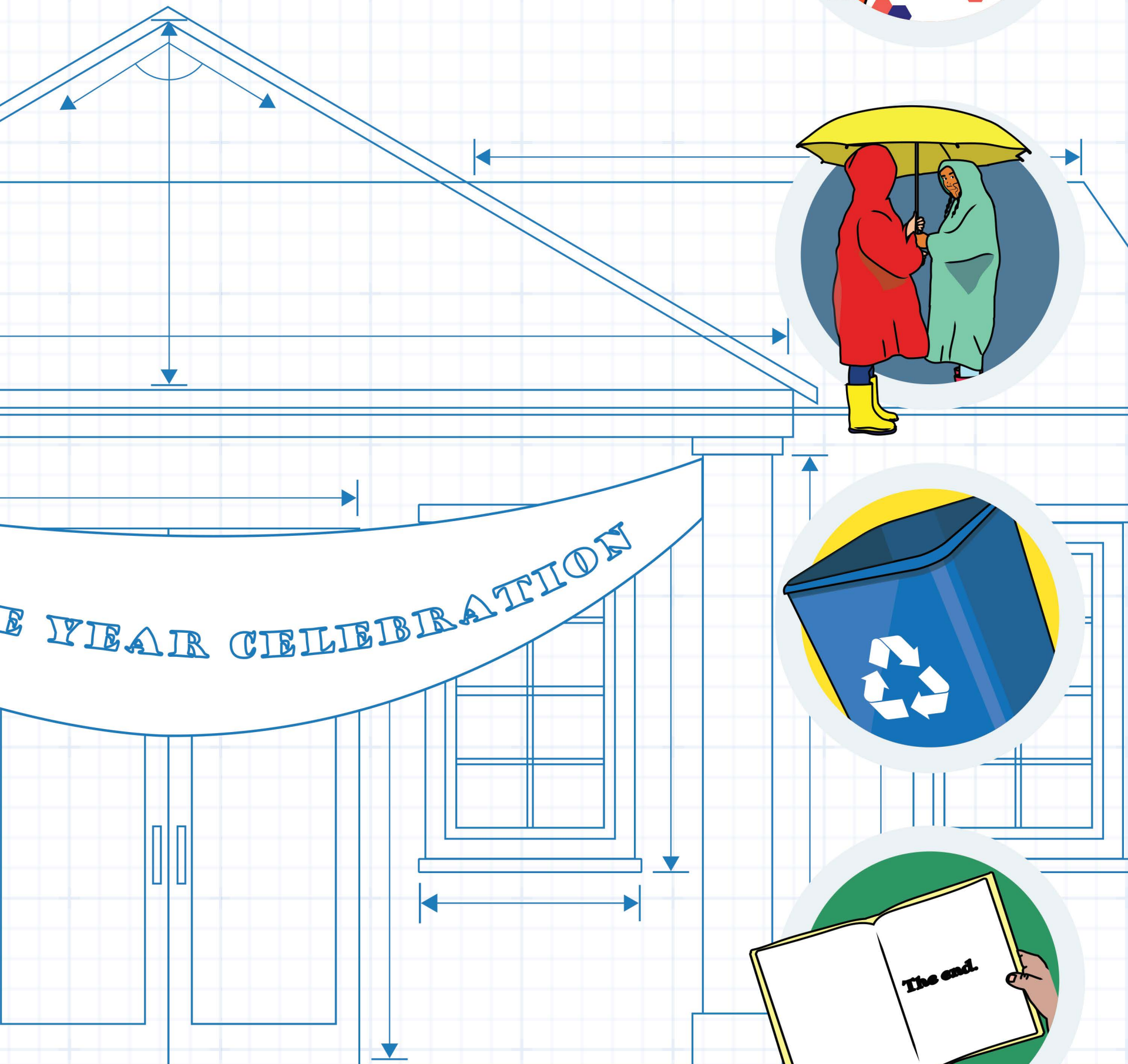


# BLUEPRINT

Celebrating Our Classroom Community

TEACHING GUIDE 10





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# BLUEPRINT

For Early Learning

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**Children's Literacy Initiative – Philadelphia, PA**

# BLUEPRINT



# Celebrating Our Classroom Community

## About Unit 10

6	Unit Question
7	Unit at a Glance
7	Connections to Other Units
8	Class Book <i>We Like School</i>
8	Unit Project: Celebrating the Power of 3
9	Words We Are Learning
9	Multilingual Anchor Words
10	Spotlight on Social Emotional Learning
11	American Sign Language
12	Charts

## Centers

14	Introduction
15	Art
16	Blocks
17	Dramatic Play
18	Library
19	Math and Table Toys
20	Science
21	Sensory Table
22	Technology
23	Writing

## Books in This Unit

24	Covers & Descriptions
----	-----------------------

## Week at a Glance & Lessons

26	Week 1
48	Week 2
70	Week 3
92	Week 4

## Appendix

116	Continued Conversations
117	Coming Up...
118	Teaching Point Checklist
122	Family Letter — What's Happening Now
123	Family Letter — Keep It Going...At Home
124	Family Letter — Songs, Poems and Chants
125	Family Letter — Yoga Poses

## Digital Online Resources



<https://clibblueprint.org/resources-tx>

At the web address above you will find the following resources to help your instruction.

- ASL Signs (images & videos)
- Board Games
- Family Resources
- Featured Class Book
- Letter and Numeral Formation Guide
- Mindful Moments
- Science Journals
- Shape Cards
- Songs, Poems, and Chants (audio & print)
- Teaching Point Checklist
- Unit 10 Images
- Weekly Materials List
- Yoga Poses (images & video)

## Icon Legend



Keep it Going



Words We Are Learning



Remember...



Song Within the Lesson



Multilingual Learner Support



STEM



Family Engagement



Downloads Available



Tip

### Disclaimer

Children's Literacy Initiative (CLI) is not responsible for the contents of any non-CLI, off-site webpages. Links are suggested as a general information resource. While the information provided is believed to be accurate, it could include errors or inaccuracies. The links provided are maintained by their respective organizations and they are solely responsible for their content.

# Celebrating Our Classroom Community

How do we celebrate our classroom community?

## What Children Learn

We celebrate all the ways that we take care of ourselves, each other, and our environment.

As they prepare to say goodbye to their classroom community, children celebrate their progress and reflect on their year. They build excitement for their next year at school, and they review how the Power of 3 helps us take care of ourselves, each other, and our environment from this classroom to the next!



Week	Guiding Question	What Children Learn	Be Sure To...
1	How do we take care of ourselves?	We take care of our bodies and our feelings. We try to solve problems.	<ul style="list-style-type: none"> <li>• Set the tone for celebrating by creating “Party Time!” as the new dramatic play center.</li> <li>• Give children opportunities to talk about how they have grown and changed (using artifacts and work samples, etc.).</li> <li>• Discuss the different emotions they have learned about and review the Anchor Chart: “Feelings.”</li> </ul>
2	How do we take care of each other?	We think about how other people feel and try to act kindly.	<ul style="list-style-type: none"> <li>• Talk about kindness, empathy, and being helpful.</li> <li>• Invite children to brainstorm solutions to common problems.</li> <li>• Give children the opportunity to revisit previous work samples, create new ones, and compare.</li> <li>• Play games that give children practice adding objects.</li> </ul>
3	How do we take care of our environment?	We keep our inside and outside spaces clean. We treat all things with care.	<ul style="list-style-type: none"> <li>• Discuss why it’s important to take care of the environment.</li> <li>• Talk about concrete ways children can take care of the environment.</li> <li>• Play games that review key concepts such as letters, numerals, and shapes.</li> </ul>
4	How do we celebrate our classroom community?	We take care of ourselves, each other, and our environment.	<ul style="list-style-type: none"> <li>• Invite children to talk about their favorite things this year.</li> <li>• Play games as a way to review important concepts, such as letters, numerals, and shapes.</li> <li>• Listen and dance to a variety of musical genres.</li> </ul>



## Unit at a Glance

### Week 1

#### How do we take care of ourselves?

As children begin a unit on celebrating what they have learned, they review key aspects of the first element of the Power of 3: “taking care of ourselves.” They practice identifying and reviewing emotions as well as calming strategies. They revisit how believing in ourselves and continuing to keep on trying are important ways to take care of ourselves. They also play a game that gives them practice reading plus and minus signs and moving up and down a number line.

### Week 2

#### How do we take care of each other?

Children continue celebrating what they have learned. They revisit artifacts they created early in the year (e.g. self-portraits), create new ones, and compare. They also focus on the second element of the Power of 3 by discussing how we take care of each other. Read alouds facilitate discussion on how we can help and solve problems. Children also practice identifying ending sounds and learn a figure of speech (“smooth sailing”).

### Week 3

#### How do we take care of our environment?

Children review the final element of the Power of 3: “taking care of our environment,” by discussing why we treat our classroom and outside space with care. During read alouds, children learn about the life of Jane Goodall and discuss how she cherishes the environment and all animals that live in it. They practice the yoga poses they have learned, and they review colors, shapes, letters, and numbers through games of “BINGO”.

### Week 4

#### How do we celebrate our classroom community?

As children prepare to end this year of school, they celebrate their classroom community by reflecting on what they have learned about themselves and each other. They share their self-portraits, dance to the music they’ve explored, and practice their cheers. They match pairs of names, letters, shapes, and numbers in a memory game, and play “I Spy” to review feelings.



## Connections to Other Units

### Communities

Children celebrate their classroom community! The Power of 3 was launched in Unit 1: “Building Our Classroom Community” as the foundation for discussions around classroom responsibilities. It was revisited and added to in Units 2 through 9. In this unit, children reflect on how these responsibilities guided their actions throughout the year.

### Growing

In this unit, children reflect on how they have grown. Children have focused on elements of growth several times throughout the curriculum. In Unit 5: “Life on the Farm” they learned how farm animals change. In Unit 7: “Let’s Eat!” children learned how seeds and plants grow. In Unit 8: “Animal Architects,” children explored how animal homes protect animals and their babies.

### Games

Throughout the curriculum, children have played a variety of games, such as “Simon Says,” “Get the Goat to the Flower Mound,” and “Color Code.” This unit contains variations of familiar games (“Jabari Jumps”), as well as some new ones (“BINGO”).



## Class Book *We Like School*

Create at least one class book to which children can contribute. These books give children a glimpse into the book-making process. They love to see themselves as authors! Everyone can participate in creating the class book, no matter their level of proficiency. For example, children can cut out pictures from magazines or draw their own. They can write their own ideas or dictate them to you. Use the suggested class book title or let children come up with their own. Invite them to help you create a cover. Bind the book together using folders or three-ring binders. Typically, we suggest you read their book to the class toward the end of the unit and invite families to listen as well. After, place this book in the library for children to read (over and over!).



In this unit, children celebrate their learning and growth during their year in school. For this class book, they write about their favorite things about school. The book is introduced in Week 2 and can be added to throughout the unit as children make more connections to the content. This book will be read aloud and presented to families during Week 4.



## Unit Project: Celebrating the Power of 3

A strong, positive classroom culture supports children's social and emotional needs and development. Children thrive in a community where everyone contributes and everyone is valued. Classroom culture is created through the language we use, the responsibilities we encourage, and the procedures we teach.

The Power of 3, a unique feature of *Blueprint*, has served as a framework for understanding how everyone contributes to the success of the classroom community. The Power of 3 conveys the ways that, as community members, we “take care of ourselves,” “take care of each other,” and “take care of our environment.”

The Power of 3 has anchored your classroom culture and launched rich conversations around responsibilities in your classroom community. In the first unit, we introduced the big concepts of taking care of ourselves, each other, and the classroom environment. In Units 2 through 5, we added key responsibilities to each of the three categories. In Units 6 through 9, each of these responsibilities was revisited as children deepened and expanded their understanding and experience with caring for themselves, others, and the environment.

Now it is time to celebrate your thriving classroom community, knowing that children will carry these essential ways of being into their next classroom community and beyond. In this unit, we revisit the Power of 3 and reflect on children's understanding of the responsibilities listed. We invite them to acknowledge their growth by signing their names in recognition of their accomplishments!







## Words We Are Learning

We choose several key words to highlight each week. These words are often associated with the content of the unit and support children’s understanding of the thematic ideas. We also choose one to three vocabulary words from each read-aloud book to teach explicitly. As the words appear in read alouds and lessons, they are added to the Unit Chart: “Words We Are Learning..” These words are important for children to learn as they support comprehension of the book and are highly useful for children. As children hear and use these robust words in more contexts, they grow their own vocabulary in an authentic and meaningful way.

Week	Word	Definition
1	sprang	leaped, bounced up
	celebrate	show how happy you are about something
	grip	to hold tightly or squeeze
2	stargaze	to spend time looking up at the night sky
	smooth sailing	things are going well
	resist	to stop yourself
	plaid	a pattern of lines that creates rectangles
3	reduce	to make less
	environmentalist	a person whose job helps take care of the environment
	cherish	to love and protect
	curious	wanting to know more
4	farewell	goodbye
	bandages	strips of material that protect boo-boos.
	shore	the beach, where the ocean meets the sand
	flowing	moving easily without stopping



## Anchor Words for Multilingual Learners

New English learners find themselves in a sea of language that can be tough to navigate. Anchor words are vocabulary words that activate their background knowledge from their home language and give them a context for learning a new language. Children who speak English at home will not need direct instruction to learn these terms, but, for children who are very new to the English language, these words will be absolutely essential. Because these children are just beginning to develop a bank of English vocabulary, it will be nearly impossible to explain their meaning using words. Gestures, pictures, and directly translating them into the children’s home language using an online translation tool will be the most effective way to help them acquire these invaluable foundations to the English language.

Week	Word
1	take care (review)
	feelings
	ourselves
	yourself
2	him/herself
	each other
	problem (review)
3	kind
	space
	inside
	outside
4	carefully
	change
4	goodbye



## Spotlight on Social Emotional Learning

Throughout this unit, activities are focused on helping children recall and integrate the social emotional learning that has taken place over the year. The lessons in this unit will guide children to review and share their understanding of the social emotional skills they have gained through the Power of 3 and to consider how these skills impact themselves, each other, and the environment.

Share videos, photos, class books, or stories to help children recall special moments they have shared with each other and invite them to discuss the memories they cherish the most. Young children are able to reflect on their own learning, so it can be a powerful practice to invite them to reflect on their personal growth. In these conversations, keep the focus on children's initiative and persistence, so that they begin to develop the understanding that success and learning come as a result of practice and effort.

In addition to facilitating discussions that celebrate the year, support children with understanding what will happen next, whether it is kindergarten or another year of pre-k. For example, for children moving to kindergarten, remind them of the skills they have learned for making friends and share how this will help them to make new friendships in their kindergarten classroom. Be sure to facilitate discussions that invite children to share their questions about the upcoming change. Be creative in helping children find answers to their questions. For example, you may arrange for children to visit a kindergarten classroom or have a kindergarten teacher visit your classroom.

As the school year winds down, it's important to stay consistent with your daily schedule, routines, and classroom responsibilities. This structure will provide children with a sense of security as they engage in discussions and activities that help prepare them for the ending of the school year, which can be a challenging transition. By keeping a familiar structure, you can focus on preparing children for the transition while providing them with a sense of safety, connection, and comfort amidst change.



