

BellXcel brings together a trusted educational corporation and a renowned national nonprofit to advance student education.

Combining Scholastic's leading learning products with BellXcel's holistic model brings true innovation to children in classrooms across the nation.

Help prepare your PreK students for academic success in kindergarten and beyond with BellXcel for PreK, a brand-new comprehensive summer learning program!



Summer PreK **Teaching Guide Sample**

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Welcome to **BellXcel Summer PreK!**

Scholastic and BellXcel are excited to bring you Summer PreK, where great books and hands-on learning help you prepare young scholars for kindergarten. Welcome to the program!

BellXcel Summer PreK focuses on the foundational knowledge and skills that are most predictive of future learning and school success. Children develop academically, socially, and emotionally as they practice classroom routines and build confidence.

Each day educators and scholars explore:

- * **Letters, Sounds, and Words** with alphabet mini-books, phonological awareness games, clever clues for letter formation, and more!
- * **Themed Read-Alouds** with 30 outstanding fiction and nonfiction stories, scaffolded social and emotional connections, language modeling for open-ended discussion, comprehension activities, music and movement, and more!
- * **Mathematical Thinking** through hands-on activities to develop deep number sense and confidence by using numbers to count, explore shapes, sort, compare, and more!

Program Overview

With **Summer PreK**, get ready to launch your scholars' future by instilling confidence and an enthusiasm for learning.

A NEW and unique comprehensive approach to PreK summer learning!

Welcome to Summer PreK!

Overview

Summer PreK is a five-week intensive program designed to prepare young scholars to succeed in kindergarten and beyond!

Organization

This Teaching Guide is organized as follows:

Summer				
Week 1	Week 2	Week 3	Week 4	Week 5
DAY 1 DAY 2 DAY 3 DAY 4	DAY 1 DAY 2 DAY 3 DAY 4	DAY 1 DAY 2 DAY 3 DAY 4	DAY 1 DAY 2 DAY 3 DAY 4	DAY 1 DAY 2 DAY 3 DAY 4
3 Explorations per Day	3 Explorations per Day	3 Explorations per Day	3 Explorations per Day	3 Explorations per Day

Skill Development

Each exploration focuses on skills that are most predictive of future academic achievement and school success.

Exploration 1 Letters, Sounds & Words

- Alphabet Knowledge
- Phonological Awareness
- Listening Comprehension
- Concepts of Print
- Vocabulary
- Readiness Routines

Exploration 2 Themed Read-Alouds

- Language & Literacy Development
- Social & Emotional Development
- Music & Movement

Exploration 3 Mathematical Thinking

- Numbers & Number Sense
- Counting
- Sorting
- Shapes

Design, deliver, and measure evidence-based summer learning experiences for your students.

Daily Schedule

Teachers can use the Explorations flexibility within their own schedule. Here's one plan for incorporating the Explorations into a typical PreK schedule:

Welcome	8:20 am	10 min
Morning Meeting	8:30 am	15 min
Exploration 1: Letters, Sounds & Words Whole Group Small Group Independent Activities	8:45 am	90 min
Snack	10:15 am	20 min
Exploration 2: Themed Read-Alouds Whole Group Small Group Independent Activities	10:35 am	60 min
Lunch	11:35 am	30 min
Outside	12:05 pm	30 min
Rest	12:35 pm	60 min
Exploration 3: Mathematical Thinking Whole Group Small Group Independent Activities	1:35 pm	60 min
Reflection	2:35 pm	20 min
Clean Up	2:55 pm	5 min
Dismissal	3 pm	

Address key areas of development in early childhood to ensure that scholars are prepared for school and beyond.

Social & Emotional Development

An intentional focus on social and emotional skills helps scholars build both intrapersonal and interpersonal skills as they develop confidence, persistence, and a growth mindset.

- Self-Control
- Pride in Accomplishment
- Understanding Feelings
- Self-Awareness
- Listening and Engaging with Others
- Personal Preferences
- Relating to Others
- Children's Natural Curiosity
- How Our Actions Affect Others
- Taking Care of Oneself
- Problem Solving and Resilience

Pre- and Post-Assessment

Observational assessments help identify scholars' strengths and needs, and measure their gains from the beginning to the end of the program. Assessments focus on key outcomes in language and literacy, mathematics, and social and emotional development.

