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Our youngest learners are like little treasures shining brightly in our classrooms. The Macmillan/McGraw-Hill Little Treasures program is a developmentally-appropriate, research-based Pre-K curriculum. It is designed to prepare our 3- and 4-year-olds for the academic and social demands of kindergarten.

Key features of the program include:

- **Language, Language, Language**
  Differences in language acquisition account for many of the difficulties children encounter in school. Therefore, Little Treasures is designed to fill in children's language gaps. Basic concepts and content-specific vocabulary are taught using the latest research techniques.

- **Early Reading First**
  Daily, scaffolded lessons are provided in the four key areas outlined by Early Reading First: Phonological Awareness, Alphabet Recognition, Print Awareness, and Oral Language. Lesson modifications are included for 3-year-olds, English language learners, and those children ready for enrichment.
Integrated Curriculum

Little Treasures provides integrated literacy, math, science, social studies, and music lessons. This integration allows for extended use of the common core vocabulary and more engaging, unified units of study.

Built-In Classroom Management and Professional Development

Techniques such as Purposeful Play Prompts during Center Time, Transitions That Teach during those in-between times, Sign Language, and Teaching Tips help you more effectively manage the classroom and maximize your instructional time.

Social/Emotional Development with Mister Rogers

As important as academic preparedness is a child’s social and emotional readiness for school. Curriculum developed by Mister Rogers is a key part of Little Treasures.

Easy-to-Follow Instructional Plan

Whether you’re an experienced teacher or just starting out, the Little Treasures instructional plan is as easy as A-B-C. The lessons are divided into three key sections: Alphabet Time, Book Time, and Center Time. In addition, daily and weekly lesson plans are provided.

Based on Latest Research

These and other books serve as the academic foundation for the program.

Dr. Josué Cruz, who served as NAEYC president until June of 2006, is one of the primary authors of the program.
Teacher’s Edition
The Little Treasures user-friendly Teacher’s Edition contains weekly, integrated lesson plans and professional resources. The Teacher’s Edition is divided into ten units organized around popular Pre-K themes.

Literature
A mix of fiction and nonfiction, classic and new . . .

The Big Book of Nursery Rhymes and Songs
10 Big Books

20 Trade Books
Building cultural literacy and overall language is a focus of Little Treasures. Children are exposed to a collection of classic tales, multicultural stories, nursery rhymes, and songs each week.

Three Retelling Cards are used to illustrate each Read-Aloud Anthology selection. These cards reflect the key story events in the beginning, in the middle, and at the end of the story.
Resources

My Word Book
Mister Rogers Series
Assessment Handbook
Teacher's Resource Book
Health & Safety
Family Letters
Fingerplays for Home
Manipulatives and More . . .

Contains:
✔ Counters
✔ Magnifying glass
✔ Instruments and more . . .

Manipulative Kit
Oral Language, Letter, Photo, and Alphabet Cards

Audio CDs

Technology Go to www.macmillanmh.com for vocabulary and ABC games and activities.
UNIT 1: Who We Are
- My New School
- Hurray for Pre-K!

UNIT 2: Making Friends
- Friends Around the World
- Friends All Around

UNIT 3: Families
- My Home
- Flora's Blanket

UNIT 4: Food
- What's In the Garden?
- The Surprise Garden

UNIT 5: Our Neighborhood
- Our Neighborhood and Community
- Bear About Town

Week 1: Big Books
- Hurray for Pre-K!
- Friends All Around
- Flora's Blanket
- The Surprise Garden
- Bear About Town

Week 2: Trade Books
- Eyes, Nose, Fingers, and Toes
- Helen Keller and Anne Sullivan
- Bee-bim Bop!
- Chito Rodriguez-Gomez, Baker
- Kimberly Maddox

Week 3: Concept Books
- ABC I Like Me!
- ABC for You and Me
- Uno, Dos, Tres: One, Two, Three
- Feast for 10
- Cassie's Word Quilt
<table>
<thead>
<tr>
<th>UNIT 6</th>
<th>UNIT 7</th>
<th>UNIT 8</th>
<th>UNIT 9</th>
<th>UNIT 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transportation</strong></td>
<td><strong>Animals Around Us</strong></td>
<td><strong>Nature</strong></td>
<td><strong>Animals in the Wild</strong></td>
<td><strong>Health and Fitness</strong></td>
</tr>
<tr>
<td>Up In the Air</td>
<td>Animal Babies</td>
<td>Plants</td>
<td>Wild Animals</td>
<td>How Our Body Works</td>
</tr>
<tr>
<td><img src="image1" alt="I Love Planes!" /></td>
<td>Moo Moo, Brown Cow</td>
<td>Spring Is Here</td>
<td>Over in the Grasslands</td>
<td>From Head to Toe</td>
</tr>
<tr>
<td><strong>Down On the Ground</strong></td>
<td><strong>Pets</strong></td>
<td><strong>Earth</strong></td>
<td><strong>Ocean Animals</strong></td>
<td><strong>Move It!</strong></td>
</tr>
<tr>
<td>Clickety Clack</td>
<td>Clifford the Small Red Puppy</td>
<td>Growing Like Me</td>
<td>Moving Day</td>
<td>Yao Ming</td>
</tr>
<tr>
<td><strong>Through the Water</strong></td>
<td><strong>On the Farm</strong></td>
<td><strong>Sky and Weather</strong></td>
<td><strong>Birds and Insects</strong></td>
<td><strong>Eat Right</strong></td>
</tr>
<tr>
<td>Boats</td>
<td>Farms ABC</td>
<td>What Makes the Seasons?</td>
<td>Miss Spider’s ABC</td>
<td>Dr. Seuss’s ABC</td>
</tr>
</tbody>
</table>

**Literature** 9
**Alphabet Time**
- Daily instruction provided on the Early Reading First Big 4.
  - Phonological Awareness
  - Alphabet Recognition
  - Print Awareness
  - Oral Language
- Contains a cumulative review of the previously-taught ABCs.

**Book Time**
- Develops rich language and listening comprehension through a mix of fiction and nonfiction.
- Builds cultural literacy through classic, timeless tales.

**Center Time**
- Learning Through Play
- Provides purposeful learning experiences through free and guided play.
- Literacy Centers contain a built-in Names and Pre-Writing curriculum.
Transitions That Teach

For use while moving between activities

- **Literacy** Line up children or call them to Book Time by focusing on the beginning sound in each child’s name, for example: If your name begins with /nnn/, please line up. That’s right nnn-nnn-Nicole. Your name begins with /nnn/.

- **Music/Movement** Use the cleaning up verse of “Follow Me” CD 00:00. Will you follow me cleaning up like this? to move children from one activity to the next.

- **Sign Language** Teach the signs for help and focus. Use these signs for effective classroom management.

Reinforces previously-taught skills, assists in classroom management, and ensures that instructional time is maximized.

Purposeful Play Prompts

For use while observing children at play

- **Alphabet** Introduce new food words that begin with either n, c, or o. Ask children: Which letter begins the word [coconut]? Emphasize the beginning sounds.

- **Writing/Drawing** Ask children: What are you drawing or writing about? Write labels they dictate for their drawings to emphasize that print conveys meaning.

- **Library** Have children re-tell the story as you listen. Model retelling, as needed. For example, provide a sentence to summarize the beginning, middle, and end of the story.

- **Dramatic Play** Ask questions during pretend play that focus on new vocabulary. For example, ask: What are you mixing? What do you use to stir that batter? What is on a menu?

Assists teachers in verbally engaging children and helping them achieve Learning Center objectives.

Meeting Individual Needs

Teachers meet with children during **Center Time** to provide targeted, scaffolded instruction and practice based on observed skill needs.

Based on observations during . . .

**Alphabet Time**

*If* children have difficulties with phonological awareness, alphabet recognition, print awareness, or oral language,

**Then** use instruction on pages 40-41.
Social/Emotional Development With Mister Rogers

- Contains child development information for teachers and parents.
- Targeted activities based on years of research with 4-year-olds.
- Development of skills necessary for the social and emotional demands of Kindergarten.

Mister Rogers Themes

- Caring for Ourselves
- Sharing and Working Together
- Expressing Feelings
- Proud to Be Growing
- People Are Alike and Different
- Managing Feelings
- Things are Alike and Different
- Look How You’re Growing
- Games to Teach Alike and Different
- New Experiences

Titles In Series

✔ Growing and Changing
✔ We All Have Feelings
✔ Alike and Different
✔ Sharing and Caring
Content Area

Social Studies, Science, Math, and Music are integrated into the daily plan and tightly linked to the unit’s theme, vocabulary, and literature.
# Daily Schedule

## A Flexible Instructional Plan

### Full Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Breakfast/Arrival</td>
<td>30 minutes</td>
</tr>
<tr>
<td>8:30</td>
<td>Clean-Up</td>
<td>10 minutes</td>
</tr>
<tr>
<td>8:40</td>
<td>Alphabet Time</td>
<td>20 minutes</td>
</tr>
<tr>
<td>9:00</td>
<td>Center Time/Small Groups</td>
<td>45 minutes</td>
</tr>
<tr>
<td>9:45</td>
<td>Clean-Up</td>
<td>15 minutes</td>
</tr>
<tr>
<td>10:00</td>
<td>Book Time</td>
<td>20 minutes</td>
</tr>
<tr>
<td>10:20</td>
<td>Snack</td>
<td>20 minutes</td>
</tr>
<tr>
<td>10:40</td>
<td>Outdoor Play</td>
<td>45 minutes</td>
</tr>
<tr>
<td>11:25</td>
<td>Alphabet Time</td>
<td>20 minutes</td>
</tr>
<tr>
<td>11:45</td>
<td>Get Ready for Lunch</td>
<td>15 minutes</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>30 minutes</td>
</tr>
<tr>
<td>12:30</td>
<td>Rest Time</td>
<td>45 minutes</td>
</tr>
<tr>
<td>1:15</td>
<td>Center Time/Small Groups</td>
<td>45 minutes</td>
</tr>
<tr>
<td>2:00</td>
<td>Clean-Up</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2:10</td>
<td>Content Area</td>
<td>20 minutes</td>
</tr>
<tr>
<td>2:30</td>
<td>End of Day Meeting</td>
<td>15 minutes</td>
</tr>
<tr>
<td>2:45</td>
<td>Get Ready to Go Home</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3:00</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

### Half Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Breakfast/Arrival</td>
<td>30 minutes</td>
</tr>
<tr>
<td>8:30</td>
<td>Clean-Up</td>
<td>10 minutes</td>
</tr>
<tr>
<td>8:40</td>
<td>Alphabet Time</td>
<td>20 minutes</td>
</tr>
<tr>
<td>9:00</td>
<td>Center Time/Small Groups</td>
<td>45 minutes</td>
</tr>
<tr>
<td>9:45</td>
<td>Clean-Up</td>
<td>15 minutes</td>
</tr>
<tr>
<td>10:00</td>
<td>Book Time</td>
<td>20 minutes</td>
</tr>
<tr>
<td>10:20</td>
<td>Snack</td>
<td>20 minutes</td>
</tr>
<tr>
<td>10:40</td>
<td>Outdoor Play</td>
<td>30 minutes</td>
</tr>
<tr>
<td>11:10</td>
<td>Content Area</td>
<td>20 minutes</td>
</tr>
<tr>
<td>11:30</td>
<td>End of Day Meeting</td>
<td>15 minutes</td>
</tr>
<tr>
<td>11:45</td>
<td>Get Ready to Go Home</td>
<td>15 minutes</td>
</tr>
<tr>
<td>12:00</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE ASSESSMENT

Observation occurs daily. Daily Observation Forms and Unit Checklists are provided to document each child's progress.