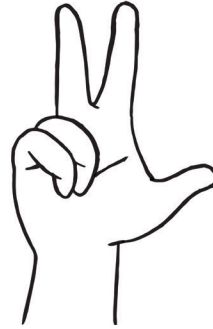


# American Sign Language

## Yes



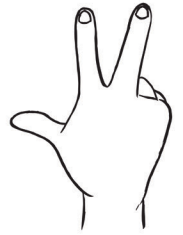
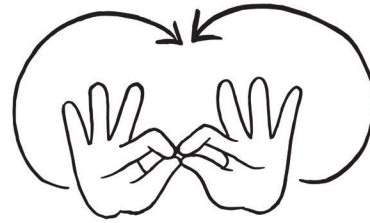
## No



## I Like



## Power of 3



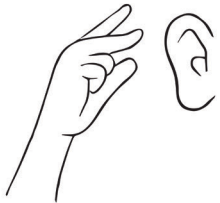
## I Predict



## I Learned



## I Hear



## I Remember



## I Wonder



## I See



# CHARTS

## Feelings



happy  
feliz



sad  
triste



silly  
loquito,  
loquita



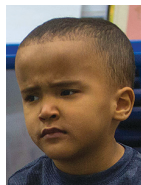
calm  
calmado,  
calmada



kind  
amable



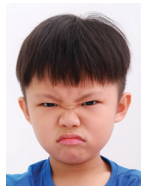
delighted  
encantado  
encantada



grumpy  
gruñón,  
gruñona



proud  
orgullosa,  
orgullosa



upset  
molesto,  
molesta



glad  
alegre



confident  
seguro  
segura



caring  
considerado  
considerada

## Cheers

Round of Applause



Kiss Your Brain



Hip Hip Hooray



Catch a Star



Stir It Up



Roller Coaster



The Robot



Happy Horse



## Readers Can Say

I like



I predict



I remember



I learned



I see



I wonder



We Can Describe

## Power of 3

Take Care of  
Ourselves

Take Care of  
Each Other

Take Care  
of Our  
Environment

Move safely.



Say, "I can  
do it!"



Calm down.



Keep on  
trying.



Play  
together.



Be helpful.



Act kindly.



Think about  
how others  
feel.



Put things  
away.



Handle books  
and toys  
carefully.



Throw  
away trash.



Treat living  
things  
carefully.



# Anchor Charts

In Units 1 through 5 children participated in creating several anchor charts. In Units 6 through 10, elements of these anchor charts will be highlighted and reviewed, so children can interact with them on a deeper level. Remember to refer to your anchor charts during the natural course of your instruction. The more you model using them for reference, the more the children will use them for their own independent thinking and work.

	Power of 3	Feelings	Readers Can Say	Cheers	We Can Describe
Already Added	<b>Take Care of Ourselves</b>	happy ◇	I like	Round of Applause	Capture descriptive vocabulary using a graphic organizer. Write “We Can Describe” as the title. Label columns with different categories of descriptive words, such as color words (red, blue), size words (large, enormous), texture words (spiky, bumpy), and action words (runs, crawls).  This chart should be very responsive to the linguistic and cognitive needs of your children and will therefore vary among different classrooms.
	Move safely.	sad	I predict	Kiss Your Brain	
	Say, “I can do it!”	proud	I remember	Hip Hip Hooray	
	Calm down.	silly	I learned	Catch a Star	
	Keep on trying.	grumpy	I see	Stir It Up	
	<b>Take Care of Each Other</b>	upset	I wonder	Roller Coaster	
	Play together.	calm		The Robot	
	Be helpful.	glad ◇		Happy Horse	
	Act kindly.	kind			
	Think about how others feel.	confident			
	<b>Take Care of Our Environment</b>	delighted ◇			
	Put things away.	caring			
	Handle books and toys carefully.	◇We use the words “glad” and “delighted” as synonyms for “happy” when teaching children to describe their feelings.			
	Throw away trash.				
	Treat living things carefully.				

# Unit Charts

Unit charts will continue to be created. These reflect each unit’s specific content. They should be built and referenced the same way that anchor charts are. However, they will be referenced less frequently throughout the year. Plan your display accordingly.

## Unit Charts:

- “Words We Are Learning”
- “Ways to Say Goodbye”



### Supporting Multilingual Learners

Incorporating multilingual children’s home languages into instruction helps children learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help.

# CENTERS

An essential part of your day is Center Time. Center Time supports the development of children’s creative, social, cognitive, and language skills.

Each unit has its own suggested theme related activities and a timetable for introducing them. Offer other choices as well that reflect your children’s interests and needs. Centers are also a great place for children to continue practicing and extending their learning from small group and large group activities. Look for “Keep It Going” tips throughout the unit guide where we suggest ways to incorporate materials and ideas from your lessons into your centers. Remember, when interacting with children, use the strategy of “Layered Questioning.” This involves scaling the discussion to each child’s language ability, so they can respond anywhere from using gestures to one word responses to more open-ended ones. This will build their confidence and stretch their language skills.





- **Week 1 | Paper Chain Decorations**  
 Children create paper chains for a celebration.  
*Creative Arts: Art Appreciation and Attitudes*



Materials	Directions
Construction paper in various colors, scissors, glue	Cut construction paper into 1/2 inch wide strips. Invite each child to choose a strip that will become the first link of their chain. Teach them how to seal the ends of the strip together, forming a circle. Then take a second strip and thread it through the first circle. Seal the ends together and repeat, creating a colorful paper chain. Encourage children to think about patterns they could make with different colorful links.

**Use what you know about each child’s language skills to start conversations:**

- Gesture: Point to the color you want to use first. Point to the color that you want to use next.
- Yes/No: Do you want to use [number] links? Do you want to use [color] paper?
- Either/Or: Do you want to make [number] or [number] links? Do you want to use [color] paper or [color] paper?
- Open-ended: What type of celebration could we use this decoration for? Describe the pattern you want to make. Could we make links of our chain in a different shape? How?

- **Week 2 | Fireworks**  
 Children create their own fireworks using craft materials.  
*Creative Arts: Visual Arts*

Materials	Directions
Black and blue construction paper, liquid glue, construction paper in various colors, hole punch	Using a hole punch, create confetti using multiple colors of construction paper. Remind children that fireworks are used in many cultures to celebrate important days or events. Invite them to draw the streaming firework explosion with liquid glue on black construction paper. Then cover the design in confetti. Shake the loose product off of the page, revealing a colorful and shimmering firework.

**Use what you know about each child’s language skills to start conversations:**

- Gesture: Show me the color(s) you want to use to make your firework prints. Show me what color paper we should use for the night sky.
- Yes/No: Have you seen fireworks before? Do you like watching fireworks?
- Either/Or: Do fireworks happen during the day or night?
- Open-ended: When have you seen fireworks? What occasion were you celebrating? Why do you think fireworks happen at night? What would happen if we used them during the day? What other materials could we use to create firework prints?



- **Week 3 | Yarn Block Fireworks**  
 Children create their own firework prints using craft materials.  
*Creative Arts: Visual Arts*

Materials	Directions
Wooden blocks, yarn, tape, black and blue construction paper, brightly colored paint, plate or tray for paint	Wrap a piece of yarn around a wooden block a few times and secure with tape on the back (but don't cover the whole block). Dip the block into the paint and stamp onto the black paper. Stamp in a variety of directions and colors to make abstract firework prints.

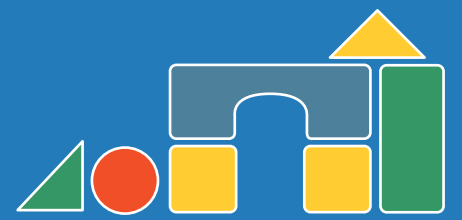
**Use what you know about each child's language skills to start conversations:**

- **Gesture:** Show me the color(s) you want to use to make your firework prints. Show me what color paper we should use for the night sky.
- **Yes/No:** Do you want to stamp your block using [color] paint? Do you want to stamp your block [number] times?
- **Either/Or:** Do you want to stamp your block using [color] paint or [color] paint? Do you want to stamp your block [number] times or [number] times?
- **Open-ended:** Do you think these look like real fireworks? Why or why not? What other materials could we use to create firework prints?





# Blocks



- ▶ **Week 2 | Big Umbrella Friends**  
Children gather friends under their big umbrella.  
*Math: Geometry and Spatial Reasoning*

Materials	Directions
Blocks or recycled toilet paper rolls with children's photos attached to them, an umbrella	Print out photos of children in your class and tape them onto wooden blocks or recycled toilet paper rolls. Provide an umbrella for children to use to gather their block classmates under. Encourage children to count how many classmates they have included and to find room for more.

**Use what you know about each child's language skills to start conversations:**

- Gesture: Point to the umbrella. Point to your [photo].
- Yes/No: Do you want to fit [number] classmates under the umbrella? Can we fit more classmates under the umbrella?
- Either/Or: Do you want to fit [number] classmates or [number] classmates under the umbrella? Can we fit more classmates under the umbrella or is there no more room?
- Open-ended: What other items in our classroom could we fit under our umbrella? How many of them could we fit? In what other ways do you take care of your classmates?

- ▶ **Week 3 | Building with Boxes**  
Children create structures using recycled boxes and materials.  
*Science: Engineering and Technology*

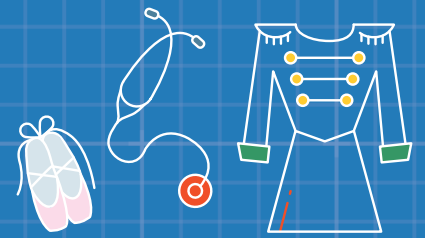
Materials	Directions
Recycled boxes and containers	Review the page in the book <i>10 Things I Can Do To Help My World</i> , which states that people can make toys using things from around the house. Encourage children to build structures using a variety of recycled boxes and containers.

**Use what you know about each child's language skills to start conversations:**

- Gesture: Point to a material you will use to build a structure.
- Yes/No: Could you use [material] to build a structure?
- Either/Or: Will you use [material] or [material] to build a structure? Will you build a [structure] or [structure]?
- Open-ended: What do you want to build with these boxes? What other recycled materials could you use to make a structure?



# Dramatic Play



## ▶ Week 1 | Party Time!

Children will plan and set up for a party.

*Creative Arts: Dramatic and Performance Art*

### Materials

Paper for invitations, pencils, markers, envelopes, gift boxes, gift bags, wrapping paper, scissors, tape, birthday cards, stationery, cake or cupcake pans, streamers, and party hats

Involve families by requesting examples of relevant props they may have available.

### Directions

Provide materials to facilitate a party. Encourage children to write invitations to invite guests, wrap presents, write birthday cards, bake a cake or cupcakes, and decorate the space. Explore the site with the children and discuss things you might need and use there. Build the center according to your children's interests and with their help. Be sure to ask families for donations, and get creative!

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to the cake. Point to the [party item].
- Yes/No: Could you use [material] to decorate for the party? Could you use [material] to wrap the present? Will you invite [friend] to the party?
- Either/Or: Will you use [material] or [material] to wrap the present? Will you write a card to [name] or [name]?
- Open-ended: Who will you invite to the party? What materials will you use to decorate for the party? What kind of party is this? Who is the party for? What is the best party you have been to? What made it so much fun?



# Library



- ▶ **Week 1 | Celebration Book Box**  
Children read and explore stories about celebrations.  
*Literacy: Literate Attitudes and Behaviors*

Materials	Directions
Books	Gather books related to this topic. These can include (but are not limited to) holidays, birthdays, family gatherings, block parties, and graduations. Share the titles with the children to build their excitement. Give children an opportunity to read and explore the stories.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to the book you would like to read. Let's look through the pictures. I see...
- Yes/No: Would you like to read the book about [celebration]? Have you celebrated [holiday/occasion]?
- Either/Or: Would you like to read about [celebration] or [celebration]?
- Open-ended: Which of these celebrations have you participated in before? When you celebrated [occasion], was it the same or different than this book? How? What do you do to celebrate [occasion]? Who do you celebrate with?

- ▶ **Week 2 | Read with a Friend**  
Children will read or tell stories to a friend.  
*Literacy: Literate Attitudes and Behaviors*

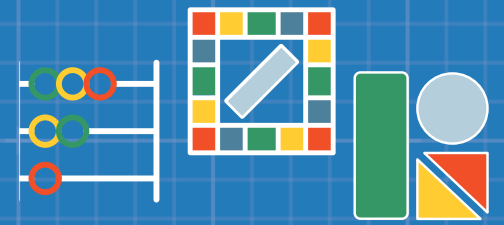
Materials	Directions
Favorite books/stories shared this year	Children can select a favorite book or story to share with a partner. Encourage children to read from memory or find words they know in the book. Children can act out stories together or cuddle up in a cozy spot to share the book.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to the book you would like to read. Show your partner your favorite part of the book.
- Yes/No: Do you like to read [kind of book]? Did you like the part when [event in the book]?
- Either/Or: Do you like to read [kind of book] or [kind of book]? Was your favorite part when [event in the book] or when [event in the book]?
- Open-ended: What story do you want to share with your partner? What is happening in these pictures? Which character in the story would you like to act out? Why?



# Math and Table Toys



## ▶ Week 1 | Candles on a Cake

Children count candles on a cake.

*Math: Numbers and Number Sense*

### Materials

Two images of cake, construction paper, scissors, dice

### Directions

Download and print two images of a cake from the *Blueprint* website. Cut up construction paper candles. Have children roll dice. Children will identify the number then count the appropriate number of candles to add to the cake. Invite them to compare who has more or less candles.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to the number \_\_\_\_ . Show me [number] candles.
- Yes/No: Is this [number] candles? Does this cake have more candles than that one?
- Either/Or: Does this cake have [more] or [less] candles than that cake? Is this [number] or [number] candles?
- Open-ended: What number did you roll? How do you know? Which cake has more candles? How do you know? Which has less? How do you know?

## ▶ Week 4 | Pie is for Sharing

Children count pie servings and identify how many friends can share.

*Math: Numbers and Number Sense*



### Materials

Images of pie, construction paper, scissors, glue

### Directions

Download and print out pictures of different kinds of pies. Mount each pie to a different color of construction paper. Cut into various size servings (half, quarters, sixths, eighths, etc.). Children put pie pieces together and self-check based on the color of the construction paper. Children should practice counting how many pieces are in each pie and then identify how many people they can share with.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to the pie with [number] pieces.
- Yes/No: Can you share this pie with [number] people?
- Either/Or: Will this pie feed [number] or [number] people? Will the [color] pie or [color] pie feed [number] people?
- Open-ended: How many people can share this pie? How do you know? How could you cut the pie to share with [number] people?



- **Week 4 | Build a Kazoo**  
Children build kazoos and explore the vibration of sound.  
*Science: Physical Sciences*

## Materials

Toilet paper tubes (or paper towel tubes cut in half), wax paper or baking parchment, scissors, rubber bands, craft materials such as stickers, construction paper, glue, tape, crayons, markers, etc.

## Directions

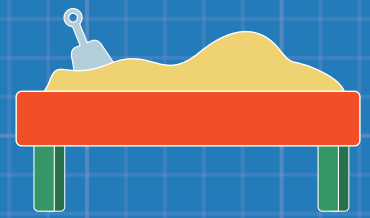
Invite children to decorate their paper tubes. Cut wax paper or baking parchment into 5x5 inch pieces. Once finished, help children cover one end of their tube with wax paper, folding the excess over the sides of the tube. Secure tightly with a rubber band, leaving about half an inch of room between the tube opening and the rubber band in order to allow vibration to occur. Encourage children to speak into their new kazoos and listen to what sounds their instrument makes.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to the tube. Point to the wax paper. Point to the rubber band. Point to the kazoo.
- Yes/No: Does your voice sound the same when you speak through the kazoo?
- Either/Or: Does your voice sound [louder] or [softer] when you blow through the kazoo? Does your voice sound [clearer] or [fuzzier] when you blow through the kazoo?
- Open-ended: What do you notice when you talk into the kazoo? Why might you want a kazoo at a celebration?



# Sensory Table



## ▶ Week 3 | Pom-Pom Beach

Children use various materials to add pom-poms to sand.

*Physical Development: Fine Motor Skills*

### Materials

Paper, scoops or spoons, tape, water, pom-poms of various sizes and colors, plastic containers, tongs

### Directions

Form paper into cone shapes, leaving a hole at the bottom to create a funnel. Secure with tape. Place pom-poms in a large tub. Invite children to transfer pom-poms from the tub into the sand using scoops and funnels.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to the funnel. Point to the scoops.
- Yes/No: Can you use [material] to pour the pom-poms into the sand?
- Either/Or: Will you use [material] or [material] to pour the pom-poms into the sand?
- Open-ended: How can you figure out how many pom-poms you scooped up? What can you build with the pom-poms in the sand?



