



Early Childhood Education August 8, 2017

Expect great things.





Five Big Elements of Success

- 1 **Big Experiences** launch learning in every lesson.
- 2 **Meaningful Conversations** build oral language and vocabulary.
- 3 **Children's Literature and Informational Text** give children access to books and school or home.
- 4 **Innovative Technology** engages children, teachers, and families.
- 5 **Comprehensive Curriculum** that offers daily writing, daily math and extension activities.

Expect great things. 

1. Big Experiences Launch Learning

TUESDAY 1 Circle Time

What We Are Learning

- Letter Knowledge**
 - Coordinates and plays with others
- Phonological Awareness**
 - Segments onset and rime
- Alphabet Knowledge**
 - Produces correct letter sounds
 - Identifies letter sounds
- Emergent Writing**
 - Forms letters
- Mathematics**
 - Identifies shape attributes
- Social Studies**
 - Animal helpers

Alphabet Knowledge This Is Letter L!

Introduce the Letter

Help today's Letter Helper put on the Letter Vest prepared with L, and explain that L is the focus letter this week.

- Ask children to describe the uppercase L. Point out that it is a tall letter with a short foot. Ask the Letter Helper to point to the letter on the vest as children practice saying the letter's name.
- Help children notice that the lowercase letter l looks like the uppercase letter L without the foot.
- Explain that letter L makes the sound /l/. Display the Picture Card for leaf. Tell children that the first sound in leaf is /l/. It is spelled with an L. Ask children to repeat the sound and the word as they pretend to float like a falling leaf. **PRODUCES CORRECT LETTER SOUNDS**

Make Ladybug Wings

Perform the fingerplay "Ladybug, Ladybug," asking children to listen for the /l/ sound. Help children identify the words that begin with the /l/ sound, such as ladybug and land.

- Provide each child with two paper-plate halves. Invite children to use markers or crayons to decorate halves like ladybug wings. Encourage them to write the letter L on each wing. Then fasten together each child's wings with a paper brad fastener or a stapler. **JOINS LETTERS**
- Then have children fly their ladybug wings in groups of five. As they fly, invite them to look for the letter L in environmental print and objects that begin with the /l/ sound. **COOPERATES AND PLAYS WITH OTHERS/IDENTIFIES LETTER SOUNDS**

Daily Math: Ladybug Landings

Place on the rug one cone, sphere, cube, and rectangular prism. Make your fingers a flying ladybug that lands on a shape. Pass the shape around the circle for children to touch. Name the shape using informal names (cone, ball, box, brick). Guide children to identify shape attributes. How many corners? How many sides? Let different children take turns flying their ladybugs to the next shape and repeat the activity. **NAMES SHAPES/IDENTIFIES SHAPE ATTRIBUTES**

TUESDAY 2 Story Time

What We Are Learning

- Phonological Awareness**
 - Identifies rhyming words
- Concepts of Print**
 - Parts of a book
- Conventions**
 - Uses book information
- Oral Language**
 - Speaks in complete sentences
 - Uses math words
- Mathematics**
 - Classifies in the real world
- Science and Health**
 - Investigates the environment
- Fine Arts**
 - Creates expression through dance

Big Book Over in the Meadow

Get Ready to Read

Ask children to identify the cover of the book. Then read the title. Explain that a meadow is a flat, grassy field and that animals live near or in a meadow because it is a good place to find food. Show what animals you think we might find in a meadow. Encourage children to pretend to be animals that they predict might be in the book. **PARTS OF A BOOK**

Read Together

Read the book aloud as you track the print with a pointer.