Developmental Red Flags

Observations of children's behavior and physical growth can help identify those children who need additional, formal evaluation or special services.

Performance Assessment

Observation
Use the Daily Observation Form, on Assessment Handbook page 6 throughout the unit.
- Select two to four children each day to observe.
- Make sure all children are observed multiple times throughout the unit.
- Use the observations to form small groups for additional instruction and to record each child's progress on the Unit 4 Checklist, on Assessment Handbook pages 13–14.

If children have difficulties with the unit's phonological awareness, alphabet recognition, print awareness, or oral language tasks,

Then use the Small Group instruction on pages 10–11, start with children during Center Time to provide additional instruction and guided practice.

Work Samples

Portfolios
Add one or more of the following to each child's portfolio. Date the samples and add your observations and/or comments on self-efficacy notes. Use the work samples when conferencing with parents or forming small groups for additional instruction. Use the Portfolio Task, Form and Portfolio Rubric on Assessment Handbook pages 28–29.
- Writing/Drawing samples from the Writing Center
- Sample of child writing his/her name

If » Then

Lesson specific observational suggestions and follow-up work are provided in the IF/THEN Assessment portion of each lesson.

Developmental Red Flags

- Articulation
  - Laterality
  - Phonological awareness
  - Oral language skills
  - Oral motor skills
  - Sensory-motor skills

- Communication
  - Language development
  - Social skills

- Physical Development
  - Motor skills
  - Gross motor skills
  - Fine motor skills

- Personal-social
  - Self-help skills
  - Emotional regulation

- Health
  - Nutrition
  - Physical health

- Safety
  - Injury prevention
  - Home safety

Work Samples

Portfolios are used to collect and evaluate each child's works. Portfolio rubrics and forms are provided to record a child's progress and communicate findings to parents.

Assessment ● 15
PRE-K UNITS
Organized Around 10 Popular Themes

UNIT 1 Who We Are
UNIT 2 Making Friends
UNIT 3 Families
UNIT 4 Food
UNIT 5 Our Neighborhood
UNIT 6 Transportation
UNIT 7 Animals Around Us
UNIT 8 Nature
UNIT 9 Animals in the Wild
UNIT 10 Health and Safety (Transition to Kindergarten)

See pages 17-54, Sample Unit
In this unit, children will learn about different kinds of foods and how food changes when you cook it. Introduce the unit by doing the following:

■ Display **Literacy and Language Flip Chart** page 17. Discuss with children what the boy is eating and what utensils he is using. Ask children to name their favorite food.

■ Teach the **Theme Song**, "Apples and Bananas", CD 1:13. Sing it several times with children.

■ Show children the new unit centers and set learning goals for each one.

■ Introduce the **Theme Project** on page 54, Family Feast. Complete one step of the project each week.
Theme Song

Apples and Bananas

Verse
1. I like to eat, eat, eat, eat.
   I like to eat apples and bananas.
   I like to eat, eat, eat, eat.
   I like to eat apples and bananas.

Additional Verses
2. I like to āt, āt, āt, āt.
   I like to āt āpples and bānānās . . .
3. I like to ēt . . . ēpples and bēnēnēs . . .
4. I like to īt . . . īpples and bīnīnīs . . .
5. I like to ŏt . . . ŏpples and bōnōnōs . . .
6. I like to Ŭt . . . Ŭpples and būnūnūs . . .

For complete song, see Read-Aloud Anthology page 202.

VOCABULARY

Unit 4

Basic Concepts
Comparison Words/Opposites: big, bigger, biggest; tall, taller, tallest; hot, cold; big, small

Kitchen/Food Words: fork, spoon, knife, plate, oven, mixer, rolling pin, fruit, meal

Content Words
Growing Plants: ground, ripe, seeds, soil, sprout
Measuring/Cooking: batter, bunches, platters, scale, weigh

Wonderful Words
Developing Rich Vocabulary: amazing, burst, clever, cozy, delicious, enormous, expand, feast, greedy, huge, lazy, plump, sizzling
GATHER YOUR MATERIALS

Literature

Main Literature

Lap Book
The Surprise Garden
Week 1

Trade Book
Chito Rodriguez-Gomez, Baker
Week 2

Concept Book
Feast for 10
Week 3

Support Literature

Big Book
The Big Book of Nursery Rhymes and Songs
Weeks 1–3

Mother Goose puppet
Read-Aloud Anthology
Read-Aloud Kit
Retelling Cards

Resource Books

My Word Book
Weeks 1–3

Teacher’s Resource Book

Growing and Changing, Mister Rogers

Assessment Handbook

Unit 4 • Food
Flip Charts

Learning Resources

Weeks 1-3

Literacy and Language Flip Chart
Content Area Flip Chart

Manipulatives and More . . .

Contains:
✓ Counters
✓ Magnifying glass
✓ Instruments and more . . .

Manipulative Kit

Audio CDs
Oral Language, Alphabet, Photo, and Letter Cards

Technology Go to www.macmillanmh.com for vocabulary and ABC games and activities.

Early Reading First

Meet the Standards

See pages 432-445 for a complete list of standards taught in Unit 4, Food.

School-to-Home


Language and Early Literacy

<table>
<thead>
<tr>
<th>Listening Comprehension</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens with increasing attention</td>
<td></td>
</tr>
<tr>
<td>Enjoys listening to and responding to books</td>
<td></td>
</tr>
<tr>
<td>Listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech Production and Speech</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceives differences between similar sounding words</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses new vocabulary in everyday conversation</td>
<td></td>
</tr>
<tr>
<td>Increases listening vocabulary and begins to develop a vocabulary for object names and common phrases in English</td>
<td></td>
</tr>
</tbody>
</table>

Ideas for Busy Families

In the Kitchen

- In this unit your child is learning about different foods.
- Talk with your child about what is in your grocery list. Discuss the various sections of the grocery store and what you might find each section.
- Help your child sort and classify foods.
- Have a child or cooking safety ideas. Talk with your child about safe play ideas and children dealing with vocabulary.

In the Move

- In this unit your child is learning about how we get food.
- Talk with your child about what we do at your grocery list. Discuss the various sections of the grocery store and what you might find in each section. This will help your child learn to identify food items.
- When you are going through check out, review the steps of checking out, such as measuring for price, what the cash register is, and how you pay for the groceries.

PLAN YOUR UNIT

**Alphabet Time**

**Week 1**
- Phonological Awareness
  - Syllables
- Alphabet Recognition
  - Nn, Cc, Oo
- Print Awareness
  - Concept of a Letter
- Oral Language
  - Comparison/Size Words

*Small Group* instruction, see pp. 40–41.

**Week 2**
- Phonological Awareness
  - Initial Sounds
- Alphabet Recognition
  - Nn, Cc, Oo
- Print Awareness
  - Concept of a Word
- Oral Language
  - Kitchen Items, Food

*Small Group* instruction, see pp. 40–41.

**Week 3**
- Phonological Awareness
  - Alliteration
- Alphabet Recognition
  - Nn, Cc, Oo
- Print Awareness
  - Text Form and Function
- Oral Language
  - Review

*Small Group* instruction, see pp. 40–41.

**Book Time**

- The Surprise Garden
  - Realistic Fiction Lap Book
- The Little Red Hen
  - A Classic Tale
- Chito Rodriguez-Gomez, Baker
  - Nonfiction Trade Book
- Little Juan and the Cooking Pot
  - Our Heritage
- Feast for 10
  - Concept Book (Counting)
- Pease Porridge Hot
  - Nursery Rhyme
Alphabet

Children will form names using magnetic letters and match the letters Nn, Cc, Oo with Photo Cards.

Library

Children will pretend-read concept books and identify the foods pictured.

Writing/Drawing

Children will draw pictures of their favorite foods and dictate labels.

Dramatic Play

Children will play restaurant—setting tables, making menus, taking orders, and serving foods.

Small Groups

Meeting Individual Needs

Based on observations during... Alphabet Time

If children have difficulties with phonological awareness, alphabet recognition, print awareness, or oral language,

Then use Small Group instruction on pages 40–41.

CONTENT AREA

Theme related cross-curricular lessons and activities are provided on pages 44–51. See page 43 for centers.

Social Studies

Where Does Food Come From?

Science

Mixing and Growing

Math

Measure When We Cook

Music

Yummy Songs to Sing and Play
Proud to Be Growing

When children learn to do new things for themselves and others, they feel proud of their accomplishments. We can also help them be aware that those new abilities are signs that they are growing. Sometimes children just need our caring environment and supervision to give them the confidence to try more grown-up tasks. When children are engaged in activities such as preparing foods for themselves, dressing themselves, and taking care of others, they learn to make choices, take responsibility, and feel a sense of competence—what a wonderful way to learn about growing up.

Using Silverware

Objective Use silverware
Materials food eaten with a spoon, food eaten with a fork; margarine, graham crackers; spoons, forks, butter knives

Discuss with children some things they can do all by themselves, such as getting dressed or washing their hands. Explain that part of growing up is learning how to use silverware all by yourself.

Practice using silverware during snack time or mealtime.

■ Have children eat a food with a spoon (since most children are probably quite good at it).
■ Then ask children to practice eating with a fork.
■ After they use a fork, have children use a butter knife to practice spreading soft butter or margarine on graham crackers. As children become better spreaders, they’ll be able to make their own sandwiches for snacks or lunches.

NOTE Before beginning food activities, first check with parents or guardians for food allergies.
Let’s Go Shopping

**Objective** Understand the use of money

**Materials** grocery store items, old purses, pretend money (coins and paper money), shopping bags

**Ask** children to talk about a time when they went shopping. Have them tell you the kinds of things they shopped for and how the grown-up paid for the things (such as with coins, paper money, a check, or a credit card). Explain that going shopping is one thing that children learn to do all by themselves as they get older.

**Go** on a pretend shopping trip. Set up a “grocery store” with plastic food and empty household items.

- Give each child an old purse or wallet in which to carry pretend money. Have children shop and exchange play money for items in the store. Place the items in shopping bags and invite children to take the items to a pretend home.
- After the shopping trip, keep the play money, purses, and wallets with dress-up clothes in a play center for future pretending.

**NOTE** Younger children may find it hard to give up the play money. If this happens, ask them to just pretend to give the money.