Language & Literacy

- Print Motivation
- Print Awareness
- Alphabet Knowledge
- Phonological Awareness
- Oral Language
- Emergent Writing

Mathematical Thinking

- Numbers and Quantities 1–3
- Numbers and Quantities 4–5
- Numbers and Quantities 6–7
- Numbers and Quantities 8–9
- Numbers and Quantities 0–10
- Comparing Quantities
- Shapes

Social & Emotional Development

- Intrapersonal
- Interpersonal

Extend learning across domains and into every area of the PreK classroom!

Independent Learning Centers

Each lesson includes a balance of teacher-led whole-group and small-group learning as well as independent learning. The following independent learning centers are recommended for every classroom, with suggested general supplies for each.

Writing Center	paper, variety of writing tools, letters, numerals
Art Center	paper, crayons, scissors, glue, yarn, magazine photos, etc.
Dramatic Play Center	dress-up clothes, props, puppets
Math & Science Center	counters, shapes, measuring tools, leaves, rocks
Classroom Library	books and audio CDs
Construction Center	blocks, cars, tubes, building supplies

Classroom Routines

The program introduces and repeats familiar classroom routines as well as instructional routines that children are likely to encounter in kindergarten.

- Rug Time Routine
- Daily Schedule Routine
- Attendance Routine
- Calendar & Weather Routine
- Classroom Jobs Routine
- Transitions Routine
- Learning Centers Routine
- Daily Schedule Routine
- Reading Routine
- Sight Word Routine

Program Components

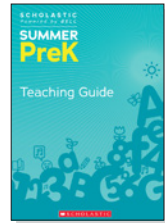
Preparing children for kindergarten is fun with these engaging materials—rich literature, joyful music, alphabet mini-books, and much, much more!

High-quality, authentic books to engage, excite, and motivate young learners!

Components

Preparing children for kindergarten is fun with these engaging materials—rich literature, joyful music, alphabet mini-books, and lots, lots more!

Teaching Guide



26 Alphabet Mini-Books per Scholar



10 Big Books



20 Lap Books



Enhance the storytime experience with a variety of songs and rhymes from many different cultures.

Punch-Out Character Cards for Story Retelling



10 Audio CDs for Music & Movement



Calendar & Weather Chart



Snap Cubes®



Magnetic Letters and Numerals



Five-Week Overview/ Table of Contents

BellXcel for PreK addresses common curricular themes that ignite children’s imaginations and allow them to develop the knowledge and tools they need to explore the world around them.

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Week at a Glance

Each week begins with an **overview of the skills** that will be addressed in each exploration as well as the materials needed.