- Review the verses about rats and lizards. Discuss and demonstrate the words gnaw and mossy, using the pictures for support.
- Reread the book, this time asking children to join in and chorally read the rhyming words with you. **IDENTIFIES RHYMING WORDS**
- Ask children to look at the illustration to tell you why the meadow is a good place for bees to live. Provide clues, such as Bees are insects that get their food from flowers. **USES BOOK INFORMATION/INVESTIGATES THE ENVIRONMENT**

Sing and Dance

Play the music for the song "Over in the Meadow," or sing the song to children. Invite pairs to act out each verse through dance, starting with the mother turtle and little turtle. Have additional pairs interpret the verses through dance as the song progresses. **CREATIVE EXPRESSION THROUGH DANCE**

Extended Play: My Meadow

Provide children with a green sheet or blanket as well as tissue paper, chenille sticks, and colored paper. Work together to make flowers, grass, and other items that might be found in a meadow. Encourage children to play in the meadow; they might pretend to be animals in the meadow, or meadow explorers. If possible, have a picnic in the meadow during snack or lunch. Save the items to use when you revisit the book next week.

English Language Development

Reinforce number words by reading appropriate number fingers for each day you read aloud. Encourage children to join you saying and showing number. **USES MATH WORDS**

Vocabulary

Story Words: gnaw, meadow, mossy

English Language Development

Help children practice the /l/ sound. Model mouth position of the sound. Have children say, Say la la la. Have children who you eye and repeat as needed until they are producing the sound correctly. **PRODUCES CORRECT LETTER SOUNDS**

TUESDAY 3 Circle Time

What We Are Learning

- Social-Emotional**
 - Empathizes
- Comprehension**
 - Uses book information
- Emergent Writing**
 - Forms letters
- Oral Language**
 - Uses describing words
 - Shows understanding of spoken English
- Mathematics**
 - Counts objects
- Physical Development**
 - Uses fine motor skills
 - Uses gross motor skills

Social-Emotional Pay Attention to Bugs

Revisit the Story

Reread Bugs! Bugs! Bugs! and talk about bugs children have seen and their experiences with them. Ask children which of the bugs in the book they have seen and where they have seen them. **USES BOOK INFORMATION**

Play "I Spy"

Ask children to review what it means to pay attention and look closely at something.

- Have children play "I Spy." Give four children magnifiers.
- Read the book again, pausing after each page. Have volunteers say, "I spy with my little eye _____." Encourage each child with a magnifier to look closely at the illustrations and tell about the details they see. For instance, "I spy with my little eye an insect with colorful wings." Challenge children to guess the insect. **USES DESCRIBING WORDS**

Daily Writing: Our Big Bug Spy Chart

Create a chart of the items that children spied in the book. At the top, write "I spy with my little eye _____." Let's make a list of the things we spied in the book! I have children dictate their findings and help you write the letters for any easy-to-sound-out words.

- When each child has had a turn read the chart aloud. Invite children to chant, "I spy with my little eye _____" and point to the child who provided each ending as you, he, or she says it. **FORMS LETTERS**

Remember Details

On a table or the rug, set up a collection of toy bugs. Invite children to be bug watchers and to look at the bugs very carefully. Try to remember what each bug looks like and where it is.

- Ask children to close their eyes while you move or remove an insect. Open your eyes, bug watchers! One of the bugs has flown/run away! Which bug is missing/has moved?
- Invite volunteers to take turns moving a bug while the other children have their eyes closed. Have them open their eyes and again tell which bug has moved. **PAYS ATTENTION**

Observe

Observe whether children can remain focused on engaging group activities for up to 10–15 minutes.

English Language Development

Reinforce the word attention to help children understand directions such as, May I have your attention? or Attention, please. Say one of these commands and model an alert, attentive posture. Repeat, asking children to follow your model. **SHOWS UNDERSTANDING OF SPOKEN ENGLISH**

Expect great things.

Small Groups Build on Big Experiences

Small Groups Instruction

MATERIALS

What You Have



- Bear counters
- Math Mat 14

What to Prepare

- Copies of downloadable Math Mat 14
- Toy animals

Mathematics

Counts Objects to 10

Review

Place four bear counters in the ten-frame on **Math Mat 14**, Side B. Review that when you count, the last number tells you how many there are.

Model

Model how to count objects in the ten-frame. Place seven toy animals in the frame. *If we want to count animals, does it matter if they are all the same?* Explain that if you are counting animals, you touch each one and count it, even if each animal looks different. Touch your finger to each animal as you invite children to count along with you. 1, 2, 3, 4, 5, 6, 7. *The last number that we count tells us how many, so we know that there are seven animals.*

Practice

Have children work in pairs with bear counters and copies of downloadable Math Mat 14. One child should place one to ten bear counters in the ten-frame. The child's partner should count the bear counters out loud while pointing to them and then tell how many. Children should alternate roles as they work.