---

Washing Hands

**Objective** Learn when and how to wash hands

**Materials** soap; paper towels; Teacher’s Resource Book, p. 27; crayons, scissors, glue; CD 3:5

**Discuss** with children things they do each day, such as brushing their teeth and eating lunch. Explain that something you do all the time is a habit. A healthful habit is something you do all the time that is good for you. What are some other healthful habits? (exercising, getting enough sleep at night)

**Model** and explain the steps of washing hands. Point out that washing your hands before you eat is a habit that is important to staying healthy and stopping the spread of germs. Have children:

- Lather soap in their hands for the time it takes to sing the “ABC” song.
- Dry their hands using a paper towel, not clothes.
- Color, cut out, and glue in order the steps on Teacher’s Resource Book page 27.

Invite children to act out the steps as they sing “Follow Me,” CD 3:5. Will you follow me washing hands like this?

**Observe** Do children wash their hands at appropriate times?
**Phonological Awareness**

**Objective** Segment words by syllable

**Materials** Literacy and Language Flip Chart, p. 18

**Syllables** Teach children the fingerplay “Little Red Apple.” Clap the syllables as you say apple (ap-ple).
- Ask: How many times did I clap? Repeat by having children clap the syllables with you. Count as you clap: ap-ple; 1, 2.
- On Day 2, reread the rhyme and continue with other words, such as little and head.

**Extension** Display sets of 4–6 Photo Cards, such as tomato, turtle, needle, tiger, and octopus. Have children clap and count the number of syllables in each picture name. Then have children sort the cards into two-syllable and three-syllable words.

**Observation**
- Can children count syllables in words? If not, then see the Small Group instruction, page 40.

**Alphabet Recognition**

**Objective** Identify Nn

**Materials** Alphabet Card Nn

**Introduce Nn** Hold up Alphabet Card Nn. Point to and identify capital N. Have children repeat. Continue with small n.

**Connect Letter-Sound**
- The letter n stands for the sound /nn/ as in no. Point to Nn and say /nn/, no. Shake head back and forth.
- Point again and prompt children to say /nn/. Ask: What's the sound for this letter? (/nn/) Let’s shake our heads and say /nnnnoo/ to help us remember the sound for the letter n.

**Write the Letter** On Day 2, show children how to write the letter Nn. Have them trace the letter as they say the /n/ sound.

**Teaching Tip** Have children use pencils or wooden sticks to make the capital N to emphasize the three straight lines used to form the letter.

**Extension** Display small sets of Photo Cards, such as nest, nose, tiger, tree, and nail. Hold up each card, say the picture name emphasizing the initial sound, and ask: Does [nest] begin with the /n/ sound?

**Observation**
- Can children recognize /n/? If not, then see the Small Group instruction, page 40.
**Print Awareness**

**Days 1-2**

**Objective** Understand the concept of a letter

**Materials** chart paper or white board, marker

**Concept of a Letter** Write the sentence on the board.

*I like nuts.*

Say: *This sentence has three words. Watch as I point to each word and count: 1, 2, 3. Now it’s your turn. Count with me: 1, 2, 3. Who can point to the last word?*

- Continue by focusing on letters. Say: *Let’s look at the last word in this sentence, nuts. It has four letters. Watch as I point to each letter and count: 1, 2, 3, 4. What is the first letter in this word? (n)*
- On Day 2, continue with other words and sentences.

**Enrichment** Have children write their name on the board and count the number of letters.

**Days 3-5**

**Extension** Write various letters and food-related words on the board, such as N, t, nut, egg, n, eat, and P. Have children distinguish the letters from the words. Then have them count the number of letters in the words.

**Observe** Do children understand the concept of a letter? If not, then reinforce the concept during Center Time.

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**Oral Language**

**Days 1-2**

**Objective** Understand comparison words

**Materials** Oral Language Cards, cutout circles and rectangles in different sizes

**Comparison/Size Words** Guide children in identifying the pictures of watermelons.

- Explain that a watermelon is a kind of fruit. Point out that all three pictures show watermelons, but the sizes are different.
- Point to each picture in turn as you say *big, bigger, biggest.*
- Then discuss examples of classroom items that represent the concept of *big, bigger, and biggest.*
- On Day 2, repeat with the pictures of sunflowers and the concept of *tall, taller, tallest.*

**Ell** Point to each circle cutout and say *big, bigger, biggest.* Then have children repeat. Act out each word or demonstrate using classroom objects. Repeat with the rectangles and the words *tall, taller, tallest.*

**Extension** Display various classroom objects. Ask: *Which is bigger—the book or the pencil? Which is the biggest of these three objects? Which is taller? Which is the tallest?*

**Observe** Can children identify words that compare? If not, then see the Small Group instruction, page 41.
**Objectives** Listen attentively; learn new vocabulary

**Materials** The Surprise Garden

**Develop Print Awareness** Read the title and the names of the author and illustrator as you track the print.

**Read the Book** Ask children to listen to find out what is in the garden. As you read:

- Stop every few pages and help children identify food names.
- **Content Words** Use a child-friendly explanation and the pictures to point out the following words: soil, seeds, sprout, ground, and ripe.

**Respond** Ask children what they would plant if they had a surprise garden.

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**Objectives** Understand the concept of first, next, last; begin to retell the events in a story

**Materials** The Surprise Garden

**Read the Book** Tell children you will read The Surprise Garden again. Have them listen carefully to remember what the children did first, next, and so on.

**Sequence** When you get dressed, you:
- first put on your socks and then your shoes. In the same way, things happen:
  - in a specific order in the story. Let’s think about this order as you reread the story.

**Model Retelling** Remind children that the characters are who a story is about, or who does the actions. Ask: Who are the characters in The Surprise Garden? (two brothers and a sister) Then guide children to retell the story. Ask:

- What did the children do first?
- What did the children do next? Last?

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**Wonderful Words**

Explain each vocabulary word using the routine.

- **Define** Expand means “to get bigger.”
- **Example** The watermelon began to expand as it grew and grew.
- **Ask** What else can expand?

Continue with the rest of the vocabulary words.

expand, burst, amazing
Shared Writing

**Objectives** Participate in a shared writing experience; respond to a story by drawing and labeling a picture

**Materials** chart paper, marker

**Make a List** Have children identify the names of plants in the surprise garden.

- **Content Words** Invite children to help you list the plant names. Page through the story and have children name each plant.
- Point out to children where you begin writing the list and where you write each new vegetable name. Highlight initial letters children have learned or that appear in their names.
- Invite children to add a picture beside each word.

**Write About It** Have children draw a picture of their favorite food from the garden or make it with play dough. Help them label their picture.

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Once Upon a Time

A Classic Tale

The Little Red Hen

**Objectives** Listen to and discuss a story; begin to retell the events in a story

**Materials** Read-Aloud Anthology, p. 48; Retelling Cards

**Read** Display the Retelling Cards and have children discuss the illustration of the little red hen. Then read the story and have them listen to find out what food the little red hen makes.

**Respond** Have children discuss the story and whether they think the little red hen’s friends should have helped her.

**Reread and Retell** Reread the story on another day. Use the Retelling Cards to guide children in telling who the characters are and what happens first, next, and so on.

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**Vocabulary**

**Wonderful Words**

Explain each vocabulary word using the routine.

- **Define** Cozy means “nice and comfortable.”
- **Example** Sitting on a beanbag chair and reading a book can be cozy.
- **Ask** Where do you sit that feels cozy? Continue with the rest of the vocabulary words.

cozy lazy huge
Phonological Awareness

Objective Identify initial sounds
Materials Literacy and Language Flip Chart, p. 19

Initial Sounds Teach children the classic rhyme “Pat-a-Cake.” Perform the rhyme during the first read, then read it again slowly as you teach children the motions.

- On the following day, practice the rhyme and have children identify the initial sound in other poem words.

Introduce Cc Hold up Alphabet Card Cc. Point to and identify capital C. Have children repeat. Continue with small c.

Connect Letter-Sound Say: The letter c stands for the sound /k/ as in cat.
- Point to Cc and say /k/, /k/, /k/. Hold up a toy or pretend camera and say: Listen as I take pictures of my class: /k/, /k/, /k/.
- Pass around the camera. Ask children to say /k/, /k/, /k/ as they click the camera to take pictures.
- Write the Letter On the following day, show children how to write the letter Cc. Have them trace the letter as they say the /k/ sound.

Teaching Tip If children have names that begin with the letter C but not the /k/ sound, tell children that some letters have more than one sound. Don’t dwell on the different sounds for Cc at this time.

Observe Can children identify the beginning sound in a word? If not, Then see the Small Group instruction, page 40.

Alphabet Recognition

Objectives Identify Cc; review Nn
Materials Large Alphabet Card Cc

Introduce Cc Hold up Alphabet Card Cc. Point to and identify capital C. Have children repeat. Continue with small c.

Connect Letter-Sound Say: The letter c stands for the sound /k/ as in cat.
- Point to Cc and say /k/, /k/, /k/. Hold up a toy or pretend camera and say: Listen as I take pictures of my class: /k/, /k/, /k/.
- Pass around the camera. Ask children to say /k/, /k/, /k/ as they click the camera to take pictures.
- Write the Letter On the following day, show children how to write the letter Cc. Have them trace the letter as they say the /k/ sound.

Observe Can children recognize /k/c? If not, Then see the Small Group instruction, page 40.
**Print Awareness**

**Days 1–2**

**Objective** Understand the concept of a word

**Materials** chart paper or white board, marker

**Concept of a Word** Write the sentence on the board.

**I can cook.**

- Say: *This sentence has three words. Watch as I point to each word and count: 1, 2, 3. Now it’s your turn. Count with me: 1, 2, 3. Who can point to the last word? What is the first letter in the word?*
- Continue by focusing on other words in the sentence. Say: *Let’s look at the middle word in this sentence. What is the first letter in this word? (c)*
- On the following day, continue with other words and sentences.

**3-Year-Olds** Have each child complete the sentence starter *I can ____*. Write children’s completed sentences on the board. Ask children to clap as you say and point to each word.

**Extension** Write various letters, food-related words, and short sentences on the board, such as C, c, N, *cook, cup, I like carrots, and I eat cake*. Have children distinguish the words, letters, and sentences.

**Observe** Do children understand the concept of a word? If not, **Then** work with children during **Center Time**. Have them dictate words for you to write.

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**Oral Language**

**Days 1–2**

**Objective** Identify kitchen items

**Materials** Oral Language Cards; *My Word Book*, p. 11

**Kitchen Items/Food** Display the kitchen-related Oral Language Cards. Name each picture and have children repeat.

- Ask: *Where would you find these things? (kitchen)* Describe how to use each item pictured. For example, say: *I eat with a fork.* (Perform the action.) **Now you try.**
- Turn over all the Oral Language Cards. In turn, have children select a card. Help the child identify the item and explain how it is used.
- On the following day, prompt children to use these kitchen-related items and words in the pretend kitchen during Center Time.

**Oral Language Cards**

**Extension** Use “Food” on *My Word Book* page 11 to teach the names of basic foods. Say the name of each pictured food. Have children match a photo or plastic food to each picture as they repeat the food’s name.

**ELL** Use “Food” on *My Word Book* page 11 to teach the names of basic foods. Say the name of each pictured food. Have children match a photo or plastic food to each picture as they repeat the food’s name.