Week 1

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Exploration 1: Letters, Sounds & Words		
Alphabet Knowledge	<ul style="list-style-type: none"> /a/ a Letter Recognition Sound-Letter Correspondence Letter Writing 	<ul style="list-style-type: none"> /b/ b Letter Recognition Sound-Letter Correspondence Letter Writing
Phonological Awareness	<ul style="list-style-type: none"> Sound Recognition Oral Blending Alliteration Rhyme 	<ul style="list-style-type: none"> Sound Recognition Beginning Sounds (Oddity Task) Alliteration Rhyme
Listening Comprehension	<ul style="list-style-type: none"> Setting Story Pattern Writing Response 	<ul style="list-style-type: none"> Prediction Writing Response
Concepts of Print	<ul style="list-style-type: none"> Title End Punctuation 	<ul style="list-style-type: none"> Title End Punctuation
Vocabulary	<ul style="list-style-type: none"> Oral Language: <i>on, under, behind, in, next to</i> (Position Words) Sight Words: <i>in, a</i> 	<ul style="list-style-type: none"> Story Words: <i>beak, wing, claw, feather, tail</i> Oral Language: <i>who, where, what</i> (Question Words) Sight Words: <i>what, can, it, be</i>
Readiness Routines	<ul style="list-style-type: none"> Rug Time Routine Reading Routine Sight Word Routine 	<ul style="list-style-type: none"> Daily Schedule Routine Reading Routine Sight Word Routine
Exploration 2: Themed Read-Alouds		
Theme	Up, Down, All Around! (Movement)	Up, Down, All Around! (Movement)
Language & Literacy	<ul style="list-style-type: none"> Print Motivation Print Awareness Phonological Awareness 	<ul style="list-style-type: none"> Print Motivation Print Awareness Summarize Retell Story Word: <i>hen</i> Position Words Cross-Text Connections
Social-Emotional	<ul style="list-style-type: none"> Self-control Pride in Accomplishment 	<ul style="list-style-type: none"> Self-control Pride in Accomplishment
Music & Movement	<ul style="list-style-type: none"> "This Little Light of Mine" (<i>American Playground</i>) "The Itsy Bitsy Spider" 	<ul style="list-style-type: none"> "We're Going on a Bear Hunt"
Exploration 3: Mathematical Thinking		
Concept	Counting Small Numbers 1–2	Counting Small Numbers 1–3
Math Activities	<ul style="list-style-type: none"> Rote count 1–5 Count groups of 1 and 2 Tell how many in all (cardinality) Subitize (automatically recognize total number) Read and write numerals 1 and 2 	<ul style="list-style-type: none"> Rote count 1–5 Count groups of 1, 2, and 3 arranged in a line Tell how many in all (cardinality) Subitize (automatically recognize total number) Practice one-to-one correspondence Read and write numerals 1, 2, and 3
Vocabulary	one two	three
Materials		
	<ul style="list-style-type: none"> Alphabet Mini-Book: <i>Ants!</i> Magnetic Uppercase & Lowercase Letters Big Book: <i>The Itsy Bitsy Spider</i> Read-Aloud: <i>Ruby in Her Own Time</i> For reference: <i>Rosie's Walk</i> <i>American Playground</i> Audio CD Connecting cubes Sheet of heavy paper/card stock TR: Number-Dot Cards 1 and 2 	<ul style="list-style-type: none"> Alphabet Mini-Book: <i>What Can It Be?</i> Magnetic Uppercase & Lowercase Letters Big Book: <i>The Itsy Bitsy Spider</i> Read-Aloud: <i>Rosie's Walk</i> For reference: <i>Ruby in Her Own Time</i> Story Character Cards Musical Instruments (optional) 10-cm strips of paper Connecting cubes TR: Number-Dot Cards 1–3

Day 3	Day 4
<ul style="list-style-type: none"> /k/ c Letter Recognition Sound-Letter Correspondence Letter Writing 	<ul style="list-style-type: none"> /d/ d /e/ e Letter Recognition Sound-Letter Correspondence Letter Writing
<ul style="list-style-type: none"> Sound Recognition Substitution/Phonemic Manipulation Oral Blending Beginning Sounds Rhyme 	<ul style="list-style-type: none"> Sound Recognition Syllables (Oral Segmentation) Oral Blending Beginning Sounds Rhyme
<ul style="list-style-type: none"> Prediction Setting Writing Extension 	<ul style="list-style-type: none"> Prediction Story Pattern Recall Details Summarize Related Writing
<ul style="list-style-type: none"> Title End Punctuation 	<ul style="list-style-type: none"> Title End Punctuation Individual Words
<ul style="list-style-type: none"> Oral Language: <i>animal, person, food, vehicle</i> (Category Words) Sight Words: <i>I, can, see</i> 	<ul style="list-style-type: none"> Story Words: <i>sad, happy</i> (Opposites) Oral Language: types of dogs, where they go, what they do (Concept Vocabulary) Sight Words: <i>we, like, dogs</i>
<ul style="list-style-type: none"> Attendance Routine Reading Routine Sight Word Routine 	<ul style="list-style-type: none"> Reading Routine Sight Word Routine
Jump for Joy! (Feelings)	
<ul style="list-style-type: none"> Title, Author, Illustrator (Concepts of Print) Print Awareness Emotion Words (Vocabulary) Story Retelling and Event Recounting (Narrative Skills) 	<ul style="list-style-type: none"> Print Awareness Emotion Words (Vocabulary) Color Word Labels Cross-Text Connections
<ul style="list-style-type: none"> Understanding Feelings 	<ul style="list-style-type: none"> Understanding Feelings
<ul style="list-style-type: none"> "Pata Pata" (<i>Kid's African Party</i>) "I Am Special" "Miss Mary Mack" 	<ul style="list-style-type: none"> "Pata Pata" or another favorite (<i>Kid's African Party</i>)
Counting Small Numbers 1–3	
<ul style="list-style-type: none"> Rote count 1–5 Count groups of 1, 2, and 3 arranged in a line Tell how many in all (cardinality) Subitize (automatically recognize total number) Practice one-to-one correspondence Read and write numerals 1, 2, and 3 	<ul style="list-style-type: none"> Rote count 1–5 Count groups of 4 and 5 arranged in a line Tell and retell how many in all (cardinality) Subitize (automatically recognize total number) Practice one-to-one correspondence Read and write numerals 4 and 5
	four five
Counting Small Numbers 4–5	
<ul style="list-style-type: none"> Alphabet Mini-Book: <i>I Can See</i> Magnetic Uppercase & Lowercase Letters Big Book: <i>Miss Mary Mack</i> Read-Aloud: <i>Grumpy Bird</i> <i>Kid's African Party</i> Audio CD Story Character Cards 10-cm strips of paper Connecting cubes Counters, 2 different kinds Cups and envelopes Chart paper 	<ul style="list-style-type: none"> Alphabet Mini-Book: <i>We Like Dogs</i> Alphabet Mini-Book: <i>Ed Likes Eggs</i> Magnetic Uppercase & Lowercase Letters Big Book: <i>Miss Mary Mack</i> Read-Aloud: <i>Yo! Yes?</i> For reference: <i>Grumpy Bird</i> <i>Kid's African Party</i> Audio CD Story Character Cards 10-cm strips of paper Connecting cubes TR: Number-Dot Cards 1–5