## ▶ Week 4 | Confetti and Streamers

Children explore letters in a paper sensory environment.

*Literacy: Phonological Awareness*

### Materials

Confetti, paper hole punches and/or streamers, magnet letters

### Directions

Fill the sensory table with confetti and/or streamers. Children can pour confetti in and out of various containers. Scatter magnetic letters throughout the table and encourage children to look for letters they know and build words they know, like their names or names of their friends.

### Use what you know about each child's language skills to start conversations:

- Gesture: Find the letter \_\_\_\_\_. Find a letter that has a straight line. Find a letter that has a curved line.
- Yes/No: Is this the letter \_\_\_\_\_? Is this letter in your name? Does this letter have a straight line? Does this letter have a curved line?
- Either/Or: Is the letter \_\_\_\_\_ or \_\_\_\_\_ in your name? Does this letter have a straight or curved line?
- Open-ended: What letters can you find? What is the same about the letters you just found? What is different? What letters do you need to spell your name? You have the letter \_\_\_\_\_; what comes next in your name?

# Technology



► **Week 2 | Class Book *All My Friends***  
Children will take photos of their friends for a class book.

*Science: Engineering and Technology*

## Materials

Camera or device with built in camera, tablet or computer with writing or drawing app

## Directions

After reading *All Kinds of Friends* and discussing how the book uses real photographs instead of drawings, encourage children to create a class book about their classmates. Remind them how to properly handle and use the camera or device. Invite children to take photos of their classmates. Help children create a digital document to display their photos. Encourage children to write or draw about their classmates, telling what their classmates are like and what they like to do with them.

**Use what you know about each child's language skills to start conversations:**

- Gesture: Point to a person you want to take a photo of.
- Yes/No: Do you want to take a photo of [name]? Do you like to [activity] with your friend?
- Either/Or: Do you want to take a photo of [name] or [name]? Do you like to [activity] or [activity] with your classmate?
- Open-ended: Who do you want to take a photo of? What do you like to do with them?



# Writing



## ▶ Week 1 | You're Invited!

Children write and draw their own invitations to a celebration.

*Literacy: Writing*

### Materials

Construction paper, markers, coloring pencils, crayons, pens, pencils, scissors, glue, magazines, etc.

### Directions

Download and print examples of different kinds and styles of invitations (birthday party invitations, graduation, wedding, etc.). Remind children that we make invitations to parties to tell our guests everything they need to know. Invite them to design their own invitations for a classroom celebration. Encourage them to think about what they want the guests of their celebration to know. Provide the invitation examples as reference. Confer with children on their writing.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to the kind/style of invitation you want to make.
- Yes/No: Is your invitation for [occasion]? Are you inviting [name] to the party? Is your party happening [day/night, inside/outside, house/park/restaurant]?
- Either/Or: Is your invitation for [occasion] or [occasion]?
- Open-ended: What kind of party are you having? Who are you inviting to the party? What else do you need to tell your guests? What can you add to the end of that sentence to show you are done? Is there anything else you want to add? Change? Is there anything you want to take out?

## ▶ Week 3 | Party Food Recipe

Children write and/or draw recipes for cake or cupcakes.

*Literacy: Writing*

### Materials

Recipe cards, blank paper, variety of writing tools

### Directions

Download and print examples of different of recipes. Provide recipe cards or blank paper, and encourage children to write a recipe for a party food. Talk about the ingredients they will need and the steps to making the food. Provide the invitation examples as reference.

### Use what you know about each child's language skills to start conversations:

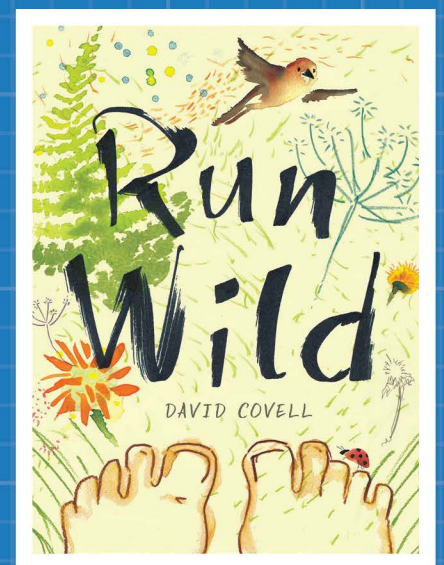
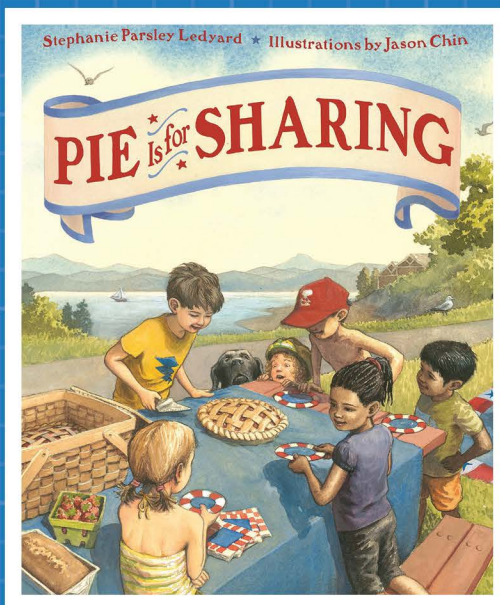
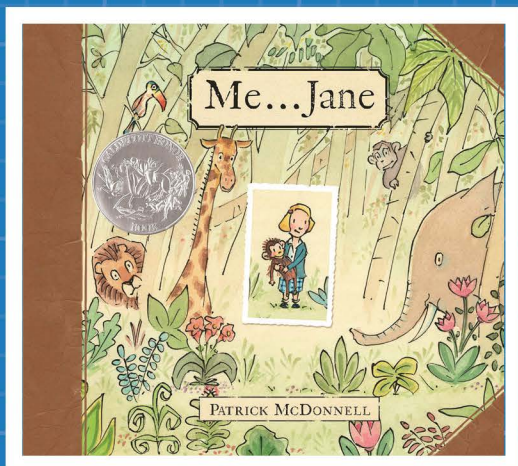
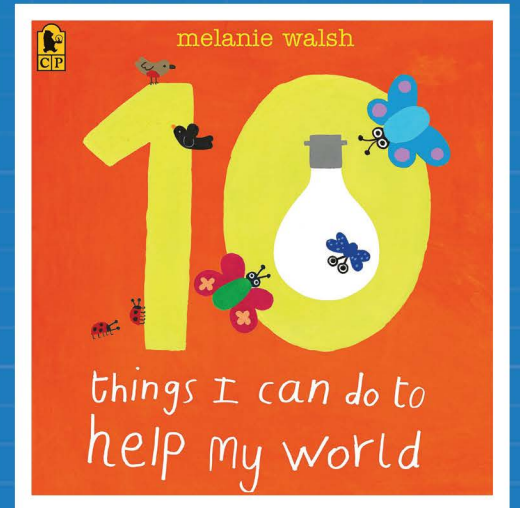
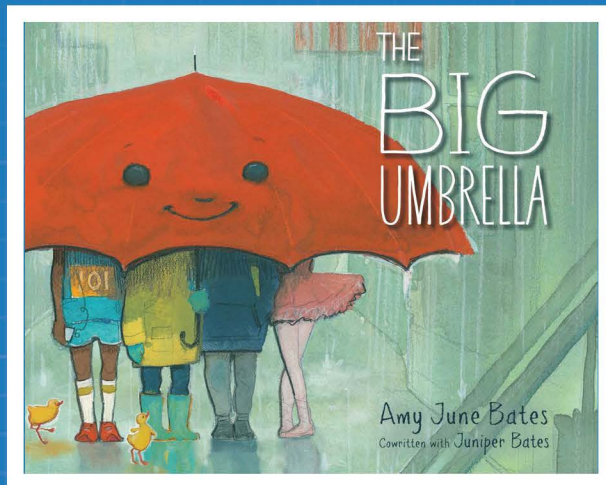
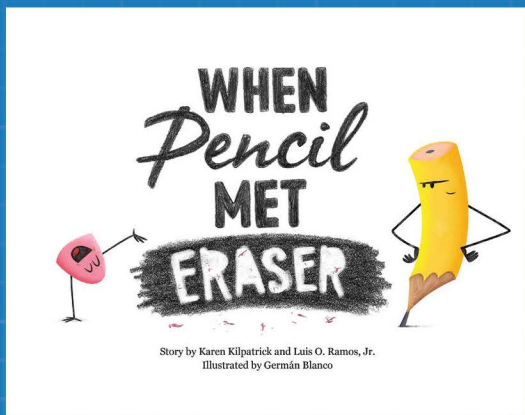
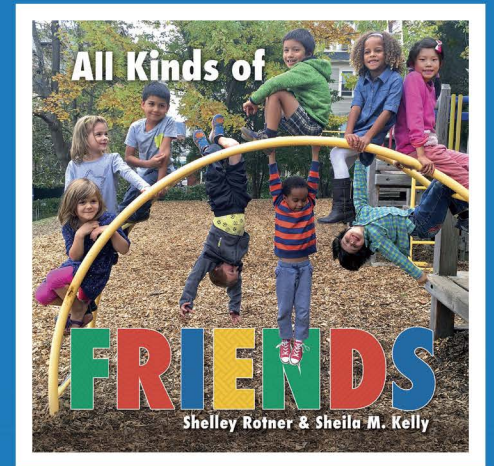
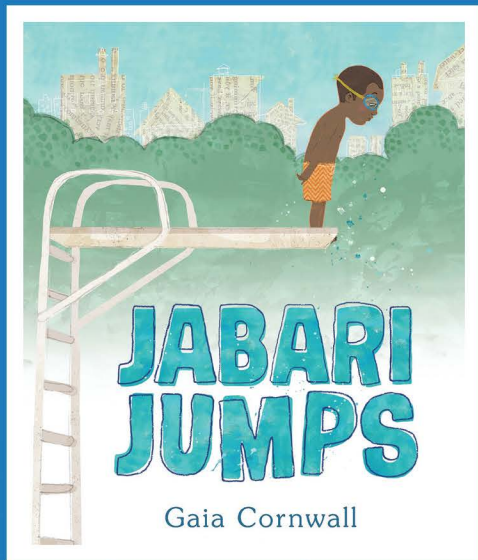
- Gesture: Point to the picture of something you want to make.
- Yes/No: Can we use [ingredient] to make your party food? Have you eaten this party food before?
- Either/Or: Would we use [ingredient] or [ingredient] to make it? What do we do first— mix ingredients or cook/bake?
- Open-ended: What ingredients do we need? What do we need to do first? What else could we make?







# BOOKS



The children's books suggested here are readily available through Children's Literacy Initiative, most school or public libraries, or your local school equipment supplier.

# Descriptions

## *Jabari Jumps*

- Written and illustrated by Gaia Cornwall
- Candlewick Press, 2017

As children begin this unit on celebrating what they have learned this year, they cheer on Jabari as he faces his fears to make his first jump off the diving board. During read alouds, children make predictions and think about the character's feelings. They discuss the importance of believing in and taking care of yourself.

### **Vocabulary**

- sprang: leaped, bounced up

## *When Pencil Met Eraser*

- Written by Karen Kilpatrick and Luis O. Ramos, Jr.
- Illustrated by German Blanco
- Imprint, 2019

Pencil loves to draw, filling whole pages with anything he imagines. But when Eraser comes along and wants to participate, Pencil is less than enthusiastic—until Eraser wins him over with a wonderful maze! This book about an unlikely friendship continues children's celebration of how we take care of each other. Children practice making inferences based on illustrations during read alouds, and they review ways to act kindly and solve problems by working together.

### **Vocabulary**

- stargaze: to spend time looking up at the night sky
- resist: to stop yourself

## *Me...Jane*

- Written and illustrated by Patrick McDonnell
- Little, Brown Books for Young Readers, 2011

This biography tells the story of scientist and conservationist Jane Goodall. As a child, with her stuffed toy chimpanzee in tow, Jane draws, writes, and observes the animals and plants around her in order to answer her insatiable questions about the world. As children learn about how Jane grew up, they practice making connections to Jane and to other living things in their world. Children also tap into their own curiosity as they ask questions about the book and the world.

### **Vocabulary**

- cherish: to love and protect
- curious: wanting to know more

## *She's Got This*

- Written by Laurie Hernandez
- Illustrated by Nina Mata
- HarperCollins, 2018

This inspirational book about perseverance shows how Zoe learns to excel at gymnastics. She finds the courage to keep on trying even after she falls off the balance beam. Children continue thinking about how confidence and persistence help us to take care of ourselves. During read alouds, they relate to the character's journey, while investigating their own perseverance and progress throughout the year in small groups.

### **Vocabulary**

- grip: to hold tightly or squeeze

## *The Big Umbrella*

- Written by Amy June Bates and Juniper Bates
- Illustrated by Amy June Bates
- Simon & Schuster, 2018

In this book, a red umbrella with a smiling face always has room for one more on a rainy day. As all kinds of community members seek shelter from the rain, the umbrella grows to accommodate the crowd. When the sun finally comes out, the community emerges from beneath the big umbrella. This book helps children to think about how inclusion is an important way that we take care of each other and show kindness.

### **Vocabulary**

- plaid: a pattern of lines that creates rectangles

## *Pie Is for Sharing*

- Written by Stephanie Parsley Ledyard
- Illustrated by Jason Chin
- Roaring Brook Press, 2018

In this community oriented book, a summer picnic shows us how the concept of sharing, so central to social emotional learning, touches almost every aspect of our lives. Illustrations show community members not only sharing food and toys, but also stories and time together. This book encourages children to think about different ways they share in the classroom. During read alouds, children practice making inferences from illustrations and thinking about how the characters feel.

### **Vocabulary**

- bandages: strips of material that protect boo-boos

## *All Kinds of Friends*

- Written by Shelley Rotner and Sheila M. Kelly
- Photographs by Shelley Rotner
- Millbrook Press, 2017

Friends can be funny, smart, athletic, and imaginative. We might know them from school or sports teams or as neighbors. They might be similar to us in some ways or different from us in other ways. In this photographic essay, page after page shows diverse, smiling children playing, reading, and being active together. This book celebrates human connection on a child's level as they begin reviewing ways we take care of each other.

## *10 Things I Can Do to Help My World*

- Written and illustrated by Melanie Walsh
- Candlewick Press, 2012

With bright, blocky illustrations, flaps to lift, and informative text, this book offers children practical suggestions for how they can take care of the Earth. As children revisit the idea of taking care of our environment, this book shows how small things can make a big difference, empowering children to try new ways of caring for their world. During read alouds, children practice identifying and summarizing what they have learned.

### **Vocabulary**

- reduce: to make less

## *Run Wild*

- Written and illustrated by David Covell
- Viking Books for Young Readers, 2018

With positivity and encouragement, this book celebrates the sheer joy of outdoor play, inviting children to celebrate their physicality. Children make predictions and perform some of the actions from the book during read alouds. They also discuss how friends can take care of each other during group play.

### **Vocabulary**

- shore: the beach, where the ocean meets the sand
- flowing: moving easily without stopping

# UNIT 10 WEEK

## Be Sure To...

- Set the tone for celebrating by creating a “party space” in the new dramatic play center.
- Give children opportunities to talk about how they have grown and changed (using artifacts, work samples, etc.).
- Discuss the different emotions they have learned about, and review the Anchor Chart: “Feelings.”