**Days 3–5**

**Extension** Display food Photo Cards. Tell children that you want to prepare a meal. Have them help you select food for the meal. Introduce the names of new foods and describe the taste, such as sweet or sour. Have children describe the color and shape of each.

**Observe** Can children correctly identify and use kitchen-related words? If not, **Then** work with children in the Dramatic Play Center.
Chito Rodriguez-Gomez, Baker

**Objective** Identify the title and author of a book
**Materials** Chito Rodriguez-Gomez, Baker

**Develop Print Awareness** Read the title and the author’s name as you point to the words with your finger. Remind children that the author wrote the words in the book.

**Read the Book** Explain that this is a nonfiction book. It tells about a real person. Have children listen as you read to find out what Chito, the baker, makes. As you read:

- Help children identify each of the cooking utensils and equipment items.

**VOCABULARY**

**Content Words** Use a child-friendly explanation and the photos in the book to point out the following words: weigh, scale, batter.

**Respond** Have children compare the tools Chito uses and the ones they use when they cook.

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**Day 1**

**Introduce**

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**Day 2**

**Reread**

**Objectives** Review the concept of first, next, last; retell the events in a nonfiction selection
**Materials** Chito Rodriguez-Gomez, Baker

**Read the Book** Reread Chito Rodriguez-Gomez, Baker. Have children listen carefully to what Chito does first, next, and so on as he makes the muffins.

**Sequence** When we brush our teeth,
- we need to do things in a certain order.
- First, we put toothpaste on the brush,
- then we brush, and finally we rinse our mouth. In the same way, some books tell about the order in which things need to be done.

**Model Retelling** Guide children to retell the book.
- What did Chito, the baker, do first?
- What did he do next? Last?

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**VOCABULARY**

**Wonderful Words**

Explain each vocabulary word using the routine.

- **Define** On page 6, Chito explains that he bakes delicious muffins. If something is delicious, it tastes very good.
- **Example** I think fresh lemonade is delicious.
- **Ask** What is something you think is delicious? Continue with the other vocabulary word.

- delicious
- enormous
Shared Writing

1. Weigh the flour.
2. Mix the flour into batter.

Objectives  Participate in a shared writing experience; create a list
Materials  chart paper, marker

Make a List  As you reread, have children listen to all that Chito did to make the muffins. Then tell children that you will write the steps together. You will number the steps to show what Chito did first, next, and so on.

- Vocabulary  Content Words  Go through the book, page by page, and have children suggest steps for the list. Explain where you begin writing the list and where you write each new step.
- Add a small picture to illustrate each step.

Write About It  Have children draw a picture of their favorite kind of muffin. Help them label their picture.

Once Upon a Time

Our Heritage
Little Juan and the Cooking Pot

Objectives  Listen to and discuss a story; retell the events in a story
Materials  Read-Aloud Anthology, p. 44; Retelling Cards

Read  Display the Retelling Cards. Then read the story and have children listen to find out what happens when Little Juan is asked to borrow Abuela’s cooking pot.

Respond  Have children discuss what they found funny about the story.

Reread and Retell  Reread the story on another day. Use the Retelling Cards to guide children in identifying the sequence of events.

Wonderful Words

Explain each vocabulary word using the routine.

- Define  Greedy means “wanting more than your share.”
- Example  Not sharing the blocks is acting greedy.
- Ask  When someone acts greedy, how does it make you feel? Continue with the rest of the vocabulary words.

greedy clever sizzling
### Phonological Awareness

**Objective** Recognize alliteration

**Materials** Teacher’s Resource Book, p. 29

**Alliteration** Teach children the rhyme “Pop! Pop! Pop!” Perform the rhyme during the first read, then read it again slowly as you teach children the motions.

- Say: “Pop! Pop! Pop!” is fun to say. All the words begin with /p/. Listen as I read the rhyme again. Clap if you hear a word that begins with /p/.
- On the following day, say the tongue twister “Peter Piper picked a peck of pickled peppers.” Emphasize the /p/ sound.

**Teacher’s Resource Book, page 29**

#### 3-Year-Olds

**Extension** During the Extension activity, teach children an action word that begins with the same sound as their name, for example, Connie claps or Ruby runs. Point out that each word begins with the same sound.

**Observe** Can children recognize words that begin with the same sound? If not, then see the **Small Group** instruction, page 40.

### Alphabet Recognition

**Objectives** Identify Oo; review Nn, Cc

**Materials** Large Alphabet Card Oo

**Introduce Oo** Hold up Alphabet Card Oo. Point to and identify capital O. Have children repeat. Continue with small o.

**Connect Letter-Sound**

Say: The letter o stands for the sound /o/ as in octopus.

- Point to Oo and say /o/. This is the sound you say when the doctor looks inside your mouth. Say it with me: /ooooo/.
- Ask: What’s the sound for this letter? Open up and say /o/.

**Write the Letter** On the following day, show children how to write the letter Oo. Have them trace the letter as they say the /o/ sound.

**Teaching Tip** Help children notice that the letter Oo is a circle. Encourage children to look for other letters made with a circle, such as a, b, d, g, p, and q.

**Observe** Can children recognize /o/o? If not, then see the **Small Group** instruction, page 40.

**Extension** Display small sets of Photo Cards, such as ox, octopus, olives, apple, and ax. Hold up each card, say the picture name emphasizing the initial sound, and ask: Does [ox] begin with the /o/ sound? Continue with other card sets on the following days.
Print Awareness

Objective: Understand text forms and functions
Materials: chart paper or white board, marker

Days 1-2

Lists
- Write the list above on the board. Say: This is my grocery store list. I have five things to buy. Count them with me. Count the items with children as you point to each number.
- Continue by discussing how you wrote the list. Point out that each item is numbered. Also point out the first letter/sound in each item. Ask: Which food’s name begins with the /k/ sound?

Enrichment: Have children create individual grocery shopping lists while playing kitchen in the Dramatic Play Center.

Days 3-5

Extension: Write lists with children. For example, create a list of favorite foods, favorite restaurants, or things needed to make a favorite sandwich. Have children illustrate the lists.

Observe: Do children understand the concept of a list and how it differs from a story? If not, Then continue to point out classroom lists in the upcoming weeks.

Oral Language

Objective: Review comparison, kitchen, and food words
Materials: Literacy and Language Flip Chart, pp. 20–21

Days 1-2

Review: Display the Flip Chart.
- Read aloud the question. Use the visuals to review comparison words. Have children circle the tallest object in each row.
- On the following day, use the Flip Chart to review kitchen and food words. Have children describe the kitchen and what they would do in it.

ELL: Do the Oral Language Extension activity on page 41. Work with children to make a favorite sandwich. Help children identify and pronounce the name of each item.

Grammar: Tense
- Work with children to practice using the present, past, and future tenses. Use sentences such as “Now, I am eating an apple,” “Yesterday, I ate a banana,” “Tomorrow, I will eat pizza.” Provide sentence starters for children to complete, such as Yesterday, I _____.

Observe: Can children correctly use words that compare, and identify kitchen items and food? If not, Then use the Small Group instruction, page 41.
Objectives
Listen attentively; learn new vocabulary

Materials
Feast for 10

Develop Print Awareness
Read the title and author/illustrator’s name as you track the print.

Read the Book
Have children listen to find out about the feast. As you read:
- Emphasize the rhyming words.
- Point to the items mentioned and count them aloud with children.
- Content Words Use a child-friendly explanation and the art to point out these words: bunches, ripe, platters.

Respond
Have children talk about the feast and name the people at the table.

Objectives
Review the concept of first, next, last; retell the events in a nonfiction selection

Materials
Feast for 10

Read the Book
Reread Feast for 10. Have children listen carefully to what the family does first, next, and last in the story.

Sequence
When we wash our hands, first we put soap and water on them, and then we rub both hands together. Last, we dry our hands with a towel. In the same way, things happen in a certain order in a story.

Model Retelling
Remind children that the characters are who a story is about, who does the actions. Ask: Who are the characters in Feast for 10? (a mother, a father, and five children) Then guide children to retell the story. Ask:
- What did the family do first?
- What did they do next? Last?

Wonderful Words
Explain each vocabulary word using the routine.
- Define The family in the story prepares a feast. A feast is “a large meal on a special day.”
- Example Some families have a feast on holidays, such as Thanksgiving.
- Ask What special foods would you like to have at a family feast? Continue with the other vocabulary word.

feast  plump
Shared Writing

Make a List  Tell children that as you reread the book, they should listen to all the foods that the family needed to buy. Then together you will write a shopping list for the family.

- Content Words  Page through the story and have children suggest food items for the list. Point out where you begin writing the list and where you write each new item. Highlight initial letters children have learned or that appear in their names.
- Invite children to add a picture beside each word.

Write About It  Using the book as a guide, have children make a collage picture of all the items they would put in their grocery cart. Help them label their picture.

Basic Concepts

- Teach  Point out to children that the words hot and cold have meanings that are very different. These words are called opposites. Is ice cream hot or cold? What is something that is hot?
- Practice  Explain that big and small are also opposites. Demonstrate each using classroom objects. What is something that is big? What is something that is small?
**Alphabet**

**Objectives** Identify initial sounds

**Materials**  2–4 Nn, Cc, Oo Photo Cards; Letter Cards Nn, Cc, Oo; magnetic letters

**Sound Matching** Have children play sound-matching games using Photo Cards. Children should match Photo Cards whose names begin with the same sound. Invite children to play in pairs. Extend the activity by having children match a Photo Card and Letter Card. For example, children should match the net photo card with the n letter card.

**Names** Have children use magnetic letters to form their names.

**Writing/Drawing**

**Objectives** Dictate labels; understand the concept of a word

**Materials** crayons, paper

**Favorite Food Pictures** invite children to draw pictures of their favorite foods or their favorite meal. Have them dictate a label for each food item. Ask children to describe what the food looks and tastes like.

**Pre-Writing Technique** Model appropriate pencil grip. Observe and provide corrective feedback as children practice.
Library

Objective  Retell stories
Materials  assortment of theme-related books

Read  Provide several food-related books in the book corner for children to read and listen to on CD. Help children identify the foods pictured. Assist them as they use the pictures to pretend-read the books.

Retell  Encourage children to reread a favorite food book with a partner. Invite them to retell the story using the pictures.

Dramatic Play

Objective  Develop oral vocabulary
Materials  kitchen items, menu

Kitchen/Restaurant  Provide props, such as plastic food, table settings, menus, and various kitchen items, for children to pretend cooking food and serving it in a restaurant. Work with children to use specific food-related words as they share what they are doing in the center.

Purposeful Play Prompts

Library  Have children retell the story as you listen. Model retelling, as needed. For example, provide a sentence to summarize the beginning, middle, and end of the story.

Alphabet  Introduce new food words that begin with either n, c, or o. Ask children: Which letter begins the word [coconut]? Emphasize the beginning sounds.

Writing/Drawing  Ask children: What are you drawing or writing about? Write labels they dictate for their drawings to emphasize that print conveys meaning.

