Hen/La Gallinita Roja* by Carol Ottolenghi
- *Llaman a la Puerta* by Pat Hutchins
- *The Gingerbread Man/El Hombre De Pan De Jengibre* by Catherine McCafferty
- *La Oruga Muy Hambrienta* by Eric Carle
- *Los Tres Cerditos/The Three Little Pigs* by Luz Orihuela
- *La Semillita* by Eric Carle



© 2022 Learning Without Tears

Get Set for School Read-Aloud Library

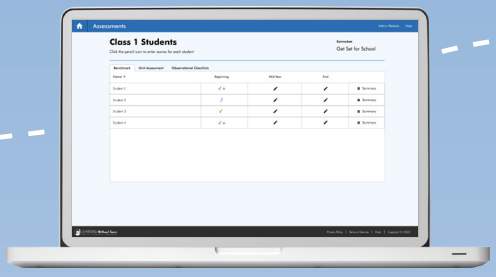


- *¡Esperar No Es Fácil!* by Mo Willems
- *¿Ahora Qué Va A Pasar?* by Nuria Díaz and Raquel Díaz
- *The Cat in the Hat/El Gato Ensombrerado* by Dr. Seuss
- *Mis Cinco Sentidos* by Aliki
- *María Tenía Una Llamita* by Angela Dominguez
- *Jorge El Curioso Va A Una Fiesta De Disfraces* by H.A. Rey
- *About Pets/Las Mascotas* by Sindy McKay
- *¡Mira, Una Estrella De Mar!* by Tessa Kenan
- *La Pata Pita* by Hilda Perera and Mana F. Fraga
- *Había Una Vez Una Gota De Lluvia* by Judith Anderson and Mike Gordon
- *Cuidar El Planeta Tierra* by María Mañeru
- *¿Por qué debo reciclar?* by Jen Green
- *El Gran Viaje De Guisante* by Davide Cali
- *Avión*: Airplane (Transportation and Me!) by Alex Summers
- *El Tiempo* by Kristin Baird Rattinir
- *Abece Visual De Los Animales Salvajes* by Marisa Do Brito Barrote
- *Señorita Mariposa* by Ben Gundersheimer



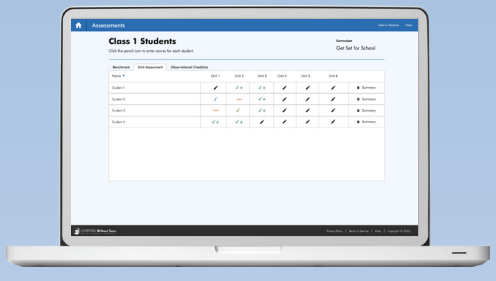
Pre-K Assessments to Guide Instruction

New digital assessments



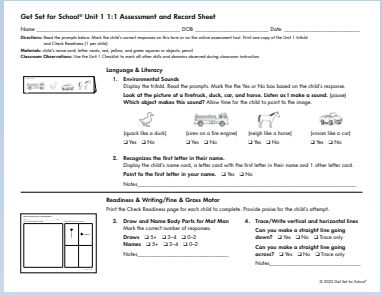
Monitoring the progress of young children should be observational and holistic, while impacting your hands-on instructional time as little as possible. Get Set for School offers convenient print and online tools that guide your instruction through developmentally appropriate assessments covering all learning areas in the curriculum.

Assessments to Guide Instruction provides educators with a platform to curate student progress monitoring for all product lines in a single location. These reports containing remediation and acceleration activities tied to LWT digital and physical products for administrators, teachers and families.



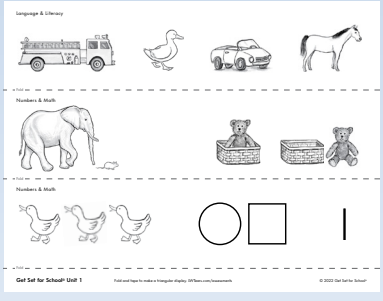
Includes:

- **Benchmark:** Formative assessments and milestones
- **Unit:** Assessments, observations, and remediation activities
- Rostering and reporting connected to +Live Insights
- Weekly checklists



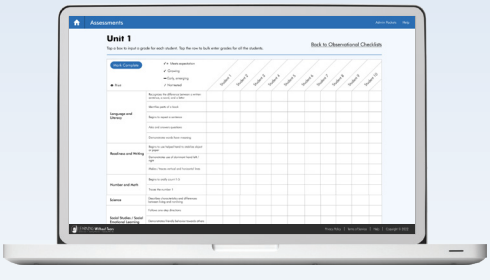
Assessments for All Learning Domains:

- Language & Literacy
- Readiness & Writing
- Numbers & Math
- Oral Language
- Science
- Social Studies
- Social-Emotional Development
- Physical Development
- Fine Arts
- Technology



Remediation and Acceleration

Suggestions for skill remediation and acceleration recommendations are also available for each unit.



© 2022 Learning Without Tears

Custom professional learning options are available.

Multisensory Approach to Pre-K

Learn to teach developmentally appropriate, hands-on, play-based lessons that excite learners with skill-building activities!

This active workshop covers the best practices you need to effectively implement the Get Set for School complete Pre-K curriculum. This program adapts to students' changing needs as they grow. You will leave with research-based instructional strategies that encourage active, joyful play while inspiring child creativity and building strong readiness skills across all learning areas.





Learning Outcomes

- Explore research-based, best practices for Pre-K instruction and assessment
- Build and foster rich classroom routines of literacy, emergent writing, numbers and math, and more
- Facilitate play-based instruction for whole and small groups
- Differentiate learning to meet the needs of diverse learners
- Leverage digital assets in the Pre-K Digital Teaching Tool to bring learning to life and meet distance learning needs
- Provide direct instruction and model best practices for students
- Plan effective, interactive lessons that encourage student application and generalization of skills
- Facilitate and integrate essential social-emotional learning skills

The best professional learning is ongoing and consistent.

APPROVED PROVIDER of CONTINUING EDUCATION
by The American Occupational Therapy Association, Inc.

© 2022 Learning Without Tears



LEARNING
Without Tears®

LWTears.com | 888.983.8409

INSGSSPROG22
07.2022