BellXcel for PreK Detailed Day

Each exploration begins with a left-side column listing an overview of the related books, skills, etc.



Book 1: Ants!

- **Illustrator:** Amanda Haley
- **Genre:** Rhyming Story
- **Word Count:** 25

Focus Skill

/a/ a

About the Book

A line of ants is marching through the park. Where are the ants going? Here, there, and everywhere! Children will enjoy reading this rhyming story about some of the places the ants in the park might go.

Week 1: Day 1: Exploration 1 (90 minutes)



Classroom Routine (5 minutes)

Rug Time

Bring children together for the morning meeting on the rug. Use a signal, such as flashing the lights, clapping, or ringing a hand bell, to get children's attention. Then model how children should sit on the rug:

- Sit "criss cross applesauce."
- Place your hands in your lap.
- Turn your face forward.
- Keep your eyes looking at the person who is talking.
- Keep your ears listening.

Allow children to practice the routine. Review it each time children come together on the rug. With this, as well as the other routines you introduce, children will need reminders about what is expected of them, so provide practice, feedback, and lots of support.

Prepare to Read *Ants!* (25 minutes)

Warm-Up/Motivation

Read a Rhyme

Read aloud "Two Little Apples" below. As you read, emphasize the /a/ sound in the word **apple**. Read the rhyme again.

Have children put their hands together to form a circle, or an apple, whenever they hear a word that begins with /a/.

Two Little Apples

Way up in an apple tree,
Two little apples smiled at me.
I shook the tree as hard as I could.
Down came those apples.
Ummm, they were good!

Colored boxes on each page distinguish content for before, during, and after reading.

Phonological Awareness

Adam and His Ants

(SOUND RECOGNITION)

Ask children to listen to this silly story and to hold up their hands in the shape of an apple each time they hear a word that begins with the /a/ sound.

Say & Model

Adam and his ants went out for lunch. Adam ate an apple and his ants ate alfalfa. The ants got sick, so Adam called an ambulance.

Put It Together

(ORAL BLENDING)

Say the following word parts aloud and ask children to blend them. Offer constructive feedback and modeling as needed.

/a/...pple /a/...nts

/a/...dd /a/...stronaut

Alphabet Knowledge Aa

Introduce /a/ a

Show the **magnetic letters** for **A** and **a**. Name the letter. Have children name it with you. Tell children to say the /a/ sound. Have them note the position of their lips and tongues, and the way they breathe.

Alliterate With /a/ a

Write this sentence on the board:

Alice Alligator adds an apple to applesauce.

Read the words aloud as you point to each one. Have children point to the **a** at the beginning of each word and say the sound it stands for.

Generate words that begin with /a/. Invite children to create alliterative sentences. Write the sentences on the board. Have children circle each **a**.

ants ax alphabet
apple astronaut

Write the Letter Aa

Use the following rhymes to help children write the letter **Aa**.

A

Make a pointy hat,

(Slant down diagonally to the left, slant down diagonally to the right.)