Dramatic Play  Ask questions during pretend-play that focus on new vocabulary. For example, ask: What are you mixing? What do you use to stir that batter? What is on a menu?

If  children need additional instruction, Then  go to pages 40–41.
If children have difficulties identifying the beginning sounds in words.

**Then** focus on words that begin with continuous sounds, or sounds that can be stretched, such as /f/, /m/, /n/, and /s/.

- **Initial Sounds** Display a set of Photo Cards for one letter-sound. For example, display the Photo Cards *net*, *nose*, *nest*, *nail*, and *nut*.
- Say each word, stretching the beginning sound: *nnnet*, *nnnose*, *nnnest*, *nnnail*, *nnnut*. Ask children to repeat.
- Tell children that each picture name begins with the /n/ sound. Then hold up each card, say its name, and ask: **What’s the first sound in the word [net]?**

**CORRECTIVE FEEDBACK**
Some children may not understand the concept of *first*.
Line up three children. Point to one child and say: [*Child’s name*] is first in line.
*Child’s name* is last in line. Who is first in line?
Continue with other examples using classroom objects.

**Phonological Awareness**

**Alphabet Recognition**

If children have difficulties identifying the letter-sounds for *Nn*, *Cc*, and *Oo*,

**Then** provide kinesthetic activities.

- **Nn** Have children make the letter *N* using pencils, wooden sticks, or their bodies by lying on the floor.
- **Oo** Point out that the letter *O* is a circle. Have children draw circles as they say the sound /o/. Show children that your mouth is in the shape of a circle, or the letter *o*, as you say the /o/ sound.
- **Cc** Have children take pictures of classroom objects with a pretend camera as they say /k/, /k/, /k/ every time they click the camera’s button. Remind children that the letter *c* makes the /k/ sound.
Transitions That Teach

For use while moving between activities

- **Literacy** Line up children or call them to Book Time by focusing on the beginning sound in each child’s name, for example: If your name begins with /nnn/, please line up. That’s right nnn-nnn-Nicole. Your name begins with /nnn/.

- **Music/Movement** Use the cleaning-up verse of “Follow Me,” CD 3:5, Will you follow me cleaning up like this? to move children from one activity to the next.

- **Sign Language** Teach the signs for help and focus. Use these signs for effective classroom management.

Extension  Make a simple recipe with children, such as a popular sandwich. Introduce the activity by showing and naming each item: jar of peanut butter, bread, and plastic knife. Walk children through each step as you orally describe what you are doing. Ask children to name the items they are using. When finished, enjoy the yummy treat with children.

**NOTE** Before beginning food activities, first check with parents or guardians for food allergies.

**ENGLISH LANGUAGE LEARNERS**

**Beginning**

Children will respond using one-word labels or yes/no. Point to a food and ask: **Is this a _____?**

**Intermediate**

Children will respond using simple phrases. Point to a food and ask: **What color is the _____?** Prompt children to say: **It is _____.

**Advanced**

Children will respond using simple sentences. Provide directions for children to complete.

Go to [www.macmillanmh.com](http://www.macmillanmh.com) for food-related games and activities to build children’s oral vocabularies.
**Social Studies**
Where Does Food Come From?

**Science**
Mixing and Growing

**Math**
Measure When We Cook

**Music**
Yummy Songs to Sing and Play

### Week 1
From Farm to Table
Content Area Flip Chart, page 19

Be a Scientist
From Seed to Sprout

Measure It
Content Area Flip Chart, page 23

Let's Sing
“Apples and Bananas”
CD 1:13

### Week 2
Food Jobs
Content Area Flip Chart, page 20

Matter Changes
Content Area Flip Chart, page 21

Let's Sing
“Oats, Peas, Beans, and Barley Grow”
CD 1:14

### Week 3
A Restaurant
Content Area Flip Chart, page 22

Plants We Eat
Content Area Flip Chart, page 23

Food Sort
Content Area Flip Chart, page 24

### More Activities

Go to [www.macmillanmh.com](http://www.macmillanmh.com). Use the theme-related games and activities.
Science

Objective  Develop fine-motor coordination
Materials  plastic tubs, sand or salt, food coloring, water, cooking utensils, colanders, paper towels; newspapers

Find the Treasures  Set up individual stations with a tub of sand and a tub of colored water on newspaper. Bury several small cooking utensils in each tub. Invite children to experiment sifting and finding the hidden utensils using the colander.

Social Studies

Objective  Develop fine-motor skills
Materials  white paper plates, plastic forks and spoons, napkins, paper cups, poster board, glue, markers, glitter, buttons

Make a Place Setting  Glue to a poster board “place mat” a model of a proper place setting. Invite children to decorate their own plate, then “set” (glue) a place setting to a poster board place mat. Encourage children to write their name on their place setting.

Math

Objectives  Develop fine-motor skills; create patterns
Materials  colored triangle blocks, diagrams of octagon “pizzas” (8 triangles) that show different color patterns

Pizza Patterns  Diagram several “pizzas” using patterns of two or three different colors. Invite children to use colored blocks to create a pizza following one or more of your diagrams. Then encourage children to create their own pizza pattern.

Purposeful Play Prompts

For use while observing children at play

Science  Ask children: What did you find? What is it used for? Remind children that sinks and tubs have a drain and only objects small enough can go down a drain; children are too big to go down the drains.

Social Studies  Have children explain how to set a place setting and what each item is used for.

Math  Create several patterns using only three colored triangles, then ask children: What could come next?
Objective Describe the relationship between work and money
Materials paper and coin money; pretend fruit and vegetables; pretend money; Content Area Flip Chart, p. 19; grocery bags

Objective Discuss food service jobs in the neighborhood
Materials Content Area Flip Chart, p. 20; restaurant menus

Social Studies
Where do we get food?

Content Area Flip Chart, page 19

Share and Read Display paper money and coins for children to examine. Explain that you buy things with money.
- Display the Flip Chart. What do you see in the picture? Explain to children that some farmers sell their fruits and vegetables to grocery stores and some farmers bring their fruits and vegetables to markets to sell. Use the photograph to discuss with children the relationship between work and money.
  - Who is giving money? Why?
  - Who is getting the money? Why?

Talk About It Set up a pretend fruit and vegetable market. Talk about what people might do at a market. Divide the class into farmers and buyers. Invite children to pretend sell and pretend shop.

Observe how children show the relationship between work and money.

Content Area Flip Chart, page 20

Share and Read Pantomime a person making a pizza. Guess what job I am doing. Have you ever made pizza? Invite children to share if they like pizza and what their favorite toppings are.
- Display the Flip Chart and read the text aloud.
- Help children to identify the jobs the people in the photograph are doing. Explain what types of jobs make a restaurant work.
- Guide children to tell why each of these jobs helps to make a neighborhood fun.

Talk About It Explain what a menu is and how it is used. Can you tell what a waiter does? Invite children to give you a pretend lunch order. Model good manners using please and thank you. Then have children be the waiter.

Observe the ways children demonstrate understanding of food service jobs.
Let’s Pretend

Let’s Wrap Together

**Objective** Observe how a restaurant works
**Materials** cooking tools, CD 1:17; chart paper, marker

**Invite a Chef to Visit** Bring in several common cooking tools, such as a measuring cup, a wooden spoon, and a pan with a lid. Sing together “The Muffin Man,” CD 1:17 as you pass them around for children to see. *Who might work with these?* Discuss with children what a chef does, where a chef works, and what types of tools a chef might use to do his or her job.

Guide children to create a list of questions they would like to ask a chef when he or she visits. List these on chart paper.

Invite a chef from a local restaurant or a cafeteria cook to come visit the class and share about his or her job.

**Visit a Restaurant** *(Or Your School Cafeteria)*
Arrange for children to visit a local restaurant to see how a restaurant works. When you return to the classroom, invite children to list and discuss what they saw.

**Objective** Develop coordination and the ability to play creatively
**Materials** dance scarves

- Encourage children to wrap dance scarves around themselves and pretend they are sushi rolls or burritos. *What kinds of fillings would you want to be wrapped up inside?*
- Then have them roll around the room as you sing this song together. Encourage them to roll away from each other so flavors won’t mix and to keep the scarves wrapped tightly around them so the filling won’t fall out.

**Little Sushi Roll**
*Sing to “London Bridge.”*

Roll, little Sushi, roll, roll, roll,
Roll, roll, roll, roll, roll.
Roll, little Sushi, roll, roll, roll,
Fish and rice and seaweed.
(Alternate: Roll, Burrito; Beans and rice and salsa. Roll, little Egg Roll; Rice threads, sprouts, and soy sauce.)
Mixed and Growing

Investigation

From Seed to Sprout

**Objectives** Observe what happens as a seed begins to turn into a plant

**Materials** 3 different kinds of fast-growing seeds or beans, such as wheat berries, lima beans, or soybeans; hand lenses; zippered bags; paper towels

**Observe** Show seeds to children and explain that they will be growing them in the Science Center. Provide children with hand lenses and have them describe what the seeds look like.

**Predict** Work with small groups to place seeds in zippered plastic bags with moist paper towels. Label and put one type of seed in each bag. Put the bags in a place with natural light. Ask children what they think might happen.

**Compare** Have children use a hand lens to observe changes over time in color, shape, and size. Ask: Which type of seed grew faster? Which more slowly?

**Write About It** Help children to draw three stages of a seed's growth. Provide a diagram for them to use as a reference.

Matter Changes

**Objective** Discover that matter can change when mixed together

**Materials** Content Area Flip Chart p. 21; 2 small cups; small amount of flour and salt

**Share and Read** Ask: What do you think happens when you mix sand and water? What can you do with wet sand? Can you do the same things with dry sand? Why or why not?

- Show children the Flip Chart and read the question. Point to and name the ingredients in the first row. Then discuss what was made from the ingredients. What happened to the colors in the second row?
- Pass around a small cup with flour. Have children touch it and describe how it feels. Repeat with salt. Does it feel like flour?

**Talk About It** Add water to the flour and salt. Invite children to describe how it changed and what it feels like. Ask: What happened when the ingredients were mixed together? What can you make from the mixture?
Let’s Move

Pizza Pie

Objective   Develop gross-motor skills
Materials   dance scarves

Give each child a scarf and invite children to pretend their scarves are hunks of pizza dough.

- As you chant the rhyme “Pizza Pie,” have children act out the words.
- Let them experiment crumpling the scarves in their hands and tossing them high in the air. (See if they can catch them on one finger as pizza chefs do.)

Pizza Pie

Chant to “Pat-a-Cake.”

Knead the dough, knead the dough, pizza pie,
Make me a pizza in the blink of an eye.
Toss it up, toss it up, and spread it on the sheet.
Put on all the toppings, and the pizza is complete.

Share and Read   Ask children to name plants that we eat. Show children a bell pepper and cucumber. Point out where they were once attached to the stem. Pass them around so each child can examine that spot.

- Show children the Flip Chart. Point to the salad and ask what it is. Invite children to tell if they like to eat salad and what they like in a salad.
- Help children identify the different vegetables in the salad by reading the label and asking them to tell about the color and shape of each one. Ask: Which is the biggest? Which is bigger than the mushroom?