## Materials

- Construction paper
- Stationery, pencils, markers, and envelopes to make invitations
- Gift boxes, gift bags, wrapping paper, scissors, and tape
- Birthday cards, streamers, and party hats
- Index cards and chart paper

## Books

- *Jabari Jumps*
- *She’s Got This*
- *Blueprint Songbook*

## Charts

- Anchor Charts:
  - “Power of 3”
  - “Readers Can Say”
  - “Feelings”
- Unit Chart:
  - “Words We Are Learning” (make)

# How do we take care of ourselves?

We take care of our bodies and our feelings. We try to solve problems.

As children begin this unit on celebrating what they have learned, they review key aspects of the first element of the Power of 3: “taking care of ourselves.” They practice identifying and reviewing emotions as well as calming strategies. They revisit how believing in ourselves and continuing to keep on trying are important ways to take care of ourselves. They also play a game that gives them practice reading plus and minus signs and moving up and down a number line.

## Keep in Mind

- Remember to keep a copy of the “Letter and Numeral Formation Guide” near your Message Time Plus® board. It can be downloaded from the *Blueprint* website. As you pause to focus on letters and numerals to teach and/or review, consult this document for clarity and consistency. Repetition of these descriptions will support children as they learn letter names, sounds, and begin forming letters in their own writing. It will also support children as they learn numerals and form numerals in their own writing.
- Begin preparing your dramatic play center, “Party Time!,” for Day 3: Message Time Plus.



## Words We Are Learning

**sprang**  
leaped, bounced up

**celebrate**  
to show how happy you are about something

**grip**  
to hold tightly or squeeze



## Multilingual Learner Anchor Words

- take care of (review)
- feelings (review)
- ourselves
- yourself
- him/herself



## From the Songbook

### “If You’re Happy and You Know It”

This song was used in Unit 1 and will be featured again in Greeting Time. Copy the lyrics and send home to families.



## Trips & Visitors

Invite librarians from the local library to visit and speak to the children about upcoming summer programs. Or take a trip to the local library.



## Working with Families

Post this tip on your family bulletin board:  
Get your child a library card if they don’t already have one. Libraries often host lots of summertime activities.



**Remember** | <https://clibblueprint.org/resources-tx>

You can find downloads, videos, and more on the *Blueprint* website.

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Greeting Time</b>	Children sing “If You’re Happy and You Know It” and clap their hands.  <i>Literacy: Literate Attitudes and Behaviors</i>	Children change “happy” to “grumpy” and stomp their feet.  <i>Literacy: Literate Attitudes and Behaviors</i>	Children change “happy” to “confident” and say “I can do it!”  <i>Literacy: Literate Attitudes and Behaviors</i>	Children change “happy” to “calm” and take a deep breath.  <i>Literacy: Literate Attitudes and Behaviors</i>	Children change “happy” to “proud” and point to themselves.  <i>Literacy: Literate Attitudes and Behaviors</i>
<b>Movement Time</b>	Children play “Simon Says.”  <i>Physical Development: Gross Motor Skills</i>	Children change the game to “Jabari Says.”  <i>Physical Development: Gross Motor Skills</i>	Children play “Jabari Says.”  <i>Physical Development: Gross Motor Skills</i>	Children play “Jabari Says” with actions from the book.  <i>Physical Development: Gross Motor Skills</i>	Children play “Zoe Says” with gymnast actions.  <i>Physical Development: Gross Motor Skills</i>
<b>Talk Time</b>	Children review how we take care of ourselves.  <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss why we move safely.  <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss believing in themselves.  <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children remind a puppet how we can calm ourselves down.  <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children discuss how we keep on trying.  <i>Approaches to Learning: Persistence and Attentiveness</i>
<b>Message Time Plus</b>	Children identify the ending sound in words.  <i>Literacy: Phonological Awareness</i>	Children share what they do when they celebrate.  <i>Literacy: Listening and Speaking</i>	Children are introduced to the dramatic play center.  <i>Creative Arts: Dramatic and Performance Art</i>	Children create a list of what they want to learn.  <i>Literacy: Writing</i>	Children learn the word “grip.”  <i>Literacy: Vocabulary</i>
<b>Intentional Read Aloud</b>	Children make predictions.  <i>Literacy: Comprehension</i>	Children discuss the character’s feelings.  <i>Literacy: Comprehension</i>	Children discuss how Jabari takes care of himself.  <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children discuss the character’s feelings.  <i>Literacy: Comprehension</i>	Children discuss how the character takes care of herself.  <i>Social Emotional: Self-Awareness and Self-Concept</i>
<b>Small Group</b>	Children play the counting game “Jabari Jumps.”  <i>Math: Operations and Algebraic Thinking</i>	Children jump forward and backward in the game “Jabari Jumps.”  <i>Math: Operations and Algebraic Thinking</i>	Children use the zero card in a variation of “Jabari Jumps.”  <i>Math: Operations and Algebraic Thinking</i>	Children compare numerals in a variation of “Jabari Jumps.”  <i>Math: Operations and Algebraic Thinking</i>	Children play the board game “Jabari Jumps.”  <i>Math: Operations and Algebraic Thinking</i>
<b>Reflection Time</b>	Which responsibility under “Take Care of Ourselves” is easy for you?	How did you take care of your body today?	Which responsibility under “Take Care of Ourselves” did you get better at?	How did you take care of your feelings today?	How do we take care of ourselves?

## Centers To Launch

See Pages 14-25

- Art Center** | Paper Chain Decorations
- Dramatic Play Center** | Party Time!
- Library Center** | Celebration Book Box
- Math Center** | Candles on a Cake
- Writing Center** | You’re Invited!



### Greeting Time

Children sing “If You’re Happy and You Know It” and clap their hands.

**Literacy: Literate Attitudes and Behaviors**

**CONNECT** to celebrating the classroom community.

We have developed a kind and positive classroom community. It’s time to celebrate it!

When we first started school, one of the ways we built our classroom community was by singing songs together. Let’s revisit some of those songs in celebration.

**MODEL** and **INVITE** children to sing “If You’re Happy and You Know It.” **PROMPT** them to clap along.

Do you remember this song? Please join me.

If you’re happy and you know it,  
Clap your hands [clap two times].  
If you’re happy and you know it,  
Clap your hands [clap two times].  
If you’re happy and you know it,  
And you really want to show it,  
If you’re happy and you know it,  
Clap your hands [clap two times].

### Make & Prepare

- Review the tune of “If You’re Happy and You Know It” on the *Blueprint* website.

### Additional Material

- Blueprint Songbook*

### Supporting Multilingual Learners

Explicitly review the words “take care of” and “feelings” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



### Movement Time

Children play “Simon Says.”

**Physical Development: Gross Motor Skills**

**REVIEW** how to play “Simon Says.”

We just sang about being happy. Do you know what else makes me feel happy? Playing games together! Why don’t we play a game of “Simon Says?” Who can remind us how to play?

Yes, I will be Simon and tell you to do different movements. But only do the movement when I say, “Simon says!” Watch and listen carefully.

**PLAY** several rounds of the game without anyone getting “out.” **USE** previously taught vocabulary words (i.e. flutter, cuddle, squat).

Simon says stand up.

Simon says make space for your neighbors.

Simon says flutter your wings like butterflies.

Simon says give yourself a cuddle.

Squat down. Oops, I didn’t say, “Simon says!”

Simon says squat.

Simon says sit back down.

**INVITE** a volunteer to lead a round of “Simon Says.”

### Remember...

While the three components of Gathering Times flow, they do not need to occur one right after another. You might use one as a transition activity, you might repeat the song or movement, etc.

### “Simon Says”

Children may be familiar with a more competitive version of this game: if they do the movement when you don’t say “Simon says,” then they are “out” or excluded from continuing to play. However, in this more cooperative version of the game, children do not need to sit out if they make a mistake. They can keep participating, having more opportunities to develop their listening skills. Additionally, the game remains inclusive.



### Talk Time

Children review how we take care of ourselves.

**Social Emotional: Self-Regulation and Responsible Behavior**

**CONNECT** to the Power of 3.

As we played that game, you were taking care of yourselves by making space to move safely.

**GUIDE** children to read each responsibility under “Take Care of Ourselves” on the Anchor Chart: “Power of 3.”

Let’s read the ways we take care of ourselves on our “Power of 3” chart.

- Move safely.
- Say, “I can do it!”
- Calm down.
- Keep on trying.

**INVITE** children to share how they take care of themselves.

Think about these responsibilities. How do you take care of yourself?

**Launch the Unit Project: Celebrating the Power of 3.** Invite children to sign their names on the poster titled “We Take Care of Ourselves!”

We take care of ourselves in our classroom community. Let’s all sign our name on this poster to celebrate how we follow the Power of 3!

### Make & Prepare

- Launch the Unit Project: Celebrating the Power of 3. Create a poster on a piece of oaktag or chart paper, write “We Take Care of Ourselves.” Make sure there is room for each child to sign their name underneath or around it.

### Additional Materials

- Anchor Chart: “Power of 3”
- Markers

### Pencil Grip

Children at this age typically hold their pencil or crayon in a modified tripod grasp or five-finger pencil grasp where the wrist and hand control most of the movement. They are working toward the tripod pencil grip, often considered the “proper” pencil grip where the thumb, middle, and index fingers grasp the pencil. This type of grip usually develops around age five or six.

## Before

**REFLECT** on playing “Simon Says” during Movement Time.

During Movement Time, we played a favorite game, “Simon Says.” You worked hard to take care of yourself during the game. How did you show that? Yes, you moved safely in our room.

**STATE** that writers think about the beginning and ending sound in a word. **GUIDE** children to identify the beginning and ending sound in the word “room.”

We’ve learned that writers think about the beginning sounds in words before they write. What is the beginning sound in the word “room?” Yes, /r/. What letter makes the /r/ sound? Yes, the *letter r*.

Writers also think about the ending sound in words! They say the word and think about the ending sound. Say the word with me again: room. We know there is a /r/ sound at the beginning of the word. But what sound do you hear at the end of the word “room?” Yes, /m/. Say the word “room” again so we can hear the ending sound. Room. /m/.

What letter makes the sound /m/? Whisper the letter that says /m/ into your hands. What letter did you whisper? Yes, the *letter m*.

Let’s write the lowercase *letter m* in the palm of our hand. Drop down, make a hill, and make another hill. Listen for the word “room” in the message today. We will stop to listen for the ending sound and the letter when it’s time to write the word “room.”

## During

**DRAW** a child standing on the carpet. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of [child] standing on the carpet, ready to play “Simon Says.” They need to have enough room to move safely. How can I show that?

**Suggested message:** “We move safely in our room.”

**PAUSE** to focus on phonological awareness (ending sound in the word “room”).

I’m ready to write the word “room.” Let’s say that word again: room. What sound do you hear at the end of the word “room?” Yes, /m/. What letter makes that /m/ sound? Yes, the *letter m* makes the /m/ sound. When I write the lowercase *letter m*, I drop down, make a hill, and make another hill. Now you try writing it with your finger in the air.

**INVITE** children to reread the message with you.

## After

**RESTATE** that writers can think about the ending sound in a word. **GUIDE** children to identify the ending sound in the word “keep.”

We are working on listening to the ending sound of a word. Then we can think about which letter makes that sound and what the letter looks like. Let’s keep listening to ending sounds in words.

We also take care of ourselves when we keep on trying.

Think about the ending sound. Say the word: keep. What sound does the word “keep” end with? Yes, /p/.

Think about what letter makes that sound. Whisper it into your hand. Yes, the *letter p*.

Think about what that lowercase letter looks like. Yes, make a tail and bump out. Write the *letter p* in your palm.

**SUMMARIZE** listening for the ending sound in a word.

We can listen to the beginning sound and the ending sound in a word.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to practice the *letter p*.

Let’s practice writing the lowercase *letter p*, the ending sound of the word “keep,” in the palm of our hand again.



## Engaging Children

In this lesson, children are asked to “whisper in your hand.” This means they should hold the palm of their hand a few inches in front of their mouth, and say what they think in a quiet voice. This is a good strategy for giving all children a chance to voice their ideas and involving them in the lesson.

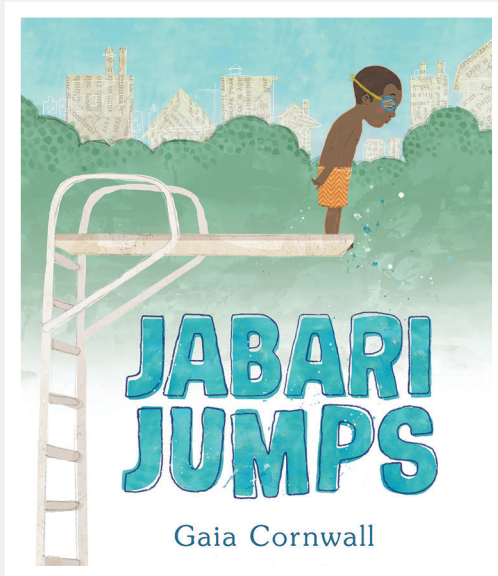
## Responding to Children

When choosing examples of words to use to reinforce beginning and ending sounds, remember those tricky letters! Children may confuse words that begin or end with the *letter k* and the hard sound of the *letter c* because these two letters make the same sound. If children identify the correct sound but not the correct letter, support their efforts. You may choose to expand your responses to include, “Yes, I hear that sound, too. In this word, that sound is spelled with the letter...”



## Keep it Going

While in line, invite children to continue playing the listening game from the MTP lesson. Say a word, then invite children to repeat the word. Focus on the ending sound. Use words that end with a consonant.



### Make & Prepare

- Review the ASL sign for “I predict” on the *Blueprint* website.
- Start a unit chart titled “Words We Are Learning.”

### Additional Materials

- Anchor Chart: “Readers Can Say”
- Anchor Chart: “Power of 3”

### Words We Are Learning

sprang: bounced up, leaped

### Jumping with Children

Anytime you introduce kids to jumping, they may want to “extend their own learning” by jumping off everything in the classroom! Be proactive and identify objects that they can jump off of in the classroom (“Here are items we are allowed to jump off of, such as this block and this...”) and objects they can jump off outside.

### Making Predictions

The author writes one outcome in a book, but as readers we can imagine something else happening instead. Empower children to use their imaginations and knowledge about the world to envision alternate plot lines.



### Before

**CONNECT** to the Power of 3. **GUIDE** children to jump three times.

In our classroom community, we take care of ourselves. One way we do this is by moving safely [point]. Let’s move safely. Please stand and make space for your neighbors. Let’s jump three times. Count along: one, two, three! Please sit.

**SHOW** the cover. **ASK** children what they notice. **ACTIVATE** children’s knowledge about diving boards.

Today we are going to read a book about a big jump. The title is *Jabari Jumps*, written and illustrated by Gaia Cornwall. Look at the cover. What do you notice?

This is Jabari [point]. Do you know what this is called [point to the diving board]?

Yes, a diving board. What is a diving board? Yes, a person climbs up a ladder, jumps off the board, and lands in a swimming pool. Have you ever seen a diving board? Have you ever jumped off of one?

**INVITE** children to make a prediction. **PROMPT** them to use the sign and sentence stem, “I predict.”

What do you think will happen in this book? If you would like to share your prediction, sign “I predict” [demonstrate]. You can say, “I predict...”

Let’s read to find out what happens in *Jabari Jumps*!

### During

**PAUSE** after “A tiny rest sounded like a good idea.” **RECAP** the book so far. **INVITE** children to make a prediction. **REMIND** them to use the sign and sentence stem, “I predict.”

Readers, what has happened in this book so far? Yes, Jabari plans to jump off the diving board for the first time. But when he arrives at the bottom of the ladder, he doesn’t climb up. Instead, he lets the other children go up. When he does start to climb, he pauses. His dad suggests that he take a rest.

What do you think will happen next? If you want to share your prediction, sign “I predict.” Say “I predict...”

**PAUSE** after “‘I love surprises,’ he whispered.” **INVITE** children to turn and talk about their predictions. **ENCOURAGE** them to use the sentence stem, “I predict...”