Then wear it! That's that!

(Pull straight across.)

a

Circle around and stop at the top,

(Curve around to the left and stop at the top.)

Then go straight down.

That's where you stop.

(Pull straight down.)

Clearly organized lesson plans with detailed instruction are aligned to the overall objective.

- ▶ *Would Ellen be friends with Tom or Ed?*
- ▶ *Would Ellen have a pet duck or a pet elephant?*
- ▶ *Would Ellen drive a fire engine or a police car?*

Write the Letter Ee

Use the following rhymes to help children write the letter **Ee**.

E

Down, let your pencil glide.

(Pull straight down.)

Then, three little lines go out to the side.

(Make three short lines out to the right.)

e

Make a line from left to right.

(Make short horizontal line.)

Then, start a circle over the top.

(Pull up and around.)

And just before it closes tight, stop, stop, stop!

Read Aloud *Ed Likes Eggs* (15 minutes)

Build Background

Ask children to name foods they eat for breakfast.

- ▶ *Do you ever like to eat breakfast foods at different times of the day?*

Explain that they are going to read about a boy named Ed who does.

Preview & Predict

Preview *Ed Likes Eggs*. Read the title aloud. Ask children to point to Ed on the cover and to name what he is holding in his hands.

Invite children to browse through the first few pages and to describe some of the places where Ed eats his eggs.

Read Together

Use the routine to read the story with children.

Listening Comprehension

✓ p. 3

What sound is at the beginning of the words **Ed** and **eggs**? What letter makes that sound? (PHONICS)

✓ p. 5

How many words are in the sentence on this page? (CONCEPTS OF PRINT)

✓ p. 7

Name three places that Ed likes to eat eggs. (RECALL DETAILS)

✓ p. 8

How would you describe this story to a friend? (SUMMARIZE)

Additional Skill Building for *We Like Dogs* (15 minutes)

Oral Language

Discuss Dogs

Have children talk about dogs.

▶ **What kinds of dogs are there?**

Write children's responses under the heading "Types of Dogs."

▶ **What do dogs do?**

Write children's responses under the heading "What Dogs Do."

▶ **Have you seen a dog drive a car? What else do dogs not do?**

Write children's responses under the heading "What Dogs Don't Do."

▶ **Where do you see dogs?**

Write children's responses under the heading "Where Dogs Go."

▶ **Have you seen a dog in a classroom? Where else do dogs not usually go?**

Write children's responses under the heading "Where Dogs Don't Go."

Sight Words

Introduce Sight Words

On the board, write the sentence: **We like dogs.**

- Underline the word **we**. Then, write the word **we** on a note card. Read it aloud.

SIGHT WORD ROUTINE

1. Display the card and have children read the word.
2. Help children spell it aloud.
3. Ask children to write it on lined paper or in the air as they say each letter.

- Repeat with the words **like** and **dogs**.

- Have children write and complete the following sentence stem with the type of dog they like:

We like _____ dogs.

DLL

Pets, Sizes, and Emotions

Dual-Language Learners may not be culturally familiar with dogs as family pets. Ask children to bring photographs of their pet dogs to reinforce this concept. Display and discuss the photos.

Support comprehension of descriptive vocabulary. Use toys and magazine cutouts to illustrate size and emotion. Have children group objects by size and emotion. Use facial gestures to represent **sad** and **happy**.

Week 1: Day 1: Exploration 2 (60 minutes)



Up, Down, All Around!

Discovering all the ways we move!

FOCUS SKILLS

- **Print Motivation:** enjoying books and reading
- **Print Awareness:** understanding that print is everywhere and has meaning
- **Phonological Awareness:** hearing and playing with the sounds in words
- **Social-Emotional:** self-control and pride in accomplishment

About the Books

Each of the stories features an animal character for children to identify with. In **The Itsy Bitsy Spider**, children might see themselves in a spider trying many times before succeeding at finding a place to lay her eggs.

The story **Ruby in Her Own Time** shows a character growing at her own pace. The story allows children to visualize themselves in a character who is pleased with herself and her accomplishments.

In **Rosie's Walk**, children enjoy knowing something the character doesn't know—Rosie is unaware she is being followed by a fox. Story characters feed children's imaginations.