Observe

Observe whether children can answer "how many" for up to 10 objects.

If...

A child has trouble answering "how many"...

Then...

Provide additional examples and practice, reminding children that the last number they count tells how many. See below for additional reinforcement suggestions.

 Expect great things.

Learning Centers Extend Big Experiences



Dramatic Play Center

Learning Focus: Act out animal scenes and games.

Materials



- Animal costume accessories
- Boxes and blankets
- Assorted stuffed animals

Writing Connection



Write letters and turn them into animals.

Week 1: Pretend to Be Animals

Invite children to pretend to be animals and make up songs and stories to act out together.

Week 2: Role-Play Animals in Their Homes

Provide props, such as boxes and blankets, so children can role-play animals tucked away in their homes.

Play Scenarios: be wild animals in nature; put on an animal puppet show

Week 3: Move Like Bugs

Let children crawl, fly, wiggle, and hop like different kinds of bugs and make up games for the bugs to play.

Play Scenarios: play “Simon Says”; play “Guess Who I Am?”

Week 4: Play Mother and Baby Animals

Have children work in pairs to act out scenes with mother and baby animals. Encourage children to switch roles.

Problem Solving: How can you make the sounds animals make?

“Learning Talk”

Child: I'm the mother cat and she's the baby.

Teacher: What do we call a baby cat?

Child: A kitten!

Teacher: Can you think of another baby animal?

Child: A baby sheep.

Teacher: Yes, and what do we call a baby sheep?

Child: A lamb! Baaa! Baaa!

Connect to Curriculum

Expect great things.

Make Learning Bigger

Extend key concepts and skills across the curriculum.

Mathematics

Shapes in the Meadow

Ask children to look for shapes in *Over in the Meadow*, and use attribute blocks to compare the shapes. Then, provide shapes of various sizes and colors cut out of construction paper, glue, and sheets of paper. Invite children to use them to create the bodies of different bugs that might be found in a meadow.

SHAPES IN THE REAL WORLD

Fine Arts



Who Is in the Barn?

Help children to make a "barn door" by folding the two edges of a piece of brown construction paper to meet in the middle. Have each child draw an insect or other animal inside the barn. As each child presents his/her artwork, have the others ask, *Who's in your barn?* Invite the child to "open" the barn doors and name the animal that he/she has drawn.

CREATIVE EXPRESSION THROUGH ART



Oral Language

Look Around the Meadow

To gather children for the next activity, pretend to look around, and ask, *What animal does (Ivan) see in the meadow?* Prompt the child to respond by naming an animal and saying, "I see a _____ in the meadow." Continue naming children one at a time and letting them go to the next activity after they answer.

SPEAKS IN COMPLETE SENTENCES

One-to-One Follow-Up

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

Observe	If ...	Then ...
Over in the Meadow Observe whether children can regulate behavior in a group. SOCIAL-EMOTIONAL	A child needs support to regulate behavior while acting out a verse through dance ...	Talk about appropriate behaviors before the group activity. Teacher: <i>When we sing and dance, we want to have fun. But sometimes we can get too silly. This makes it hard for everyone to have a good time. What can you do to have fun and stay safe while we dance?</i> Child: <i>not touch other people</i> Teacher: <i>That's a great rule! Let's start a list and put that on the list first.</i> Continue the discussion, creating a short list of appropriate behaviors that you can illustrate and post in the room.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Before beginning the book, have children count slowly to ten on their fingers with you. Let them know that they will be listening for some special words that rhyme with numbers. Have them repeat with you the rhyming pairs such as *one* and *sun*, *two* and *blue*, *three* and *tree*, and so on.

Special Needs

If children have problems identifying rhyming words in the text, assist by clapping twice to signal a rhyming pair. Tell children to join in and choral-read the words when they hear your signal.