Jabari climbed all the way up the ladder. Here he is standing at the edge of the diving board, looking down at the swimming pool. I wonder if he is going to jump off the diving board? What do you think he will do next?

Turn and talk with a partner about your predictions. When it is your turn to talk, you can say, “I predict...”

**PAUSE** after “Flying!” **DEFINE** “sprang.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

What did Jabari do? Yes, he leaped off the diving board. He sprang up! Can you say “sprang?” Let’s find the syllables or beats in that word: sprang. When Jabari sprang, he bounced up! Let’s add “sprang” to our new list of words we are learning. Do you know any other words that mean the same thing?

### After

**MODEL** and **INVITE** children to pretend to jump off a diving board.

How would you like to jump off a diving board like Jabari? Please stand and make space to move safely.

First, let’s climb up the ladder, using our hands and feet to step up the rungs. Next, stand at the edge of the board. Imagine you are looking at the pool. Now, spread your arms, bend your knees, and take a deep breath in. Let’s count to three: one, two, three! Jump! Splash!

Now that you sprang off the diving board, how do you feel?



## Build Interest

**CONNECT** to reading the book *Jabari Jumps*. **INVITE** children to stand and practice a jump.

How would you like to jump off a diving board like Jabari? Please stand and make space to move safely.

First, let’s climb up the ladder using our hands and feet to step up the rungs.

Next, stand at the edge of the board. Imagine you are looking at the pool.

Now, spread your arms, bend your knees, and take a deep breath in...

Let’s count to three: one, two, three! Jump! Splash!

## Build Understanding

**POINT** to the paper diving board number line. **MODEL** how to jump forward from line to line. **INVITE** children to jump from line to line in order from one to ten.

Take a look at the “diving board” on the floor. What do you notice?

Yes, the diving board has lines. Each line has a numeral on it from 1 to 10. And, just like a number line, these lines on the diving board are in order. Watch as I jump to move along the diving board. I start at the *X* [point], and I jump to the numeral 1, then 2...

Who would like to stand here on the *X* [point] and jump along the lines on the diving board?

**EXPLAIN** the game “Jabari Jumps.” **SELECT** a plus card and move forward on the diving board number line that many times. The goal of the game is to land exactly on the numeral 10.

Let’s play the game “Jabari Jumps.” For this game, we are going to use these cards [show]. What do you notice?

Yes, they have a plus sign [show] and a numeral. If you pick a card that says “+3” that means you jump forward three times.

**SHOW** another card to give children practice reading and understanding them.

What does this card [show] tell you to do?

**EXPLAIN** the goal. **START** the game.

We will start on the *X*, and our goal is to land exactly on 10. Who wants to start by standing on the *X*? Who wants to turn over the cards?

**BRAINSTORM** with children what to do if a card takes you past line 10. **DECIDE** what to do together (e.g. choose a different card).

What card would get [child] to land on the 10? What should we do if the next card gets [child] past the 10?

**CONTINUE** playing one game together.

## Build Experience

**GIVE** children time to play the game again. **ENCOURAGE** multilingual children to play with partners who speak the same home language.

With your partner, take turns playing the game “Jabari Jumps.” One child can jump forward while the other child turns over the plus cards. Remember, when you get close to the 10, it gets challenging! What are you going to do if you get a card that takes you past 10?

**SUMMARIZE** playing the game “Jabari Jumps.”

We jumped forward along the number line. Let’s share:

- Did you enjoy the game?
- How did you figure out which number to wait for so that you would land on 10?

## Make & Prepare

- Have the book *Jabari Jumps* ready. Mark the page that begins “I’m a great jumper” with a sticky note.
- Using butcher block or construction paper, create a paper “diving board.” Draw horizontal lines along the diving board and label each one with a numeral from one to 10. For durability, consider laminating it. Tape it to the ground. Create two to three paper “diving board” number lines to reduce wait time.
- Create a separate starting point. Label it with an *X*.
- Create two to four sets of plus cards using index cards. Write +1, +2, +3 on several of them. Shuffle them.



## Remember to Save

- Save all materials for Small Group Days 2 through 4.



## Build Background Knowledge

Support children as they look along the number line and count to determine how many more jumps they need to get to 10. Encourage them to test out the amount of jumps on a plus card to see if it is too many, too few, or just the right number to get them to 10. Encourage children to verbalize what they are doing.



## Stretch their Thinking

Invite children to represent the number combinations they jumped on paper.

## Listen/Look For

- Do children follow the directions of the game?
- Do children count to find out how many more jumps they need until they get to 10?

## The Starting Point

We suggest using an *X* as a starting point, but you could also use an *O*.

## Vary the Activity

If space is limited, do the activity outside. Or, design a smaller version of this activity and tape the paper diving board on the tabletop. Invite children to use their fingers to jump along the number line.

## Greeting Time

Children change “happy” to “grumpy” and stomp their feet.

*Literacy: Literate Attitudes and Behaviors*

**REFER** to the Anchor Chart: “Feelings.”  
**PLAY** “I Spy” for “grumpy.” **REVIEW** what grumpy means. **INVITE** children to show you how they look when they are grumpy.

In our classroom community, we know there are many different feelings. Look at our Anchor Chart: “Feelings.”

I spy a word that describes how you feel when you are in a bad mood. What feeling is it?

Yes, grumpy! How does your face look when you feel grumpy? How does your body look?

**CHANGE** the words to “If you’re grumpy and you know it.” **PROMPT** children to stomp their feet.

I see some of you stomping your feet. Let’s sing a song about feeling grumpy. Sometimes when you feel grumpy you stomp your feet.

If you’re grumpy and you know it,  
Stomp your feet [stomp two times].  
If you’re grumpy and you know it,  
Stomp your feet [stomp two times].  
If you’re grumpy and you know it,  
And you really want to show it,  
If you’re grumpy and you know it,  
Stomp your feet [stomp two times].

## Materials

- *Blueprint Songbook*
- Anchor Chart: “Feelings”

## Non-Verbal Communication

Giving children practice with expressing their own and interpreting other people’s facial expressions and body language helps them to develop their non-verbal communication skills.



## Movement Time

Children change the game to “Jabari Says.”

*Physical Development: Gross Motor Skills*

**REVIEW** how to play “Simon Says.”  
**CHANGE** the game to “Jabari Says.”

We just stomped our feet. Let’s move our bodies in a game of “Simon Says.” Who can remind us how to play?

Yes, you only do the movement when I say, “Simon says”! But today instead of Simon, I am going to be Jabari [hold up puppet] from *Jabari Jumps* [show book]! So listen carefully to hear me say, “Jabari says.”

**PLAY** several rounds without anyone getting “out.” **MODEL** the movements. **USE** previously taught vocabulary words (i.e. twirl, flap, shimmy).

Jabari says stand up.

Jabari says make space for your neighbors.

Jabari says twirl one time.

Flap your elbows. Oops, I didn’t say, “Jabari says!”

Jabari says flap your elbows.

Jabari says shimmy your shoulders.

Shake your hips. Oops, I didn’t say, “Jabari says!”

Jabari says shake your hips.

Jabari says sit back down.

**INVITE** a volunteer to lead a round of “Jabari Says.”

## Make &amp; Prepare

- Draw your own Jabari. Laminate and attach to a craft stick to make a puppet.

## Additional Material

- The book *Jabari Jumps*

## Remember to Save

- Jabari puppet to use in Movement Time Days 3 and 4



## Talk Time

Children discuss why we move safely.

*Social Emotional: Self-Regulation and Responsible Behavior*

**CONNECT** playing “Jabari Says” to the Power of 3.

In that game of “Jabari Says” you moved different body parts in different ways. I noticed that you were taking care of yourselves by moving safely. That is a responsibility on our Power of 3 [point]. Let’s read it together: Move safely.

**DISCUSS** what it means to move safely, and how it helps us to take care of ourselves. **USE** a few of the suggested questions below.

- What does it mean to move safely?
- What could happen if we didn’t move safely?
- How does moving safely help us to take care of ourselves?
- How do you move safely?

When we are careful about how and where we move, we can make sure we don’t get hurt. Moving safely helps us take care of our bodies.

We move safely in our classroom community!

## Material

- Anchor Chart: “Power of 3”

## Keep It Going

- Invite children to trace their bodies outside using sidewalk chalk. They can trace each other in action poses (hopping, running, etc.). They can cover their outline with sticks or other natural materials. They can measure how long/tall they are.



## Before

**CONNECT** to the book *Jabari Jumps*. **FOCUS** on how Jabari and his dad celebrate Jabari's accomplishment.

We read this book *Jabari Jumps* [show cover]. Do you remember the problem in the book?

Yes, Jabari was afraid to jump off the diving board. But by the end of the book, he is able to. Look at this page [show the marked page]. What do you notice about Jabari and his dad?

They are smiling and their arms are raised as if they are cheering. They look happy. They are celebrating because Jabari was able to jump off the diving board! Let's all raise our arms and celebrate with them.

**DEFINE** the word "celebrate." **ADD** the word to the Unit Chart: "Words We Are Learning." **INVITE** children to share words they know that mean the same thing (in English or their home language).

When you celebrate, you show how happy you are about something. You might cheer like Jabari and his dad. Let's add the word "celebrate" to our list of words we are learning. Do you know any words that mean the same thing?

There are lots of ways to celebrate. For the message today, I'm going to ask, "How do we celebrate?" Then we will share our ideas.

## During

**DRAW** a picture of a boy with his arms raised above his head in a cheer. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I am going to draw Jabari cheering. How should I draw his arms?

**The message:** "How do we celebrate?"

**PAUSE** to focus on vocabulary (the word "celebrate").

I want to write the word that means showing you are happy about something. What word do I want to use [encourage children to recall the word "celebrate"]? Yes, "celebrate" means to show you are happy.

**FINISH** writing the message. **INVITE** children to reread the message with you.

## After

**INVITE** a volunteer to find the word "celebrate" in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word "celebrate" in the message? How do you know that is the word "celebrate?" What does it mean?

**ENGAGE** children in a discussion about what people do to celebrate.

There are lots of different things people do to celebrate. What are other ways we celebrate in our classroom community?

Let's try a few [guide children to: clap, dance, give a high-five, etc.]. These are all ways that we celebrate!

**SUMMARIZE** the celebration discussion.

Today we talked about what different ways people celebrate. You shared that you like to... [dance, eat, sing, play games, etc.].

**REREAD** the message one more time.

**[Transition]** **INVITE** children to continue celebrating.

Dancing is one way people celebrate. Let's dance our way off the rug today!



### Make & Prepare

- Have the book *Jabari Jumps* ready. Mark the page that begins "Jabari! You did it! said his dad" with a sticky note.

### Additional Material

- Unit Chart: "Words We Are Learning"



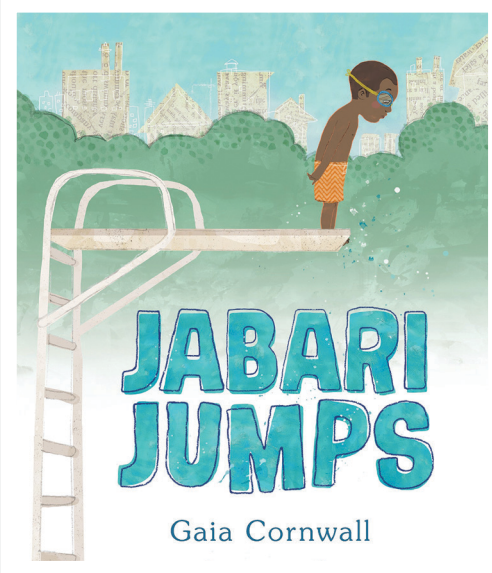
### Words We Are Learning

celebrate: show how happy you are about something



### Keep it Going

- Throughout the day, encourage children to celebrate when they do something they are proud of. Did anyone go down the slide at the playground for the first time? Did anyone cross the monkey bars after several attempts?
- Gather a small group of children. Write the word "celebrate" in the middle of a word web. Invite children to think of other words associated with celebrations, such as cheer, proud, excited, and happy.
- Join children in the library center. Provide them with books about different celebrations and holidays. Do they share any of the holidays or celebrations? Did they see a new holiday or celebration that they are curious about?



### Material

- Anchor Chart: "Feelings"

### Anchor Charts

Anchor charts are one of the most effective, engaging, and child-friendly ways to support instruction and reinforce key concepts, skills, and vocabulary. When they are created with children, anchor charts can capture children's thinking and learning. Anchor charts also serve as a resource for children as they become increasingly independent learners. Try to make anchor charts portable so both you and children can access and reference them often. Reflect on your use of anchor charts this year. Which charts were most helpful for supporting your children's instruction? Which charts would you make again next year? How would you use them differently? How would you adapt them?

### Responding to Children

It is important to plan your stopping points in a read aloud, but be mindful of the children's needs and responses. If they are truly engaged and need to talk, make time for them to do so. Be flexible with the implementation of your lesson and always consider teachable moments.

### Keep It Going

- Invite children to think about the pool water. Do they think the water is cold or hot? Is it wet or dry? Can we breathe underwater? What animals have gills and can breathe underwater?



### Before

**FOCUS on the cover. ASK children how they think Jabari feels. SET THE FOCUS: To notice how Jabari feels. REFER to the Anchor Chart: "Feelings."**

We read *Jabari Jumps*. In this book, Jabari jumps off the diving board for the very first time. Take a look at the front cover. How do you think Jabari feels? How do you know?

Yes, he is looking down from the diving board. It's high up. Maybe he is feeling nervous or afraid.

Does he stay nervous throughout the whole book?

As we reread *Jabari Jumps* today, let's notice how Jabari feels and how his feelings change. You can use the "Feelings" chart to help you.

### During

**PAUSE after "They looked up at the diving board together." DISCUSS how Jabari feels.**

At first, Jabari doesn't want to climb up the ladder. When he does start climbing up, he comes back down. I wonder how Jabari feels? What do you think? Why?

Jabari probably feels scared to jump off the diving board. Maybe he is nervous or worried about falling down since it is so high. Have you ever felt nervous? Can you show a nervous expression?

**PAUSE after "'I love surprises,' he whispered." DISCUSS how Jabari feels.**

Now that Jabari finally made it to the edge of the diving board, how do you think he feels? Why?

He feels ready now. Since he believes in himself, he feels confident that he can do it [refer to the Anchor Chart: "Feelings"].

He also turned the feeling of being scared into the feeling of being surprised, and he loves surprises. So maybe he feels excited to jump now! What does your expression look like when you feel excited?

**PAUSE after "'I did it!' said Jabari. 'I'm a great jumper!'" DISCUSS how Jabari feels.**

Jabari sprang off the diving board into the swimming pool! How do you think he feels now? Why?

Yes, he feels happy. We can tell because he has a huge smile on his face! He and his family members are lifting up their arms like they want to shout, "Hooray!" Let's all lift our arms and say, "Hooray!"

Jabari also feels proud of himself. Now that he did something he wasn't sure he could do, it makes him feel so good inside. Can you feel that feeling of "wow" inside? Show how your face looks when you feel proud!

### After

**GUIDE children to act out jumping off a diving board. ENCOURAGE them to make expressions to show different feelings they can have along the way.**

Let's pretend to jump off the diving board. We can make expressions to show different feelings we can have, just like Jabari. Please stand and make space for your neighbors.

Look all the way up at the diving board. How do you feel? Use your face to show it...

Climb up the ladder. Stand at the edge of the diving board. Look down at the pool. How do you feel now? Can you show it on your face?

It's almost time to jump. Spread your arms, bend your knees, and take a deep breath in from the ends of your hair right down to the tips of your toes.

On the count of three: one, two, three... Jump! Splash! You're in the water! Can you show how you feel?

## Build Interest

### PRACTICE jumping.

Let’s warm up for the game by doing some jumping. Please stand up. Take care of yourself. Make some space around you so you can jump safely.

- Can you jump forward [point] once?
- Can you jump backward [point] once?
- Can you jump to the side [point] once?
- Can you jump to the other side [point] once?