Gather for Storytime (10 minutes)

Greet Children

Play the song, "This Little Light of Mine" from the American Playground CD, as you help children gather around for storytime. Tell children that today's theme is Up, Down, All Around!

Welcome to Storytime! I'm so happy to see you, and you, and all of you! Each of you is special. I see that we're all ready to start reading and singing for storytime.

Talk About Moving Around

Opening Song

Use a welcome song of your choice or use the following one that expresses the fun of moving around. Say:

Let's sing a song about being up, down, and all around. Get ready to follow my finger movements, too. Ready? Follow me.

The Itsy Bitsy Spider

The itsy bitsy spider climbed up the waterspout. Down came the rain and washed the spider out. Out came the sun and dried up all the rain. So the itsy bitsy spider went up the spout again.

Talk About the Books

Invite children to listen as you tell them about three new books. Say:

We will read about all the places a little spider goes. We'll meet a little duck who takes her time to swim and fly. Then we'll see how Rosie moves and help her outsmart a fox. Let's start with the Big Book.

Read-aloud supports include scripted text to model open-ended questioning and discussion.

Read Aloud *The Itsy Bitsy Spider* (15 minutes)

Introduce

Show children the cover of the Big Book. Model setting a purpose for reading by saying:

This Big Book is called The Itsy Bitsy Spider. We've just sung the song, and now I will read this as a story. Let's see what happens to this little spider.

Read Interactively

Invite children to look for the spider on each page.

Keep your eye on the little spider as I read. You will see that the spider goes up and down different things inside and outside of the house. He goes many places—and he always seems to find something in his way.

Transition

Shake Your Wiggles Out!

The following activity is based on today's theme and can be used anytime to help young ones settle in before you begin reading the second book. This one is a "getting to know you" activity. Invite any adults present to sing along.

Wave Hello

(sung to the tune of "Twinkle, Twinkle, Little Star")

*(Child's name), (Child's name)
If you're here, wave your hand up in the air.
(wave hello)*

(Continue inserting children's names.)

Read Aloud *Ruby in Her Own Time* (15 minutes)

Introduce

Preview the book by reading aloud the title and telling children that it is a book about Ruby, a duck with four brothers and sisters. She doesn't always follow what others do. Instead, she always does things in her own time. Say:

Here's a story about a little duck who refuses to be rushed. When she finally grows, she—well, let's read it to find out more about this little Ruby.

Read Interactively

Focus on the main characters. This story tells about how much love and patience Ruby's parents and brothers and sisters have for her. Say:

- *Ruby takes her time to hatch. She takes her time to eat.*
- *Why do you think Ruby doesn't do things at the same time as her brothers and sisters?*
- *Say with me as I read what Ruby's mother or father always says, "in her own time."*
- *Look what happens when she stretches her wings! It's okay that Ruby takes her time.*

Extend learning across domains and areas of the classroom to enhance learning experiences!

Additional Skill Building (20 minutes)

Social-Emotional

Taking Pride: Good Move

Use the nursery rhyme "The Grand Old Duke of York" or another favorite action rhyme. Ask children to do the actions with you and repeat the rhyme and actions a couple times. Praise children for following along.

Art Center

From a Different View

Tape a sheet of paper to the bottom of a table or chair and have children lie underneath and draw a picture. Use crayons or markers so that color strokes are easily made. Ask children to talk about what they saw "down under."

Extension Idea

Have children take turns posing with a stuffed animal in different over-and-under positions. Draw a stick figure on paper and make a copy for each child. Have children draw the different places where the stuffed animal appears on the figure.

DLL

First-Language Support

Provide translations of key words and story words listed in the storytime plan. Doing so will help children better enjoy and understand the stories. Ask families or community members for support with translations. The following examples are Spanish translations of story words:

across = a través de
down = abajo
under = debajo de
up = arriba

Additionally, you may want to invite families to share a translation of the title for the storytime theme chart, "Things We Can Do."

Ruby in Her Own Time

Ask children to tell what things Ruby's brothers and sisters like to do. Then talk about Ruby: *What happens when Ruby is ready to fly? Her parents are worried about her. How do you think Ruby feels when she starts to fly?* (Connect to Children's Experience)

Week 1: Day 1: Exploration 3 (60 minutes)



Introduction to Counting Small Numbers

Students will count sets of up to 5 objects arranged in different ways. They begin to develop understanding about cardinality, the concept that the last number counted also represents the total number of objects in the set. Students will be able to read and write numbers 1 to 5 and match the numerals with their quantities.

concepts, such as one-to-one correspondence, keeping track, cardinality, and conservation of number. These counting concepts enable students to eventually count with meaning.