Talk About It   Show pictures of edible and nonedible plants. Ask children to tell you which plants you can eat and which you cannot.

Observe   Can children identify which plants can be eaten?
**Measure When We Cook**

**Week 1: Measure It**

**Objectives**
- Fill a shape with solids or liquids (e.g., rice, ice cubes, water); begin to use tools to imitate measuring

**Materials**
- Measuring cup, container, measuring spoons, scale; water, rice; Content Area Flip Chart, p. 23

**Week 2: Memory Game**

**Objective** Sort items

**Materials** CD 1:13; picnic blanket; picnic basket, plastic food and empty food boxes

**Memory Game** Invite children to sing the Theme Song “Apples and Bananas,” CD 1:13 as you and the children pretend to prepare for a picnic.

- Fill a picnic basket with sortable items, such as empty food boxes and plastic food. Then spread a cloth or a large blanket on the floor.
- Empty the basket onto the cloth and have children name and sort the contents. Ask children what their favorite picnic foods are.
- Ask children to close their eyes. Remove one item and put it back in the basket. Ask children to open their eyes and decide what is gone.
- Invite children to pretend they are eating the missing item. Ask: Is it crunchy like a potato chip, chewy like a chicken leg, or soft and juicy like a watermelon?

**Share and Read** Display a measuring cup. Ask: When might you use this in the kitchen? Fill the cup with water and say: This cup is full. Pour the water into a container and say: This cup is empty. Have children repeat.

- Display the Flap Chart. Identify the measuring tools pictured. Demonstrate how each is used.
- Provide various materials—rice or water—for children to measure and pour into a larger empty container. As children measure ask: Is your cup full or empty? Is your container full? How many more cups will you need to fill your container?

**Talk About It** Have partners take turns filling a small cup with rice (or water) and pouring it into a container while making a tally for each cup poured.

**Observe** Can children name and use measuring tools?

**Observe** Can children sort items by common attribute?
Food Sort

**Objective** Sort objects into groups by one attribute and explain how the grouping was done

**Materials** items of the same and different colors; plastic food or pictures of healthful and unhealthful foods; Content Area Flip Chart p. 24

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Let’s Create

**Triangle Design**

**Objectives** Use different materials to create original work; use different shapes to create form and meaning

**Materials** colored construction-paper triangles of various sizes, glue, construction paper, paper towels

Show children different types of triangles. Point out that a triangle has three sides. Count them with children. Say: *Let’s make a triangle design.* Before beginning, demonstrate how to glue a triangle to the paper.

**Technique Tips**

1. Use only a few glue dots on one cutout.
2. Smooth with the tip of the glue bottle.
3. Press the triangle on the construction paper.
4. Close the bottle and clean the top with a paper towel.

■ Have each child choose a piece of colored construction paper and several triangles. Encourage children to arrange their triangle design before gluing. Invite them to create their picture by gluing their shapes on their paper.

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Share and Read Display three items of the same color. Ask: *What do these three things have in common?* Guide children to identify the color, then name other items of that same color. Display an object of a different color. Ask: *Would this object fit into this group of [color] items?*

■ Display the Flip Chart. Ask children to suggest a way to sort the items on the chart.

■ Help children draw a circle around all the items in one group and a triangle around all the items in the other group.

**Talk About It** Display plastic food or pictures of various healthful and unhealthful foods. Discuss what makes a food “good to eat.” Then help children sort the foods into two categories—healthful foods and unhealthful foods.

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Observe Can children sort objects based on a common attribute?
Let's Sing

Objective: Discover contrasting rhythm patterns
Materials: CD 1:13, multiple cutouts of apples and bananas in different sizes, drawings of an apple tree and a banana tree, drum

Apples and Bananas
Traditional Children's Game

1. I like to eat, eat, eat, eat.
   I like to eat apples and bananas.
   I like to eat, eat, eat.
   I like to eat apples and bananas.

2. I like to āt, āt, āt, āt.
   I like to āt āpples and bānānās.

3. I like to ēt... ēpples and bōnōnōs

4. I like to īt... īpples and bīnūnūs

5. I like to ōt... ōpples and bōnōnōs

6. I like to ū... ūpples and būnūnūs

For complete song, see Read-Aloud Anthology page 202.

Introduce: Invite children to sit in a circle. Place in the center the paper apple and banana trees.
- Invite children to repeat the chant after you: Do-re-mi and 1-2-3. [Child’s name] pick an apple [banana] from the apple [banana] tree. Continue until all children have played.
- Guide children to discover the contrasting rhythm patterns using a drum: ap-ple and ba-na-na.
- Review the words of the song, stressing the different vowels, then listen to the recording.
- Play again, singing along.

Observe: the ways children show rhythmic difference.

Oats, Peas, Beans, and Barley Grow
Traditional Children's Game

1. Oats, peas, beans, and barley grow; Oats, peas, beans, and barley grow.
   Do you or I or anyone know How oats, peas, beans, and barley grow?

2. First the farmer sows his seed, Then he stands and takes his ease.
   He stamps his foot and claps his hands And turns around to view the land.

3. Waiting for a part-ner, Waiting for a part-ner, Choose a part-ner from the ring While we all gaily dance and sing.

For complete song, see Read-Aloud Anthology page 203.

Introduce: Let’s listen and learn about a farmer and his garden. Play the recording. Invite children to listen and imitate as you step in place and demonstrate the farmer’s actions with the strong beat (bolded above).
- Repeat, adding singing.
- Divide the class into two groups: the orchestra (of rhythm instruments) and the acting troupe (farmers). The orchestra plays the strong beat as the farmers sing and move with the strong beat, showing the story.
- Play and sing again, switching roles.

Observe: how children show their understanding of the strong beat.
**Week 3 Play a Pattern**

**Objective** Play a pattern (short-long) on instruments.

**Materials** CD 1:15-16, rhythm instruments

Note: Rhythm Track includes the rhythm pattern played over the selection.

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**Festival Dance**

**Peruvian Folk Melody**

**Introduce** Let’s listen to celebration music from Peru and move to the steady beat. Share that people in Peru enjoy playing instruments and dancing to this music. Ask children what they do to celebrate.

- Invite children to form a circle and move as they listen to “Festival Dance.”
- Play the Rhythm Track and have children follow you, swaying in place to the beat. Draw attention to the recurring rhythm pattern by clapping and saying short-long-short-long.
- Ask children to choose a rhythm instrument. Play the short-long pattern on a rhythm instrument and invite children to echo you.
- Play rhythm instruments along with the recording.

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**Miss Muffet’s Percussion Section**

**Objective** Learn a rhyme and echo its pattern

**Materials** Big Book of Nursery Rhymes, pp. 14–15; 4 types of percussion (rhythm) instruments; paper, tape; Teacher’s Resource Book, p. 31

- Invite children to learn the rhyme by echoing you line by line. Point to yourself when you speak and to children when they echo. Then ask children to echo you by whispering the words while clapping the rhythm.
- Demonstrate how to play the instruments. As a class, decide which types of instruments should accompany each line of the rhyme.
- Draw a picture of each instrument type on a piece of paper (or use Teacher’s Resource Book page 31) and tape it to the Big Book in front of the line during which it should be played.
- Perform the rhyme with children. Have them continue to echo you by whispering the words while playing the rhythm of the words on instruments.
PERFORMANCE ASSESSMENT

Observation Use the Daily Observation Form, on Assessment Handbook page 6 throughout the unit.
- Select two to four children each day to observe.
- Make sure all children are observed multiple times throughout the unit.
- Use the observations to form small groups for additional instruction and to record each child’s progress on the Unit 4 Checklist, on Assessment Handbook pages 13–14.

If children have difficulties with the unit’s phonological awareness, alphabet recognition, print awareness, or oral language tasks,

Then use the Small Group instruction on pages 40–41. Meet with children during Center Time to provide additional instruction and guided practice.

WORK SAMPLES

Portfolio Add one or more of the following to each child’s portfolio. Date the samples and add your observations and/or comments on self-stick notes. Use the work samples when conferencing with parents or forming small groups for additional instruction. Use the Portfolio Teacher Form and Portfolio Rubric on Assessment Handbook pages 28–29.
- Writing/Drawing samples from the Writing Center
- Sample of child writing his/her name

Developmental Red Flags

ARTICULATION

Watch for the child
✓ Whose speech is difficult to understand, compared with peers
✓ Who mispronounces sounds
✓ Whose mouth seems abnormal (excessive under- or overbite, swallowing difficulty, poorly lined-up teeth)
✓ Who has difficulty putting words and sounds in proper sequence
✓ Who cannot be encouraged to produce age-appropriate sound
✓ Who has a history of ear infections or middle ear disorders

Note: Most children develop the following sounds correctly by the ages shown.
2 years old—all vowel sounds
3 years old—p, b, m, w, h
4 years old—t, d, n, k, g, ng
5 years old—f, j, sh
6 years old—ch, v, r, l
7 years old—s, z, th
Assessment Tools

- **Assessment Handbook**
  - Assessment Handbook

- **Daily Observation Form**
  - Daily Observation Form
  - Assessment Handbook page 6

- **Unit 4 Checklist**
  - Unit 4 Checklist
  - Assessment Handbook pages 13–14

- **Alphabet Assessment (Progress Monitoring)**
  - Alphabet Assessment
  - Assessment Handbook page 36
Tell children that throughout the unit they will be planning and preparing a feast, or big meal, for their family and friends. Follow these steps:

**Making a Plan**
- Brainstorm with children what foods they would like to make for a classroom feast.
- Write a class letter to parents inviting them to the feast.

**Preparing for the Feast**
- Make a list of people to invite to the feast.
- Help children make invitations by folding white paper in half to make a card. Ask children to draw pictures on the front of the card and to dictate a message for you to record on the inside. Include where and when the feast will take place.

**Celebrating with Our Families and Friends**
- Involve children in preparing for the feast, such as creating a welcome banner, cooking, and setting the table.
- Take pictures throughout the day.
Twenty signs are taught and used throughout the program to more effectively manage the classroom environment.
SCOPE AND SEQUENCE

Macmillan/McGraw-Hill Little Treasures Pre-K program is aligned with state and national frameworks, and the learning goals defined by Early Reading First, Head Start, the National Association for the Education of Young Children, the International Reading Association, and the National Council of Teachers of Mathematics.