Enrichment

As you read the book, invite children to come up and count how many baby animals are on each page. If the child is able, ask him/her to also locate the number word in the text.

Differentiating Learning

Expect great things.

2. Meaningful Conversations

Awesome Animals!

How Many Are There?

¿Cuántos hay ahí?

“Learning Talk”

Teacher: I’m the monkey and you’re the baby.
Teacher: What do we call a baby cat?
Child: A kitten.
Teacher: Can you think of another baby animal?
Child: A baby sheep.
Teacher: Yes, and what do we call a baby sheep?
Child: A lamb/Small Lamb!
Connect to Curriculum

BookStix

English Language Development

Reinforce the word attention to help children understand directions such as, May I have your attention? or Attention, please. Say one of these commands and model an alert, attentive posture. Repeat, asking children to follow your model.

SHOWS UNDERSTANDING OF SPOKEN ENGLISH

Talk About It

The sentence starters to help children use complete sentences in discussions about animals.

- The animal I am most like is ...
- If I could be any animal in the jungle ...
- The best pet would be ...
- An elephant and a mouse ...
- Insects can ...

Expect great things.

3. Children's Books and Informational Text



Expect great things.

4. Innovative Technology

The screenshot displays the 'Big Day for PreK Teacher Space' website. The browser address bar shows the URL <https://bigday.tgds.hmhco.com/home/>. The page features a colorful header with the 'BIG DAY TEACHER SPACE' logo, a welcome message 'Welcome, Mrs Kerr!', and navigation links for 'Interactive Wall Charts', 'BookFLIX', and 'Online Professional Development'. The main content area is divided into four primary sections: 'Lesson Planner', 'Class Management', 'Assessment', and 'For Families'. The 'Lesson Planner' section shows a calendar for August 1, 2017, with a table of weekly themes and a 'Monday at a Glance' section listing activities like 'Circle Time' and 'Story Time'. The 'Class Management' section includes a 'Manage classroom needs each day' area with a class dropdown and buttons for 'View Class Data' and 'Create New Class'. The 'Assessment' section offers tools like 'Early Childhood Inventory', 'Classroom Observation Guides', 'Individual Observation Guides', and 'Anecdotal Records'. The 'For Families' section provides a 'Family Letter' update, a 'Tip of the Week', and a 'Correlations & Standards' section with links to state and national standards. The footer contains a copyright notice for Houghton Mifflin Harcourt Publishing Company. The Windows taskbar at the bottom shows various application icons and the system clock indicating 4:52 PM on 8/1/2017.

Big Day for PreK Teacher Space

Welcome, Mrs Kerr!

Interactive Wall Charts

BookFLIX

Online Professional Development

Lesson Planner

Theme 1: Ready for School

Today is August 1, 2017

Week	Mon	Tue	Wed	Thu	Fri
Week 1: My School	1	2	3	4	5
Week 2: Making Friends	1	2	3	4	5
Week 3: Learning Together	1	2	3	4	5
Week 4: Getting Along	1	2	3	4	5

Class Management

Manage classroom needs each day.

Class: Chartiers 4

Assessment

Use Big Day's formal and informal assessment tools.

For Families

Update the Family Space with selections below.

Family Letter

Theme 8: Moving On

Tip of the Week

Week 1: Going New Places

Enter a personal message to families.

Welcome Families! If you have any questions please feel free to contact us at

Click to Insert

Update Go to Family Space

Correlations & Standards

State: Connecticut

State Standards and Links

Big Day Correlation CT

Guide to Early Childhood Program Development

Connecticut State Department of Education

National Standards and Links

Head Start Child Outcomes Framework

Office of Head Start

National Association for the Education of Young Children (NAEYC)

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Expect great things.

5. Comprehensive Curriculum

Awesome Animals!

BIG Idea:

I am very curious about bugs.

Knowledge Focus:

Children learn about life science through the exploration of animals and animal life cycles.