## Build Understanding

### REVIEW the game “Jabari Jumps.”

We are going to play “Jabari Jumps” again. Who can remind us how to play?

Yes, we start at the  $X$ , select a plus card [show] and jump that many times on the lines on the diving board [point]. Our goal is to land exactly on 10.

**EXPLAIN the variation on the game: cards may tell them to go forward or backward. The goal remains the same (to land exactly on the numeral 10).**

We are going to play the game again. We will use the same diving board [point]. We will use our plus cards [show]. They tell us to jump forward. But we have some new cards [show]. What do you notice?

Yes, they have a minus sign. If you get one of these cards, you have to jump backward that many times.

### PLAY one round together.

Let’s play the game together!

Where should [child] start?

What does the first card tell [child] to do? Move forward or backward?

**BRAINSTORM with children what to do if they get a minus card when they are standing on the  $X$  (or another numeral that doesn’t allow them to jump backward that many times). DECIDE what to do together (e.g. choose a different card). CONTINUE playing one game together.**

## Build Experience

**GIVE children time to play the game again. ENCOURAGE multilingual children to play with partners who speak the same home language.**

With your partner, take turns playing the game “Jabari Jumps.” One child can jump forward while the other child turns over the cards. Remember, we have new cards! The plus card tells you to move forward on the diving board. But, the minus card tells you to move backward.

**SUMMARIZE playing the game with plus and minus cards.**

We jumped forward and backward along the diving board number line. Let’s share:

- What was it like playing our game?
- Did you get to 10? How?

## Make & Prepare

- Create two to four sets of minus cards using index cards. Write  $-1$ ,  $-2$ ,  $-3$  on several of them. Shuffle them together with the plus cards.

## Additional Materials

- Diving board number lines.
- Plus (+) cards



## Build Background Knowledge

Start with just  $-1$  on the cards and then add  $-2$  and  $-3$  slowly as children use the plus (+) and minus (-) cards to play the game.



## Stretch their Thinking

Add  $+4$  and  $+5$  to the set of cards.

## Listen/Look For

- What do children understand about moving forward and backward along the number line?
- Do children say “plus” and “minus” as they read the cards?

## Interacting with Children

Parallel talk is a strategy for developing children’s oral language skills. When you use parallel talk, you are narrating what children are seeing, hearing, and doing. For example, in this lesson, you can say, “I see that you moved forward, not backward, when you flipped over a plus card.” Use parallel talk when interacting with children, so they hear you modeling language.

## Talk Time

Children change “happy” to “confident” and say “I can do it.”

**Literacy: Literate Attitudes and Behaviors**

**REFER to the Anchor Chart: “Feelings.”**  
**PLAY “I Spy” for “confident.”** **REVIEW** what confident means. **INVITE** children to show a confident expression.

In our classroom community, we know there are many different feelings. Look at our Anchor Chart: “Feelings.”

I spy a word that describes how you feel when you believe in yourself. What feeling is it?

Yes, confident! How does your face look when you feel confident? How does your body look?

**MODEL and PROMPT children to lift up both arms and say, “I can do it!”**

I see children standing up tall and puffing up their chests. Some are smiling. When you feel confident you might say, “I can do it!” Let’s lift our arms and say, “I can do it!”

**CHANGE the words of the song to: “If you’re feeling confident, sing ‘I can do it!’”**

Let’s sing about feeling confident.

If you’re feeling confident,  
Sing “I can do it [sing ‘I can do it!’]!”  
If you’re feeling confident,  
Sing “I can do it [sing ‘I can do it!’]!”  
If you’re feeling confident,  
And you really want to show it,  
If you’re feeling confident,  
Sing “I can do it [sing ‘I can do it!’]!”

## Materials

- *Blueprint Songbook*
- Anchor Chart: “Feelings”



## The Anchor Chart: “Feelings”

This chart was referred to multiple times throughout the curriculum. Reflect on its use. How did you use it? How did children use it? Was it visible and accessible for children? Were the words and pictures portable so when children were focusing on a certain feeling, they could easily be pulled down? Was it multilingual to show all children that their languages and cultures were valued? How will you use this chart next year? What adaptations will you make?

## Movement Time

Children play “Jabari Says.”

**Physical Development: Gross Motor Skills**

**REVIEW** how to play “Jabari Says.”

We just raised our arms with confidence. Let’s move our bodies more in a game of “Jabari Says.” Who can remind us how to play?

Yes, it’s like “Simon Says” but with Jabari [hold up puppet] from *Jabari Jumps* [show book].

**PLAY several rounds, without anyone getting “out.”** **MODEL** the movements. **USE** past vocabulary words (i.e. scurry, stir, flutter, pause, etc.).

Jabari says stand up.

Jabari says make space for your neighbors.

Jabari says scurry in place.

Jabari says pause.

Jabari says stir your hips around.

Stir your hips the other way. Oops, I didn’t say, “Jabari says!”

Jabari says stir your hips the other way.

Jabari says sit down.

Flutter your knees up and down. Oops, I didn’t say, “Jabari says!”

Jabari says flutter your knees.

**INVITE a volunteer to lead a round of “Jabari Says.”**

## Materials

- Jabari puppet
- The book *Jabari Jumps*

## Reinforcing Vocabulary

Using robust vocabulary with children is essential to their growth as learners. Use words that were already taught to reinforce children’s understanding of them. The words “scurry,” “stir,” and “flutter” are all words that have been explicitly taught in previous units.

## Talk Time

Children discuss believing in themselves.

**Social Emotional: Self-Awareness and Self-Concept**

**CONNECT to the Power of 3.**

When playing “Jabari Says” how did you take care of yourself?

Yes, moving your body safely is one way we take care of ourselves. Let’s look at other ways on our Anchor Chart: “Power of 3.”

**DISCUSS how we take care of ourselves when we say, “I can do it!”**

Another responsibility is that we say, “I can do it!” We sang that together in Greeting Time. When you say, “I can do it!” how are you taking care of yourself?

Yes, you are believing in yourself. If you are doing something new or challenging, you can remind yourself that you can do it.

**SHARE an example of a child showing a “can do” attitude (an example is given below).** **INVITE children to share their own experiences.**

The other day, I saw [name] trying to play a new game. At first she didn’t know how to play, but she told herself, “I can do it!”

When have you taken care of yourself by saying, “I can do it!”?

## Material

- Anchor Chart: “Power of 3”

## Brain Break

You may sometimes notice behaviors that signal your children are having trouble focusing. Some behaviors may include: lack of attention, increased activity, or sleepiness. These can be signs that your children need a brain break. It may be time to move on to a different activity!

## Before

**CONNECT** to a shared celebration you have had with the children (a child's birthday party, school celebration, etc.). **INVITE** children to share memories of the experience.

Sometimes when you are celebrating something, you have a party!

- Do you remember when we [name event or milestone]?
- What did we do to celebrate [event]?
- What did you enjoy about the party?

**TELL** children they are going to help transform the dramatic play center into a party.

Today we are going to discuss turning our dramatic play center into a party. I'll need your help! Watch as I write the question, "How can we make a party space?" Then we will brainstorm ideas to help us design the party dramatic play center.

## During

[Draw and write on chart paper.]

**DRAW** a picture of a party hat. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I'm going to draw a party hat. Should it have some designs on it?

**The message:** "How can we make a party space?"

**PAUSE** to focus on concepts of print (using a question mark).

I just finished writing a question. To show that the question has ended, I am going to add a question mark. Watch as I write a question mark. Curve around, drop down, and dot. Now you try writing a question mark with your finger in the air.

**FINISH** writing the message. **INVITE** children to reread the message with you.

## After

**INVITE** children to brainstorm what they might need to set up a party in the dramatic play center. **LIST** their ideas.

Let's create a party in our dramatic play center.

- What kind of party is this?
- What are some items we might need?
- What other supplies could we use?
- What signs will we need?

**SHARE** some items. **DISCUSS** what children might do at the new dramatic play center.

- How can you use these items?
- How might you work with each other?
- What job might you pretend to have?

**SUMMARIZE** the ideas generated about designing the party time dramatic play center.

Designing a party is fun! We came up a great list of ideas.

**REREAD** the message one more time.

[Transition] **INVITE** children to share what they are most excited about trying at the new dramatic play center.

What are you most excited to do or try at the party time dramatic play center?



How can we make a party space?

**Note:** The message should be written on chart paper.

## Make & Prepare

- Make space for the new dramatic play center. Collect some items to launch it but leave room for children to co-design it. See Centers: "Dramatic Play" (page 18) for suggestions.

## Additional Materials

- Chart paper
- Markers

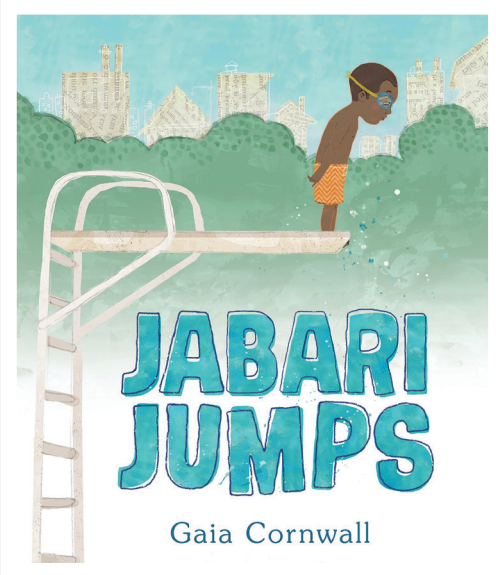
## Connecting MTP Lessons

Today you will write the *letter p* when you write the word "party." If you highlight a different letter today or any day, consult the "Letter and Numeral Formation Guide" on the *Blueprint* website. As you use letters in your message that you have previously taught, take time to invite children to attend to its sound. This quick incidental review reinforces children's phonological awareness.



## Keep it Going

- Join children in the dramatic play center. Are they using an idea that they came up with during the MTP lesson? Are they using the party space in a different way? If so, invite them to tell you about it and add it to the chart.
- Gather children in a small group. Provide children with objects that would be found at a party and objects that are not. Invite children to name the objects and sort them into two groups. Can they tell you why something belongs at a party and why something won't belong at a party?
- There are many words that are used to describe a party. Invite children to share other words for party that they have heard or used. Have they heard of a celebration? A fiesta? A gathering? Create a list or search the web together.



### Make & Prepare

- Familiarize yourself with the ASL sign for Power of 3 on the *Blueprint* website.

### Additional Material

- Anchor Chart: “Power of 3”

### When Children Turn and Talk

Children may turn and talk about ideas that seem off-topic to you. Delve into their conversation to find out what prompted their thinking. You can also gently redirect the conversation. You might repeat the question or prompt. Begin thinking aloud about the topic at hand, and then invite children to continue building on the idea.

### Executive Function

Teaching relaxation strategies, such as how to calm yourself down or to find a moment of mindfulness, helps children develop cognitive flexibility and self-regulation skills.

### Multilingual Learner

We use this term as an umbrella for any child who speaks, reads, writes, and thinks (or is learning to speak, read, write, and think) in more than one language. We use this term rather than “bilingual” because we recognize that many children live their lives in more than two languages (e.g. a child of Guatemalan descent who reads bedtime stories in Spanish with their parents, speaks Ki’che’ with their grandparents, and is learning in English at school). We use the term “new English learners” to refer to multilingual children who are new to learning English. They might speak, read, write, and/or think in more than one language at home. But in school, they are beginning to learn English.



### Before

**CONNECT** to the Power of 3. **ASK** children to name ways we take care of ourselves.

We have been talking about the Power of 3. What are some ways we take care of ourselves?

**SET THE FOCUS:** To notice how Jabari takes care of himself.

I wonder how Jabari follows the Power of 3? As we reread *Jabari Jumps* today, let’s notice how Jabari takes care of himself.

### During

**PAUSE** after “so I’m not scared at all.” **DISCUSS** how Jabari takes care of himself. **FOCUS** on how he says, “I can do it!” **INVITE** children to share what they feel confident about doing.

Jabari knows how to swim, and he is a great jumper. He feels ready to jump off the diving board. Look at our Anchor Chart: “Power of 3.” How is he taking care of himself?

Yes, Jabari believes in himself. He feels confident about swimming and diving. He says to himself, “I can do it!” That’s part of the Power of 3 [point to Anchor Chart: “Power of 3”]. What do you feel confident that you can do well?

**PAUSE** after “Jabari took a deep breath... to the tips of his toes.” **DISCUSS** how Jabari takes care of himself. **FOCUS** on how he calms down. **GUIDE** children to practice the breath exercise.

How is Jabari taking care of himself here?

Yes, he is calming himself down! [point to Anchor Chart: “Power of 3”] He was feeling scared to jump off the diving board. So he decided to take care of himself with a moment of mindfulness. He takes deep breaths to calm himself down.

We practice Mindful Moments, too. Let’s practice breathing like Jabari. Please stand.

Imagine that you are getting ready to climb the ladder. Take a long, deep breath in. Feel it fill your body from the ends of your hair right down to the tips of your toes. And now slowly let your breath out. How do you feel? Let’s sit back down.

**PAUSE** after “‘I love surprises,’ he whispered.” **DISCUSS** how Jabari takes care of himself. **FOCUS** on how he keeps on trying to solve his problem. **PAGE** back to previous pictures for visual support.

Jabari finally made it to the edge of the diving board. Why do you think he did not get up here sooner? Yes, he was scared and nervous to try it for the first time.

But did he just give up? No! How did he take care of himself?

Yes, Jabari kept on trying! [point to Anchor Chart: “Power of 3”] First, he started to climb up the ladder but then came down and took a rest. Next, he stretched his body. Then he talked with his dad. Last, he used his breath to calm himself down. Jabari tried a few different ways to solve the problem.

### After

**INVITE** children to turn and talk about how Jabari takes care of himself.

Think about how Jabari follows the Power of 3 in this book. Turn and talk with a partner about how he takes care of himself.

Jabari takes care of himself, just like we take care of ourselves! That’s the Power of 3 [sign]!



## Build Interest

### PRACTICE diving board jumps.

Let’s warm up for the game by doing some diving board jumps. Please stand up. Take care of yourself. Make some space around you, so you can jump safely.

- Can you jump forward [point] twice?
- Can you jump backward [point] twice?
- Can you jump to the side [point] twice?
- Can you jump to the other side [point] twice?

## Build Understanding

### REVIEW the game “Jabari Jumps.”

We are going to play “Jabari Jumps” again. Who can remind us how to play?

Yes, we start at the  $X$ , select a plus card [show] or a minus card [show], and jump that many times along the diving board. Our goal is to land exactly on 10.

### EXPLAIN the addition of the zero card to the game: the zero card tells them not to move at all. The goal remains the same (to land exactly on the numeral 10).

We are going to play the game again. We will use the same diving board [point]. We will use our plus cards [show] and our minus cards [show]. But we have a new card: the zero card [show]. If you get that card, you do not move forward or backward.

### PLAY one game together. REVIEW the decisions the group made around any problems that occur (not enough space to go backward, etc.).

Let’s play a game together!

- Where should [child] start?
- What does the first card tell [child] to do? Move forward, backward, or not at all?

## Build Experience

### GIVE children time to play the game again. ENCOURAGE multilingual children to play with partners who speak the same home language.

With your partner, take turns playing the game “Jabari Jumps.” One child can jump forward while the other child turns over the plus, minus, and zero cards. Remember, we have new cards! The plus card tells you to move forward on the number line. But the minus card tells you to move backward. And the zero card tells you not to move at all!

### SUMMARIZE playing the game with plus, minus card, and zero cards.

We jumped forward and backward along the number line. Let’s share:

- What was it like playing our game?
- Did you get to 10? How?

## Make & Prepare

- Write the numeral 0 (zero) on two to four index cards. Shuffle with plus and minus cards.