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<thead>
<tr>
<th>LANGUAGE AND EARLY LITERACY</th>
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<td><strong>1. Listening Comprehension</strong></td>
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</tr>
<tr>
<td>R1.a  Listens with increasing attention</td>
<td></td>
</tr>
<tr>
<td>R1.b  Listens for different purposes</td>
<td></td>
</tr>
<tr>
<td>R1.c  Understands and follows simple oral directions</td>
<td></td>
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<tr>
<td>R1.d  Enjoys listening to and responding to books</td>
<td></td>
</tr>
<tr>
<td>R1.e  Listens to and engages in several exchanges of conversation with others</td>
<td></td>
</tr>
<tr>
<td>R1.f  Listens to tapes and records, and shows understanding through gestures, actions, and/or language</td>
<td></td>
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<tr>
<td>R1.g  Listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL)</td>
<td></td>
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<tr>
<td><strong>2. Speech Production and Speech Discrimination</strong></td>
<td></td>
</tr>
<tr>
<td>R2.a  Perceives differences between similar sounding words</td>
<td></td>
</tr>
<tr>
<td>R2.b  Produces speech sounds with increasing ease and accuracy</td>
<td></td>
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<tr>
<td>R2.c  Experiments with new language sounds</td>
<td></td>
</tr>
<tr>
<td>R2.d  Experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL)</td>
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<tr>
<th>3. Vocabulary</th>
<th>Pages</th>
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<tbody>
<tr>
<td>R3.a  Shows a steady increase in listening and speaking vocabulary</td>
<td></td>
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<tr>
<td>R3.b  Uses new vocabulary in everyday conversation</td>
<td></td>
</tr>
<tr>
<td>R3.c  Refines and extends understanding of known words</td>
<td></td>
</tr>
<tr>
<td>R3.d  Attempts to communicate more than current vocabulary with allow, borrowing and extending words to create meaning</td>
<td></td>
</tr>
<tr>
<td>R3.e  Links new learning experiences and vocabulary to what is already known about a topic</td>
<td></td>
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<tr>
<td>R3.f  Increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL)</td>
<td></td>
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<tr>
<th>4. Verbal Expression</th>
<th>Pages</th>
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</thead>
<tbody>
<tr>
<td>R4.a  Uses language for a variety of purposes (e.g., expressing needs and interests)</td>
<td></td>
</tr>
<tr>
<td>R4.b  Uses sentences of increasing length (three or more words) in everyday speech and grammatical complexity in everyday speech</td>
<td></td>
</tr>
<tr>
<td>R4.c  Uses language to express common routines and familiar scripts</td>
<td></td>
</tr>
<tr>
<td>R4.d  Tells a simple personal narrative, focusing on favorite or most memorable parts</td>
<td></td>
</tr>
<tr>
<td>R4.e  Asks questions and makes comments related to the current topic of discussion</td>
<td></td>
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<tr>
<td>R4.f  Begins to engage in conversation and follows conversational rules (e.g., staying on topic and taking turns)</td>
<td></td>
</tr>
<tr>
<td>R4.g  Begins to retell the sequence of a story</td>
<td></td>
</tr>
<tr>
<td>R4.h  Engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL)</td>
<td></td>
</tr>
<tr>
<td>R4.i  Uses single words and simple phrases to communicate meaning in social situations (ESL)</td>
<td></td>
</tr>
<tr>
<td>R4.j  Attempts to use new vocabulary and grammar in speech (ESL)</td>
<td></td>
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<tr>
<th>5. Phonological Awareness</th>
<th>Pages</th>
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<tbody>
<tr>
<td>R5.a  Becomes increasingly sensitive to the sounds of spoken words</td>
<td></td>
</tr>
<tr>
<td>R5.b  Begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems</td>
<td></td>
</tr>
<tr>
<td>R5.c  Begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way</td>
<td></td>
</tr>
<tr>
<td>R5.d  Begins to break words into syllables or claps along with each syllable in a phrase</td>
<td></td>
</tr>
<tr>
<td>R5.e  Begins to create and invent words by substituting one sound for another</td>
<td></td>
</tr>
</tbody>
</table>
### 6. Print and Book Awareness

<table>
<thead>
<tr>
<th>R6.a</th>
<th>Understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>R6.b</td>
<td>Understands that print carries a message by recognizing labels, signs, and other print forms in the environment</td>
</tr>
<tr>
<td>R6.c</td>
<td>Understands that letters are different from numbers</td>
</tr>
<tr>
<td>R6.d</td>
<td>Understands that illustrations carry meaning but cannot be read</td>
</tr>
<tr>
<td>R6.e</td>
<td>Understands that a book has a title and an author</td>
</tr>
<tr>
<td>R6.f</td>
<td>Begins to understand that print runs from left to right and top to bottom</td>
</tr>
<tr>
<td>R6.g</td>
<td>Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces)</td>
</tr>
<tr>
<td>R6.h</td>
<td>Begins to recognize the association between spoken and written words by following the print as it is read aloud</td>
</tr>
<tr>
<td>R6.i</td>
<td>Understands that different text forms are used for different functions</td>
</tr>
</tbody>
</table>

### 7. Letter Knowledge and Early Word Recognition

<table>
<thead>
<tr>
<th>R7.a</th>
<th>Begins to associate the names of letters with their shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R7.b</td>
<td>Identifies 10 or more printed alphabet letters</td>
</tr>
<tr>
<td>R7.c</td>
<td>Begins to notice beginning letters in familiar words</td>
</tr>
<tr>
<td>R7.d</td>
<td>Begins to make some letter/sound matches</td>
</tr>
<tr>
<td>R7.e</td>
<td>Begins to identify some high-frequency words (age 4)</td>
</tr>
</tbody>
</table>

### 8. Motivation to Read

<table>
<thead>
<tr>
<th>R8.a</th>
<th>Demonstrates an interest in books and reading through body language and facial expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>R8.b</td>
<td>Enjoys listening to and discussing storybooks and information books read aloud</td>
</tr>
<tr>
<td>R8.c</td>
<td>Frequently requests the rereading of books</td>
</tr>
<tr>
<td>R8.d</td>
<td>Attempts to read and write independently</td>
</tr>
<tr>
<td>R8.e</td>
<td>Shares books and engages in pretend-reading with other children</td>
</tr>
<tr>
<td>R8.f</td>
<td>Enjoys visiting the library</td>
</tr>
</tbody>
</table>

### 9. Developing Knowledge of Literary Forms

<table>
<thead>
<tr>
<th>R9.a</th>
<th>Recognizes favorite books by their cover</th>
</tr>
</thead>
<tbody>
<tr>
<td>R9.b</td>
<td>Selects books to read based on personal criteria</td>
</tr>
<tr>
<td>R9.c</td>
<td>Understands that books and other printed resources (e.g., magazines, computer-based texts) are handled in specific ways</td>
</tr>
<tr>
<td>R9.d</td>
<td>Becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story</td>
</tr>
<tr>
<td>R9.e</td>
<td>Begins to predict what will happen next in a story</td>
</tr>
<tr>
<td>R9.f</td>
<td>Imitates the special language in storybooks and story dialogue, and uses it in retelling and dramatic play (such as “Once upon a time . . .”)</td>
</tr>
<tr>
<td>R9.g</td>
<td>Asks questions and makes comments about the information and events from books</td>
</tr>
<tr>
<td>R9.h</td>
<td>Connects information and events in books to real-life experiences</td>
</tr>
<tr>
<td>R9.i</td>
<td>Begins to retell some sequence of events in stories</td>
</tr>
<tr>
<td>R9.j</td>
<td>Shows appreciation of retelling language patterns</td>
</tr>
</tbody>
</table>

### 10. Written Expression

<table>
<thead>
<tr>
<th>R10.a</th>
<th>Attempts to write messages as part of playful activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>R10.b</td>
<td>Uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “te quiero”)</td>
</tr>
<tr>
<td>R10.c</td>
<td>Attempts to connect the sounds in a word with its letter forms</td>
</tr>
<tr>
<td>R10.d</td>
<td>Understands that writing is used to communicate ideas and information</td>
</tr>
<tr>
<td>R10.e</td>
<td>Attempts to use a variety of forms of writing (e.g., lists, messages, stories)</td>
</tr>
<tr>
<td>R10.f</td>
<td>Begins to dictate words, phrases, and sentences to an adult recording on paper (e.g., “letter writing,” “story writing”)</td>
</tr>
</tbody>
</table>
## MATHEMATICS

### 1. Number and Operations

| M1.a | Arranges sets of concrete objects in one-to-one correspondence |
| M1.b | Counts by ones to 10 or higher |
| M1.c | Counts concrete objects to 5 or higher |
| M1.d | Begins to compare the number of concrete objects using language (e.g., "same" or "equal," "one more," "more than," or "less than") |
| M1.e | Begins to name "how many" are in a group of up to three (or more) objects without counting (e.g., recognizing two or three crayons in a box) |
| M1.f | Recognizes and describes the concept of zero (meaning there are none) |
| M1.g | Begins to demonstrate part of and whole with real objects (e.g., an orange) |
| M1.h | Begins to identify first and last in a series |
| M1.i | Combines, separates, and names "how many" concrete objects |

### 2. Patterns and Order

| M2.a | Imitates pattern sounds and physical movements (e.g., clap, stomp, clap, stomp) |
| M2.b | Recognizes and reproduces simple patterns of concrete objects (e.g., a string of beads that are yellow, blue, blue, yellow, blue, blue) |
| M2.c | Begins to recognize patterns in the environment (e.g., day follows night, repeated phrases in storybooks, patterns in carpeting or clothing) |
| M2.d | Begins to predict what comes next when patterns are extended |

### 3. Geometry and Spatial Sense

| M3.a | Begins to recognize, describe, and name shapes (e.g., circles, triangles, rectangles—including squares) |
| M3.b | Begins to use words that indicate where things are in space (e.g., "beside," "inside," "behind," "above," "below") |
| M3.c | Begins to recognize when a shape’s position or orientation has changed |
| M3.d | Begins to investigate and predict the results of putting together two or more shapes |
| M3.e | Puts together puzzles of increasing complexity |

### 4. Measurement

| M4.a | Covers an area with shapes (e.g., tiles) |
| M4.b | Fills a shape with solids or liquids (e.g., ice cubes, water) |
| M4.c | Begins to make size comparisons between objects (e.g., taller than, smaller than) |
| M4.d | Begins to use tools to imitate measuring |
| M4.e | Begins to categorize time intervals and uses language associated with time in everyday situations (e.g., "in the morning," "after snack") |
| M4.f | Begins to order two or three objects by size (seriation) (e.g., largest to smallest) (age 4) |

## FINE ART

### 1. Art

| FA1.a | Uses a variety of materials (e.g., crayons, paint, clay, markers) to create original work |
| FA1.b | Uses different colors, surface textures, and shapes to create form and meaning |
| FA1.c | Begins to use art as a form of self-expression |
| FA1.d | Shares ideas about personal artwork |
| FA1.e | Begins to show interest in the artwork of others |

### 2. Music

| FA2.a | Participates in classroom music activities |
| FA2.b | Begins to sing a variety of simple songs |
| FA2.c | Begins to play classroom instruments |
| FA2.d | Begins to respond to music of various tempos through movement |
| FA2.e | Begins to distinguish among the sounds of several common instruments |

### 3. Dramatic Play

| FA3.a | Expresses feelings through movement |
| FA3.b | Begins to create or recreate stories, moods, or experiences through dramatic representations |
| FA3.c | Begins to engage in dramatic play with others |

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**SCOPE AND SEQUENCE**
### Science