Students will learn rote-counting routines during the Daily Warm-Up. Fluent oral counting skills will help students successfully engage in other counting

Counting lays the foundation for building students' understanding about number sequence (cardinal and ordinal) and number comparison, and will prepare them for learning measurement, addition, and subtraction, as well as place value and money concepts in the future.

Objectives:

- Count groups of 1 and 2 objects.
- Identify the last number counted as the number of objects in the group.
- Read and write 1 and 2 in numeral form.

Materials:

- Connecting cubes (1 or 2 in each bag), 6 bags
- Card paper, 1 sheet

Resources:

- Number-Dot Card 1 (TR 1)
- Number-Dot Card 2 (TR 2)

Vocabulary:

- one
- two

Daily Warm-Up

Objective Rote count by 1s from 1 to 5

Have students stand in a circle. Count from 1 to 5 and have them repeat after you. Repeat 2–3 times until students are fairly familiar with the numbers 1 to 5.

Then, have students take turns in the circle and rote count by 1s from 1 to 5 (each student says one number). The student who says 5 sits down. The next student begins counting from 1 again. Repeat this several times.

Observe

- Does a student skip or repeat any numbers? If so, which numbers?
- Does a student count in an incorrect sequence, e.g., 1, 2, 4, 3, 5?
- Does a student use incorrect number names?

Learn and Do

Counting and Number Names for 1 and 2

Hold up 1 finger on your hand.

Say: I am holding up 1 finger. 1.

Ask: How many fingers am I holding up? (1)

Hold up 2 fingers. Point at each finger as you count.

Say: I am holding up 2 fingers. 1, 2.

Ask: How many fingers am I holding up? (2)

Say: Hold up 1 arm. Hold up 2 arms.

Repeat with other actions, e.g., one clap or two claps, to familiarize students with the number names one and two, and with counting to 2.

Have students sit in a circle. Place the bags of connecting cubes and the sheet of card paper in the middle of the circle. Explain that each bag has 1 or 2 connecting cubes. Have a student choose a bag, take out the cube(s), and place the cube(s) on the card paper. As the student places the cube(s) on the card paper, have the rest of the class count aloud with you for each cube.

Say: This bag has 1 (or 2) cube(s). Set the bag aside. Have another student choose another bag and repeat the procedure until all the bags are used.

NOTE:

Taking out the cubes one at a time models one-to-one correspondence, while stating the total quantity counted develops students' understanding of cardinality—that counting a quantity to its number name also refers to its total. Since the quantities are small, students may also be able to subitize and quickly identify the number of cubes.

Let's Learn

Show students Number-Dot Card 1 (TR 1). Point to the dot.

Ask: How many dots are there? (1)

Point to the number 1 on the Number-Dot Card.

Say: We write one like this. This is the number 1.

Trace the 1 on Number-Dot Card 1. Have students trace the number 1 in the air.

Write 1 on the board and say it aloud. Then, draw one object to show the quantity represented by the number.

Say: Point to the number 1 anywhere in our classroom. (on the clock, calendar, etc.)

Then, have students hold up one object they can find on their desks or in their bags, e.g., 1 book, 1 pencil, etc. Repeat this procedure for the number 2 using Number-Dot Card 2 (TR 2).

Suggested Small Groups

Teacher-Led

Reinforce one-to-one correspondence and cardinality. Place six bags of 1 or 2 cubes on the table. Together, students count cubes from each bag. Ask, "How many?" after each count is complete. Students identify the appropriate Number-Dot Card the quantity represents.

Independent

Give pairs a set of Number-Dot Cards (1 and 2) and drawing paper. Students "trace" over numeral outlines on the Number-Dot Cards using pipe cleaners (or clay). Students write the numeral on paper and draw objects to represent the quantity of each numeral.

Daily Wrap-Up

Point to the numeral 1 on Number-Dot Card 1.

Ask: What number is this? (1)

What do you know about this number?

(I start counting with 1.)

Point to the numeral 2 on Number-Dot Card 2.

Ask: What number is this? (2)

What do you know about this number?

(I count 1 first and then I count 2.)