## Additional Materials

- Diving board number lines
- Plus (+) and minus (-) cards



## Build Background Knowledge

Review comparative words you can use when looking at two numbers such as “more” or “less.”



## Stretch their Thinking

Invite children to draw different combinations of 10.

## Listen/Look For

- How do children feel when they draw the zero card? Can they manage their feelings?
- Are children becoming more confident in figuring out how many more jumps they need to land on 10?

## Executive Function

Think first; act second. This is the underlying concept of impulse control. The skill of taking turns gives children practice controlling impulses with their peers.

**Greeting Time**

Children change “happy” to “calm” and take a deep breath.

**Literacy: Literate Attitudes and Behaviors**

**REFER** to the Anchor Chart: “Feelings.” **PLAY** “I spy” for “calm.” **REVIEW** what calm means. **INVITE** children to show a calm expression.

In our classroom community, we know there are many different feelings. Look at our Anchor Chart: “Feelings.”

I spy a word that describes being relaxed and peaceful. What feeling is it?

Yes, calm! How does your face look when you feel calm? How does your body look?

**MODEL** and **PROMPT** children to take a deep breath in and out.

I see children with still, quiet bodies. Some are closing their eyes. When you feel calm, you might be taking deep breaths in and out. Let’s all take a deep breath together.

**CHANGE** the words of the song to: “If you’re calm and you know it.” **PROMPT** children to take a breath.

Let’s sing about feeling calm.

If you’re calm and you know it,  
Take a breath [breathe in and out].  
If you’re calm and you know it,  
Take a breath [breathe in and out].  
If you’re calm and you know it,  
And you really want to show it,  
If you’re calm and you know it,  
Take a breath [breathe in and out].

**Materials**

- *Blueprint Songbook*
- Anchor Chart: “Feelings”

**Mindful Breathing**

Our bodies are breathing all day, every day. But how often do we bring awareness to our breathing? When we pay attention to the physical aspect of our breath, we can breathe in different ways, which results in different effects to our body and mind. For example, slow, deep breathing can be calming, whereas short, sharp breaths may energize us. When highlighting breath work with children, exaggerate your inhales and exhales.

**Movement Time**

Children play “Jabari Says” with actions from the book.

**Physical Development: Gross Motor Skills**

**REVIEW** how to play “Jabari Says.”

We just took some calming breaths. In our book *Jabari Jumps* [show book], Jabari takes a deep breath to calm himself down. Let’s play “Jabari Says” [hold up puppet]. Who can remind us how to play?

**PLAY** several rounds without anyone getting “out.” **MODEL** the movements. **USE** actions from the book (i.e. climb ladder, walk to the edge of the diving board, jump off, etc.).

Jabari says stand up.

Jabari says make space for your neighbors.

Jabari says climb up the ladder.

Jabari says walk (in place) to the edge of the diving board.

Raise your arms up. Oops, I didn’t say, “Jabari says!”

Jabari says raise your arms up.

Jabari says bend your knees.

Jump! Oops, I didn’t say, “Jabari says!”

Jabari says jump.

**INVITE** a volunteer to lead a round of “Jabari Says.”

**Materials**

- Jabari puppet
- The book *Jabari Jumps*

**Did You Know?**

Regular exercise helps children develop strong muscles and bones, maintain a healthy weight, sleep better, and may even help them feel more motivated and focused in school.

**Talk Time**

Children remind a puppet how we can calm ourselves down.

**Social Emotional: Self-Awareness and Self-Concept**

**USE** Sayeh and Elijah, the social emotional puppets, to act out the game. **Make Sayeh’s voice sound frustrated.**

Sayeh and Elijah want to play “Jabari Says” too!

Sayeh: “Ugh! I messed up. I did the movement when you didn’t say, ‘Jabari says.’ I don’t want to play.”

**DISCUSS** how Sayeh feels.

- How do you think Sayeh is feeling?
- How can Sayeh take care of herself?
- How can Sayeh feel calm again?
- Is there something in our Calm Corner that can help?

**CONNECT** to the Power of 3. **ASK** children how can Elijah help Sayeh? **INVITE** children to use the puppets to role-play their ideas.

Who wants to be Sayeh? Who wants to be Elijah?

**Materials**

- Anchor Chart: “Power of 3”
- Sayeh and Elijah, the social emotional puppets
- Calm Corner resources

**Expressing Feelings**

Children feel the same range of emotions that adults do. However, they are at the beginning stages of learning how to express these feelings in socially acceptable ways. It is best to address these ideas when children are calm and not in the midst of strong emotions. This gives them a better opportunity to use the information when needed.

## Before

**CONNECT** to the book *Jabari Jumps*. **INVITE** children to turn and talk with a partner about something they would like to learn how to do.

We read *Jabari Jumps* [show book]. In the book Jabari learns to jump off of a diving board. I wonder, what do you want to learn to do? Take some time to think about it. When you are ready, turn and talk to a partner. Tell them what you would like to learn. Then we will share.

There are so many things you want to learn. You said...

**EXPLAIN** that you are going to work together to make a list of the ideas.

Let's make a list of all our ideas! In the message today, I'll write the title of the list: "We want to learn how to..." Then we will work together to make a list of all the things we are interested in learning.

## During

[Draw and write on chart paper.]

**DRAW** a picture of a pool and a child jumping off of a diving board. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of a pool! Here is Jabari jumping off of it. Should I show him on the board or in the water?

**Suggested title:** "We want to learn how to..."

**PAUSE** to focus on writing structure (creating a list).

Today we are going to write a list of your ideas. Our list needs a title! At the top of the paper, I'm going to write the words, "We want to learn how to..." Then you can share all the things you want to learn, and we will write them underneath.

**FINISH** writing the title. **INVITE** children to reread the title with you.

## After

**GUIDE** children through an Interactive Writing experience as you create the list. **CALL** several children, one at a time, to the board to write their ideas. **FOCUS** on the sounds children hear. **PROMPT** with guidance [find the letter in the room, practice in the air first, write in the palm of your hand, etc.].

We are thinking about things we would like to learn. Jabari learned how to jump off of a diving board. So that is what I drew in the message. Now let's work together to write the word "jump." Who wants to come up and write the first letter in the word "jump?"

- What sound do you hear in the beginning of the word "jump?" Yes, /j/.
- What letter makes that sound? The *letter j*.
- Where will you write the letter?
- What does the lowercase *letter j* look like? Yes, drop down, swing up.

**ENGAGE** the rest of the group by inviting them to write the beginning letter of the word in the palm of their hand.

If you are sitting, please write the lowercase *letter j* in your hand!

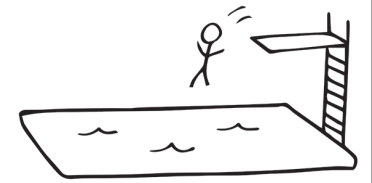
**SUMMARIZE** working together to write a list of things we want to learn.

Today we worked together to write a list of things we want to learn.

**REREAD** the message one more time.

[Transition] **ASK** children what they are most excited to learn.

Wow! We had so many ideas of things we want to learn. What are you most excited about?



We want to learn how to...

**Note:** The message should be written on chart paper.

## Materials

- Markers
- Sticky notes

## Interactive Writing

During Interactive Writing, teachers and children have different roles. Your role is to model concepts of print, model stretching and spelling words, and supporting the rereading of text. Children help to compose the message, help to write (transcribe) the message, stretch and sound out words, use the print in the room to support transcription, and read the text.

## Responding to Children

If children transcribe a letter incorrectly (for example, backwards), validate their effort. Model how to correctly form the letter in the corner of the paper or on a wipe-off board. Give them practice forming it. You can even cover their "practice" letter with a sticky note (call it "boo-boo" tape) and give them the opportunity to try again.

## Did You Know?

If children are forced to hold a pencil or crayon in a certain way before they are ready, they may avoid drawing or writing altogether or develop other compensatory ways of holding a pencil that are tricky to "unlearn."



## Keep it Going

- Join children at the writing center. Discuss what idea they had about learning something new. Brainstorm what a child might need to do to learn it (i.e., ask questions, watch someone, try it). Invite children to draw and write their thinking.
- Throughout the day, point out examples of new learning, from little details to big accomplishments! Celebrating children's "keep on trying" attitude and attempts at new skills is a real boost toward mastery. Verbal praise, such as "you did it! You \_\_\_\_\_," "you really tried \_\_\_\_\_," "you tried again!" helps children identify their actions and helps with positive thinking.



### Materials

- The book *Jabari Jumps*
- Anchor Chart: “Feelings”
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

grip: to hold tightly or squeeze

### About the Author

This book is inspired by a true story. The author Laurie Hernandez is an American gymnast and Olympic gold medalist. Just like she portrays the character Zoe, Laurie Hernandez says that she began practicing gymnastics as a child because she wanted to experience the feeling of flying.

### Phonological Awareness

One syllable words can be used to teach children many different elements of phonological awareness. The word “grip” has one syllable. It can be separated by its onset (gr-) and rime (-ip). It can also be separated by its individual phonemes (/g/, /r/, /i/, /p/), the smallest units of sound. The more you break a word into its individual components, the trickier it can be for children to combine them. If your children are ready, show the image for the word “grip” in the book, and separate it into its individual components. Can children blend the word together?

### Keep It Going

- If children are interested in gymnastics, show video footage of Laurie Hernandez in the Olympics.



### Before

**CONNECT** to *Jabari Jumps*. **SHOW** the cover of *She's Got This*. **ASK** children what they notice.

In *Jabari Jumps* [show book], what does Jabari learn to do? Yes, he jumps off the diving board for the first time.

Today we are going to read another book about a character who is learning to do something new. The title is *She's Got This*. This book is written by Laurie Hernandez and illustrated by Nina Mata. Look at the picture on the front cover. What do you notice?

**ACTIVATE** children's knowledge about gymnastics.

We see a girl leaping! Do you know what this is [point]. It is a balance beam. The girl is practicing gymnastics. Have you ever heard of gymnastics? What do you know about it?

Gymnastics is a sport. People who do gymnastics are called gymnasts. They leap and flip and balance. In fact, the author of this book, Laurie Hernandez is an Olympic gymnast herself!

**DISCUSS** how the girl is feeling on the cover. **REFER** to the Anchor Chart: “Feelings.”

Look at the expression on this gymnast's face. How do you think she is feeling? How do you know?

She seems happy and excited to be doing gymnastics! I wonder what other feelings she will have in this book?

Let's read to find out what happens in *She's Got This*.

### During

**PAUSE** after “Flying! For real!” **DISCUSS** how Zoe feels.

What does Zoe see on TV? Yes, she sees a gymnast dancing on a balance beam. How does she feel? How do you know?

Zoe feels excited. When she sees the gymnast flipping and spinning, it reminds her of how birds fly! Wow!

**PAUSE** after “For a moment, Zoe flew.” **DISCUSS** how Zoe feels. Then **DEFINE** “grip.” **ADD it to the Unit Chart: “Words We Are Learning.” INVITE** children to share words they know that mean the same thing (in English or their home language).

Zoe is leaping, just like the gymnast she saw on TV! How do you think Zoe is feeling? How do you know?

She sure is happy! Just look at her big smile. Zoe also must feel proud of herself! She was able to do something special, and that makes her feel so good inside.

When Zoe is getting ready to leap in the air, she stands on the edge of the balance beam and grips it with her toes [point]. Can you say “grip?” Let's find the syllables or beats in that word: grip. What does it mean to grip?

When you grip something, you hold it tightly or squeeze it. See how Zoe is curling her toes around the edge of the balance beam? She is gripping it. Imagine that you are standing on the balance beam too. Can you curl and squeeze your toes as if gripping the beam?

Let's add “grip” to our list of words we are learning. Do you know any other words that mean the same thing?

**PAUSE** after “She did remember hitting the mat with a thump.” **DISCUSS** how Zoe feels.

How is Zoe feeling now? How do you know?

Zoe feels hurt and sad. She is upset that she fell off the balance beam. She even told her family members that she doesn't want to do gymnastics anymore.

### After

**DISCUSS** how Zoe feels at the end.

How do you think Zoe feels now? How do you know?

## Build Interest

**REFER** to the tabletop number line. **PLACE** your finger on a number. **INVITE** children to place theirs on a higher number.

Let’s warm up for our game “Jabari Jumps.” Look at this number line [point]. I am going to put my finger on the number four. Who can put their finger on a higher number? A lower number?

**CONTINUE** this game a few times.

## Build Understanding

**REVIEW** the game “Jabari Jumps.”

We are going to play “Jabari Jumps” again. Who can remind us how to play?

Yes, we start at the  $X$ , select a plus card [show], a minus card [show] or a zero card [show] and jump that many times on the lines on the diving board. Our goal is to land exactly on line 10.

**EXPLAIN** the variation on the game: compare where children land. The goal remains the same (to land exactly on the numeral 10).

We are going to play the game again. We will use the same diving board [point]. We will use our plus cards [show], our minus cards [show], and our zero cards [show]. But we will play in teams and compare where we land.

**PLAY** one game together. **MAKE** two teams (one child selects a card and the other child jumps). **REVIEW** the decisions the group made around any problems that occur (not enough space to go backward, etc.).

Let’s play a game together!

Each jumper from each team, stand on your  $X$ !

Each card selector, turn over the first card!

- Ok, what should each jumper do? Where did they land?
- Who is closer to 10? How do you know?
- How many more jumps does each jumper need to get to 10?

**CONTINUE** playing the game, stopping to compare where children land.

## Build Experience

**GIVE** children time to play the game again but have them switch roles. **CONTINUE** to ask questions that invite children to compare numerals.

Let’s play again!

**SUMMARIZE** how children compared where they were on the number line.

You played alongside another set of partners. Let’s share:

- What happened when you played your game next to a partner?
- Who got to 10 first? Why?

## Materials

- Tabletop number line
- Diving board number lines
- Plus (+), minus (-), and 0 (zero) cards



## Build Background Knowledge

Give children small sets of objects to count and compare.



## Stretch their Thinking

Invite children to extend the number line to 15.

## Listen/Look For

- How do children feel when they draw the zero card? Can they manage their feelings?
- Are children becoming more confident in figuring out how many more jumps they need to land on 10?



## Growing STEM Skills

Children might (and probably will!) ask you STEM-related questions you may not know the answer to. Model how everyone is a learner! Ask them, “How can we find out?” Show them how you use books and online resources to find out answers. Work together to set up an experiment to find out the answer to their questions. Reach out to an expert in the field to find out the answer.

## Greeting Time

Children change “happy” to “proud” and point to themselves.

**Literacy: Literate Attitudes and Behaviors**

**REFER** to the Anchor Chart: “Feelings.” **PLAY** “I spy” for “proud.” **REVIEW** what proud means. **INVITE** children to show a proud expression.

In our classroom community, we know there are many different feelings. Look at our Anchor Chart: “Feelings.”

I spy a word that describes feeling “wow” inside. When you do a great job at something, how do you feel?

Yes, proud! How does your face look when you feel proud? How does your body look?

**MODEL** and **PROMPT** children to point their thumbs at their chest.

I see children with big smiles. Some have their hands on their hips. When you feel proud, you might point to yourself. Can you point proudly at yourself?

**CHANGE** the words of the song to: “If you’re feeling proud, point to yourself.”

Let’s sing about feeling proud.

If you’re feeling proud,  
Point to yourself [point two times].  
If you’re feeling proud,  
Point to yourself [point two times].  
If you’re proud and you know it,  
And you really want to show it,  
If you’re proud and you know it,  
Point to yourself [point two times].

## Materials

- *Blueprint Songbook*
- Anchor Chart: “Feelings”

## Supporting Multilingual Learners

The more anxious children feel, the less they understand. Keep new English learners’ stress to a minimum by taking a playful, gentle tone with them, never forcing them to speak.

## Movement Time

Children play “Zoe Says” with gymnast actions.