<table>
<thead>
<tr>
<th>SC1.a</th>
<th>Begins to demonstrate safe practices and appropriate use of materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1.b</td>
<td>Asks questions about objects, events, and organisms</td>
</tr>
<tr>
<td>SC1.c</td>
<td>Shows an interest in investigating unfamiliar objects, organisms, and phenomena</td>
</tr>
<tr>
<td>SC1.d</td>
<td>Uses one or more senses to observe and learn about objects, events, and organisms</td>
</tr>
<tr>
<td>SC1.e</td>
<td>Describes observations</td>
</tr>
<tr>
<td>SC1.f</td>
<td>Begins to perform simple investigations</td>
</tr>
<tr>
<td>SC1.g</td>
<td>Gathers information using simple tools such as a magnifying lens and an eyedropper</td>
</tr>
<tr>
<td>SC1.h</td>
<td>Explores by manipulating materials with simple equipment (e.g., pouring from a cup, and using a spoon to pick up sand or water)</td>
</tr>
<tr>
<td>SC1.i</td>
<td>Uses simple measuring devices to learn about objects and organisms</td>
</tr>
<tr>
<td>SC1.j</td>
<td>Compares objects and organisms and identifies similarities and differences</td>
</tr>
<tr>
<td>SC1.k</td>
<td>Sorts objects and organisms into groups and begins to describe how groups were organized</td>
</tr>
<tr>
<td>SC1.l</td>
<td>Begins to offer explanations, using his or her own words</td>
</tr>
<tr>
<td>SC1.m</td>
<td>Predicts what will happen next based on previous experience</td>
</tr>
<tr>
<td>SC1.n</td>
<td>Solves simple design problems</td>
</tr>
<tr>
<td>SC1.o</td>
<td>Participates in creating and using simple data charts</td>
</tr>
<tr>
<td>SC1.p</td>
<td>Shares observations and findings with others through pictures, discussions, or dramatizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SC2.a</th>
<th>Observes and describes properties of rocks, soil, and water</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC2.b</td>
<td>Describes properties of objects and characteristics of living things</td>
</tr>
<tr>
<td>SC2.c</td>
<td>Begins to observe changes in size, color, position, weather, and sound</td>
</tr>
<tr>
<td>SC2.d</td>
<td>Identifies animals and plants as living things</td>
</tr>
<tr>
<td>SC2.e</td>
<td>Groups organisms and objects as living or nonliving and begins to identify things people have built</td>
</tr>
<tr>
<td>SC2.f</td>
<td>Begins to recognize that living things have similar needs for water, food, and air</td>
</tr>
<tr>
<td>SC2.g</td>
<td>Begins to identify what things are made of</td>
</tr>
<tr>
<td>SC2.h</td>
<td>Uses patterns (such as growth and day following night) to predict what may happen next</td>
</tr>
<tr>
<td>SC2.i</td>
<td>Identifies similarities and differences among objects and organisms</td>
</tr>
<tr>
<td>SC2.j</td>
<td>Begins to use scientific words and phrases to describe objects, events, and some living things</td>
</tr>
</tbody>
</table>

### Social Studies

<table>
<thead>
<tr>
<th>SS1.a</th>
<th>Shares ideas and takes turns listening and speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS1.b</td>
<td>Cooperates with others in a joint activity</td>
</tr>
<tr>
<td>SS1.c</td>
<td>Identifies and follows classroom rules</td>
</tr>
<tr>
<td>SS1.d</td>
<td>Participates in classroom jobs and contributes to the classroom community</td>
</tr>
<tr>
<td>SS1.e</td>
<td>Identifies similarities among himself/herself and classmates, as well as among himself/herself and people from other cultures</td>
</tr>
<tr>
<td>SS1.f</td>
<td>Begins to examine a situation from another person’s perspective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS2.a</th>
<th>Identifies common events and routines (e.g., snack time, storytime)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS2.b</td>
<td>Begins to categorize time intervals using words (e.g., “today,” “tomorrow,” “next time”)</td>
</tr>
<tr>
<td>SS2.c</td>
<td>Recognizes changes in the environment over time (e.g., growth, seasonal changes)</td>
</tr>
<tr>
<td>SS2.d</td>
<td>Connects past events to current events (e.g., linking yesterday’s activity with what will happen today)</td>
</tr>
<tr>
<td>SS2.e</td>
<td>Begins to understand cause-and-effect relationships (e.g., if one goes outside in the rain, one will get wet)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS3.a</th>
<th>Identifies common features in the home and school environment (e.g., the library, the playground)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS3.b</td>
<td>Creates simple representations of home, school, or community through drawings or block constructions</td>
</tr>
<tr>
<td>SS3.c</td>
<td>Begins to use words to indicate relative locations (e.g., “front,” “back,” “near,” “far”)</td>
</tr>
<tr>
<td>SS3.d</td>
<td>Identifies common features of the local landscape (e.g., houses, buildings, streets)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS4.a</th>
<th>Understands the basic human needs of all people for food, clothing, and shelter</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS4.b</td>
<td>Understands the roles, responsibilities, and services provided by community workers</td>
</tr>
<tr>
<td>SS4.c</td>
<td>Becomes aware of what it means to be a consumer</td>
</tr>
</tbody>
</table>
## Scope and Sequence

### Health and Safety

<table>
<thead>
<tr>
<th>1. Health</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS1.a</td>
<td>Becomes aware of routine healthy behaviors (e.g., brushing teeth)</td>
</tr>
<tr>
<td>HS1.b</td>
<td>Begins to follow health-promoting routines (e.g., washing hands)</td>
</tr>
<tr>
<td>HS1.c</td>
<td>Begins to understand the need for exercise and rest</td>
</tr>
<tr>
<td>HS1.d</td>
<td>Refines use of eating utensils</td>
</tr>
<tr>
<td>HS1.e</td>
<td>Begins to recognize and select healthy foods</td>
</tr>
<tr>
<td>HS1.f</td>
<td>Prepares simple healthy snacks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Safety</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS2.a</td>
<td>Recognizes the danger of fire and learns to treat fire with caution</td>
</tr>
<tr>
<td>HS2.b</td>
<td>Responds appropriately during a fire drill</td>
</tr>
<tr>
<td>HS2.c</td>
<td>Knows how to seek help in an emergency</td>
</tr>
<tr>
<td>HS2.d</td>
<td>Knows how to cross a street safely</td>
</tr>
<tr>
<td>HS2.e</td>
<td>Recognizes the symbol for poison</td>
</tr>
<tr>
<td>HS2.f</td>
<td>Knows never to eat substances that are not food</td>
</tr>
<tr>
<td>HS2.g</td>
<td>Recognizes the dangers of poisonous substances, including drugs</td>
</tr>
<tr>
<td>HS2.h</td>
<td>Knows not to talk, accepts rides from, or take treats from strangers</td>
</tr>
<tr>
<td>HS2.i</td>
<td>Knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult</td>
</tr>
<tr>
<td>HS2.j</td>
<td>Knows never to take medicine unless it is administered by an adult</td>
</tr>
<tr>
<td>HS2.k</td>
<td>Knows about safe behavior around bodies of water (e.g., pools, lakes)</td>
</tr>
</tbody>
</table>

### Physical Development

<table>
<thead>
<tr>
<th>1. Physical Movement</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD1.a</td>
<td>Explores moving in space</td>
</tr>
<tr>
<td>PD1.b</td>
<td>Shows an awareness of name, location, and relationship of body parts</td>
</tr>
<tr>
<td>PD1.c</td>
<td>Moves within a space of defined boundaries, changing body configuration to accommodate the space</td>
</tr>
<tr>
<td>PD1.d</td>
<td>Becomes more able to move from one space to another in different ways (e.g., running, jumping, hopping, skipping)</td>
</tr>
<tr>
<td>PD1.e</td>
<td>Becomes more able to move in place (e.g., axial movements such as reaching, twisting, turning, and bending)</td>
</tr>
<tr>
<td>PD1.f</td>
<td>Begins to move in rhythm</td>
</tr>
<tr>
<td>PD1.g</td>
<td>Begins to participate in group games involving movement (e.g., Duck, Duck, Goose)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Gross-Motor Development</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD2.a</td>
<td>Begins to throw or kick an object in a particular direction</td>
</tr>
<tr>
<td>PD2.b</td>
<td>Begins to play catch with a bean bag or a large ball</td>
</tr>
<tr>
<td>PD2.c</td>
<td>Bounces a large ball and catches it</td>
</tr>
<tr>
<td>PD2.d</td>
<td>Begins to coordinate arms and legs (e.g., swimming, stretching)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Fine-Motor Development</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD3.a</td>
<td>Begins to develop pincer control in picking up objects (e.g., weaving, touching small objects)</td>
</tr>
<tr>
<td>PD3.b</td>
<td>Begins to practice self-help skills (e.g., zipping, buttoning)</td>
</tr>
<tr>
<td>PD3.c</td>
<td>Begins to hold writing tools with fingers instead of with a fist</td>
</tr>
<tr>
<td>PD3.d</td>
<td>Begins to manipulate play objects that have fine parts</td>
</tr>
<tr>
<td>PD3.e</td>
<td>Begins to use scissors</td>
</tr>
</tbody>
</table>

### Personal and Social Development

<table>
<thead>
<tr>
<th>1. Personal Development</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE1.a</td>
<td>Develops a sense of personal space</td>
</tr>
<tr>
<td>SE1.b</td>
<td>Expresses interests and self-direction in learning</td>
</tr>
<tr>
<td>SE1.c</td>
<td>Begins to show self-control by following classroom rules</td>
</tr>
<tr>
<td>SE1.d</td>
<td>Begins to be responsible for individual behavior and actions</td>
</tr>
<tr>
<td>SE1.e</td>
<td>Begins to show greater ability to control intense feelings (e.g., anger)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Social Development</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE2.a</td>
<td>Begins to share and cooperate with others in group activities</td>
</tr>
<tr>
<td>SE2.b</td>
<td>Respects other people’s space and personal belongings</td>
</tr>
<tr>
<td>SE2.c</td>
<td>Begins to develop friendships with others</td>
</tr>
<tr>
<td>SE2.d</td>
<td>Begins to express thoughts, feelings, and ideas through language, and as well through gestures and actions</td>
</tr>
<tr>
<td>SE2.e</td>
<td>Responds to the suggestions of others</td>
</tr>
</tbody>
</table>

### Technology

<table>
<thead>
<tr>
<th>TCH1.a</th>
<th>Starts, uses, and exits software programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH1.b</td>
<td>Uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, or touch screen</td>
</tr>
<tr>
<td>TCH1.c</td>
<td>Begins to use technical terminology, such as “mouse,” “keyboard,” “printer,” “CD-ROM”</td>
</tr>
<tr>
<td>TCH1.d</td>
<td>Follows basic oral or pictorial cues for operating programs successfully</td>
</tr>
<tr>
<td>TCH1.e</td>
<td>Enjoys listening to and interacting with storybooks and information texts in electronic form</td>
</tr>
<tr>
<td>TCH1.f</td>
<td>Uses a variety of software packages with audio, video, and graphics to enhance learning experiences</td>
</tr>
</tbody>
</table>
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