Social-Emotional Focus:

Attention

Vocabulary

Theme Words

bug stinger
crawl stings
insect swarm
pinch wings

Story Words

carry hunt
creeping meadow
flutter mossy
fuzzy survive
gnaw

Math Words

column
grid
row

Social Studies Words

groceries
market

Science Words

collect
need



Literature

Phonological Awareness

Alphabet Knowledge

Concepts of Print and Comprehension

Emergent Writing

Oral Language

Mathematics

Content Areas

MONDAY

Read Aloud Bugs! Bugs! Bugs!



- **Small Groups** Review: Segments words into their onsets and rimes

- Review: Kk and /k/

- Comprehension: Uses Book Information

- Shared: Makes Books, Labels Pictures

- Vocabulary: Uses Verb Tenses

- Introduce: Problem Solving
- Review: Compares Lengths

- Science and Health: Explores Living Things
- Physical Development: Uses Gross Motor Skills
- Fine Arts: Engages in Dramatic Play

TUESDAY

Big Book Over in the Meadow



Songs and Fingerplays "Ladybug, Ladybug"



Read Aloud Bugs! Bugs! Bugs!



- Review: Identifies rhyming words

- Introduce: Ll and /l/

- Comprehension: Uses Book Information
- Concepts of Print: Parts of a Book

- Independent: Forms Letters

- Speaking and Listening: Speaks in Complete Sentences

- **Small Groups** Practice: Problem Solving
- Review: Identifies Shape Attributes, Shapes in the Real World, Counts Objects

- Science and Health: Investigates the Environment
- Social Studies: Animal Helpers
- Physical Development: Uses Fine Motor Skills
- Fine Arts: Creative Expression Through Dance

WEDNESDAY

Read Aloud What Do Insects Do?



- **Small Groups** Introduce: Delete the onset from a spoken word
- Review: Blends onsets and rimes to form words

- Practice: Ll and /l/

- Comprehension: Asks and Answers Questions

- Independent: Print as Meaning

- Speaking and Listening: Makes Relevant Comments

- Practice: Problem Solving
- Review: Counts Objects

- Science and Health: Explores Living Things
- Social Studies: Animal Helpers
- Physical Development: Uses Gross Motor Skills
- Fine Arts: Participates in Music Activities

THURSDAY

Songs and Fingerplays "Buzzy Bee"



Read Aloud What Do Insects Do?



- Practice: Delete the onset from a spoken word

- Practice: Ll and /l/

- Comprehension: Uses Book Information

- Independent: Writes Name, Uses Writing Conventions, Completes a Sentence

- Vocabulary: Uses and Increases Spoken Vocabulary

- **Small Groups** Practice: Problem Solving
- Review: Names Shapes, Identifies Shape Attributes

- Science and Health: Explores Living Things, Organizes Information
- Fine Arts: Creative Expression Through Art
- Technology and Media: Learns Through Technology

FRIDAY

ABC Book Click, Clack, Quackity-Quack



- Practice: Delete the onset from a spoken word

- **Small Groups** Practice/Write/Assess: Ll and /l/
- Review: Aa-Ll

- Comprehension: Extends a Story

- Independent: Makes Books
- Shared: Contributes Ideas for Writing (Narrative), Dictates a Sentence (Info.-Expl.)

- Speaking and Listening: Uses Verb Tenses

- Practice/Draw/Assess: Problem Solving, Shapes in the Real World
- Review: Sorts and Describes Objects, Counts Objects

- Science and Health: Explores Living Things
- Fine Arts: Engages in Dramatic Play

BIG DAY Online

For Families

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

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

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

Learning Centers

Blocks & Building Center

- Make anthills for "ants" to move through.

Creativity Center

- Create butterflies and other insects for a display.

Dramatic Play Center

- Move from place to place like a bug.

Math Center

- Play card games with picture cards of two-dimensional shapes.

Reading & Listening Center

- Act out favorite theme animal books.

Science Center

- Observe, describe, and document observations of bugs.

Technology Center

- Learn new words, and watch *The Caterpillar and the Polliwog* on BookFlix.

Writing Center

- Write about the ways insects help.

Expect great things.



Professional Development

- Training
- Individual Coaching
- Team Coaching
- Support



Expect great things.

Big Day!



 Expect great things.