**Physical Development: Gross Motor Skills**

**CONNECT** to the book *She’s Got This*. **CHANGE** the game to “Zoe Says.”

Zoe in our book *She’s Got This* [show] felt proud of herself. Let’s act out some of her gymnast movements in the book by playing a game of “Zoe Says.” Today I am going to be Zoe [hold up puppet]. So listen carefully to hear me say, “Zoe says.”

**PLAY** several rounds without anyone getting “out.” **MODEL** the movements. **USE** gymnast actions. See the examples below.

Zoe says stand up.

Zoe says make space for your neighbors.

Zoe says grip your toes.

Zoe says balance on one foot.

Balance on the other foot. Oops, I didn’t say, “Zoe says!”

Zoe says balance on the other foot.

Zoe says spin around one time.

Spin around the other way! Oops, I didn’t say, “Zoe says!”

Zoe says spin around the other way.

Zoe says sit down.

**INVITE** a volunteer to lead a round of “Zoe Says.”

## Make &amp; Prepare

- Draw your own Zoe. Laminate and attach to a craft stick to make a puppet.

## Additional Material

- The book *She’s Got This*

## Talk Time

Children discuss how we keep on trying.

**Approaches to Learning: Persistence and Attentiveness**

**CONNECT** to the book *She’s Got This*.

We just tried some gymnast moves from *She’s Got This* [show book]. Just like Zoe learns to do gymnastics, Sayeh is also learning how to do something new. Here’s Sayeh to tell us about something new she has been trying to do.

**USE** Sayeh and Elijah, the social emotional puppets, to talk. **PRESENT** a scenario about trying to learn to do something and getting frustrated (i.e. jumping rope).

Sayeh: I have been practicing how to jump rope. But it’s not going so well. I tried to swing the rope and jump over it. I tried again and again, but I still couldn’t do it. I’m not sure I should learn to jump rope anymore. I feel like giving up...

Elijah: Hmm. I want to help you.

**DISCUSS** how Sayeh feels and how to help her.

- How do you think Sayeh is feeling?
- How can Sayeh take care of herself?
- What can Elijah say to Sayeh to help her?

**INVITE** children to use the puppets to role-play their ideas.

Who wants to be Sayeh? Who wants to be Elijah?

## Materials

- Anchor Chart: “Power of 3”
- Sayeh and Elijah, the social emotional puppets
- The book *She’s Got This*

## Problem Solving

Remind children that there is almost always more than one way to solve a problem. Encourage them to think flexibly and creatively, as they come up with alternate solutions to a given problem. Spend time thinking through what it could look like to try out some of their ideas.

## Before

**CONNECT** to the book *She’s Got This*. **FOCUS** on the word “grip.” **POINT** to the word on the Unit Chart: “Words We Are Learning.” **INVITE** children to make the “I hear” sign when they hear the word “gripped.”

In the book *She’s Got This* [show] we read about Zoe who wanted to be a gymnast. Her favorite thing was the balance beam! The author used the word “grip” [point to the word on the chart] to describe how Zoe held on tight to the balance beam.

Look at the picture and listen as I read a page from the book. Make the “I hear” sign [demonstrate] when you hear the word “gripped.”

**ASK** children to describe what the word means. **COUNT** the beats in the word “grip.”

You heard the word “gripped.” What does it mean to “grip?” Yes! When you grip something, you hold tightly or squeeze it. Zoe held on tight to the balance beam with her toes.

Can you say “grip?” Let’s stand up and count the beats or syllables: grip [touch head]. The word “grip” has one beat.

Let’s keep thinking about the word “grip.” Look for it in the message today.

## During

**DRAW** a picture of Zoe on the balance beam. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

Here is a picture of the balance beam. Her feet are on the beam so she can grip with her toes. Should I draw her with her arms up or stretched out?

**Suggested message:** “Zoe’s toes grip the balance beam.”

**PAUSE** to focus on vocabulary (the word “grip”).

I want to write the word that means to hold on tight to something. What word do I want to use [encourage children to recall the word “grip”] Yes, “grip” means to hold on tight.

**INVITE** children to reread the message with you.

## After

**INVITE** a volunteer to find the word “grip” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “grip” in the message? How do you know that is the word “grip?” What does it mean?

**INVITE** children to practice the word “grip.” **GIVE** each child a bean bag. **INVITE** them to “grip” the bean bag with their hand and notice how it feels. **DISCUSS** what children notice.

Zoe grips with her toes. She curls them around the edges of the beam and squeezes so that she is holding on tight. What else can you use to grip or hold on tight to something?

Yes, you can grip with your hands. Here is a bean bag. Let’s practice gripping or squeezing the bag tight [demonstrate].

Look at your hand. What do you notice as you grip the bag? How do your fingers and muscles feel?

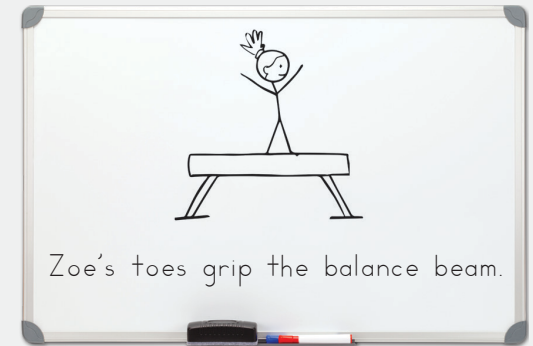
**REVIEW** the meaning of the word “grip” again.

Today we learned the word “grip.” When you grip something, you hold tightly or squeeze.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don’t you teach someone in your family what the word “grip” means? Let’s rehearse what you might say and do. Tell your friend what “grip” means.



## Make & Prepare

- Have the book *She’s Got This* ready. Mark the page that begins “Soon, Zoe was ready to fly” with a sticky note.
- Review the ASL sign for “I hear” on the *Blueprint* website.

## Additional Materials

- Bean bags (one per child or several to pass around)

## Scaffolding in MTP

We often encourage you to invite children to the board to find a letter or a word in the message. You can extend this opportunity to engage with the message by asking children to find something they know. Keep it open-ended! They can come up to the board and point out what they know and how they know it. If they find a letter, draw a circle around it. Follow up by asking what sound the letter makes or what words begin with that sound. If they find a word, draw a box around it. Ask them to show you what the word means or if they know other words that mean the same thing. Use what you know about the child to help move them from what they know to new learning. Of course, if they do not know the answer to a question you ask, offer them the support they need.



## Keep it Going

- Invite children to practice the word “grip” when they are outside. Ask them to notice how they grip and hold on to different playground equipment.



### Materials

- The book *Jabari Jumps*
- Anchor Chart: “Power of 3”

### Oral Language Development

Good conversation skills are also good thinking skills. Learning to engage in conversations—to listen, think, and respond—supports children’s comprehension. Through conversations, they learn to take in and evaluate new information, to form opinions and to express their thoughts as they make social connections with others. Teaching and modeling conversation skills and providing opportunities for guided practice will increase the children’s oral language development and their social skills.

### Supporting Individual Learners

In this lesson, we invite children to close their eyes as they practice mindfulness. While closing their eyes helps many people relax and draw their awareness inward, not all children feel comfortable closing their eyes. Consider this a suggestion rather than a requirement for all children.

### Keep It Going

- Create “balance beams” using masking tape on the floor indoors or sidewalk chalk on the ground outdoors. Encourage children to balance, spin, and leap like gymnasts.



### Before

**CONNECT** to *Jabari Jumps*. **REFER** to the Power of 3. **REVIEW** how Jabari takes care of himself. **SHOW** relevant pictures in the book for visual support.

When we read *Jabari Jumps* [show book], we noticed that Jabari practices the Power of 3, just like us! What are some ways that Jabari takes care of himself?

Jabari moves safely. He says “I can do it!” He calms himself down. And he keeps on trying!

**SET THE FOCUS:** To notice how Zoe takes care of herself.

In *She’s Got This*, Zoe practices the Power of 3 too! Just like Jabari moves safely when diving, Zoe tries to move safely when practicing gymnastics. I wonder how else Zoe takes care of herself? Does she say “I can do it!” Does she calm down? Keep on trying? As we read, let’s notice how Zoe takes care of herself.

### During

**PAUSE** after “Her dad took her shopping for a leotard.” **DISCUSS** how Zoe takes care of herself. **FOCUS** on saying, “I can do it.”

After Zoe sees the gymnast on TV, what does she do? Yes, she decides that she wants to do gymnastics too! Her dad takes her shopping for a leotard because that is what gymnasts wear. How is Zoe taking care of herself?

Zoe feels confident in herself. She believes that she can learn to flip and spin and leap. It is like she says to herself, “I can do it!” [point to the Anchor Chart: “Power of 3”]. Let’s all cheer that too: I can do it!

**PAUSE** after “The next week, Zoe went back to gymnastics.” **DISCUSS** how she takes care of herself. **FOCUS** on how she keeps on trying.

When Zoe fell off the balance beam, she thought about quitting gymnastics. Even though Zoe almost gave up on her dream of being a gymnast, how does she decide to take care of herself?

Yes, she keeps on trying [point to the Anchor Chart: “Power of 3”]! Even though learning gymnastics is challenging and mistakes can happen along the way, Zoe doesn’t give up. She is determined to be a gymnast.

**PAUSE** after “She didn’t know if she would fall or if she would land safely.” **DISCUSS** how she takes care of herself. **FOCUS** on calming down. **GUIDE** children to take three deep breaths.

Zoe is standing on the balance beam. She has fallen down before. She does not know if she will fall down again. How do you think that makes her feel? Why?

Maybe she is feeling nervous. She might even be a little afraid. When she has strong feelings like this, how does Zoe take care of herself?

She calms herself down [point to the Anchor Chart: “Power of 3”]! Before she jumps in the air, she practices a mindful moment. She pauses to close her eyes and take a few deep breaths.

Why don’t we all practice a mindful moment like Zoe? Close your eyes and place your hands on your belly. Let’s take three deep breaths in and out of our bellies. Breathe in, that’s one... How do you feel?

### After

**INVITE** children to turn and talk about how Zoe takes care of herself.

Think about how Zoe practices the Power of 3 in this book...

Turn and talk with a partner about how she takes care of herself.



## Build Interest

**INVITE** children to verbally count as high as they can.

We are going to play another math game. Let’s warm up by counting as high as we can. Ready?

## Build Understanding

**SHOW** the materials (one game board, counter, and sets of plus, minus, and zero numeral cards). **EXPLAIN** how to play the board game “Jabari Jumps:” start at the X; use the cards to move the counter along the game board; the goal is to land on the numeral 10.

We are going to play “Jabari Jumps,” but, instead of jumping on the floor, we are going to use these materials [point].

Here is the game board. What do you notice?

Here are the numeral cards. Which cards tell you to move forward? How do you know? Which cards tell you to move backward? How do you know? Which cards tell you not to move at all? How do you know?

Here is your counter. Where should we start?

We are going to turn over a card and move our counter along the game board. Let’s try to make our counter land on the numeral 10.

Let’s play one round together. Who wants to turn over the first card?

## Build Experience

**DISTRIBUTE** materials to partners (one game board, one counter, one set of cards). **GIVE** children time to play. **ENCOURAGE** multilingual children to play with partners who speak the same home language.

With your partner, take turns playing the board game “Jabari Jumps.” One child can move the counter while the other child turns over the plus, minus, and zero cards. Then you can switch roles!

**SUMMARIZE** playing the board game.

We played a board game where we jumped with our counter. Let’s share:

- What was it like to play with a game board?
- What was easy about the game? What was challenging?



## Make & Prepare

- Download and print the game board “Jabari Jumps” (one for each partnership in your group).
- Create plus (+), minus (-), and 0 (zero) cards (a set per partnership).

## Additional Materials

- Counters (one for each partnership)
- Number line for reference



## Build Background Knowledge

Count the numbers on the number line.



## Stretch their Thinking

Add +4 and +5 to the set of cards.

## Listen/Look For

- What do children understand about moving forward and backward along the number line?
- Do children use the words plus and minus as they read the cards?

# UNIT 10 WEEK

# 2

## Be sure to...

- Talk about kindness, empathy, and being helpful.
- Invite children to brainstorm solutions to common problems.
- Give children the opportunity to revisit previous work samples, create new ones, and compare.
- Play games that give children practice adding objects.

## Materials

- Resources such as magazines or brochures that feature common classroom activities children can cut out
- Large umbrella

## Books

- *All Kinds of Friends*
- *When Pencil Met Eraser*
- *The Big Umbrella*
- *Jabari Jumps*
- *She's Got This*
- *Blueprint Songbook*

## Charts

- Anchor Charts:
  - “Power of 3”
  - “Readers Can Say”
  - “Cheers”
  - “Feelings”
- Unit Chart:
  - “Words We Are Learning”

## How do we take care of each other?

We think about how other people feel and try to act kindly.

Children continue celebrating what they have learned. They revisit artifacts they created early in the year (e.g. self-portraits), create new ones, and compare. They also focus on the second element of the Power of 3 by discussing how we take care of each other. Read alouds facilitate discussion on how we can help and solve problems. Children also practice identifying ending sounds and learn a figure of speech (“smooth sailing”).



### Words We Are Learning

#### stargaze

to spend time looking up at the night sky

#### smooth sailing

things are going well

#### resist

to stop yourself

#### plaid

a pattern of lines that creates rectangles



### Multilingual Learner Anchor Words

- each other
- problem (review)
- kind



### From the Songbook

#### “We Take Care of Each

Other” [Sing to the tune of “Did You Ever See a Lassie?”]

This song was featured in Unit 1.

It will be featured again in Greeting Time. Copy the lyrics and send home to families.



### Trips & Visitors

Invite other staff members to visit your classroom to discuss favorite memories they share with the class.



### Working with Families

Send this tip home to families: Remember to encourage independence. Encourage your child to button, zip, and snap to the best of their ability. This is a good way for children to learn important self-care skills while also helping them develop the fine motor skills necessary for drawing, writing, and even keyboarding.



**Remember** | <https://cliblueprint.org/resources-tx>

You can find downloads, videos, and more on the *Blueprint* website.

	Day 6	Day 7	Day 8	Day 9	Day 10
<b>Greeting Time</b>	Children sing “We Take Care of Each Other.” <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing about playing together and sway. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing about helping each other and pass a pencil. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing about acting kindly and place their hands over their hearts. <i>Literacy: Literate Attitudes and Behaviors</i>	Children sing about thinking of others and choose an action. <i>Literacy: Literate Attitudes and Behaviors</i>
<b>Movement Time</b>	Children move a parachute different ways. <i>Physical Development: Gross Motor Skills</i>	Children walk under the parachute when they hear the first letter in their name. <i>Literacy: Phonological Awareness</i>	Children work together to keep a pencil and eraser in a parachute while shaking it. <i>Social Emotional: Social Awareness and Relationships</i>	Children float under the parachute to change places with a classmate. <i>Physical Development: Gross Motor Skills</i>	Children gather under the parachute like a big umbrella. <i>Social Emotional: Social Awareness and Relationships</i>
<b>Talk Time</b>	Children review how we take care of each other. <i>Social Emotional: Social Awareness and Relationships</i>	Children practice problem solving when playing together. <i>Social Emotional: Social Awareness and Relationships</i>	Children role-play helping a friend using puppets. <i>Social Emotional: Social Awareness and Relationships</i>	Children practice “Spreading Kindness.” <i>Social Emotional: Social Awareness and Relationships</i>	Children practice thinking about and taking care of another’s feelings. <i>Social Emotional: Social Awareness and Relationships</i>
<b>Meeting Time Plus</b>	Children begin work on a class book. <i>Literacy: Writing</i>	Children play “I Spy a Name.” <i>Literacy: Phonological Awareness</i>	Children learn the phrase “smooth sailing.” <i>Literacy: Vocabulary</i>	Children play the game “Where is the Pencil?” <i>Math: Geometry and Spatial Relations</i>	Children identify the ending sound in words. <i>Literacy: Phonological Awareness</i>
<b>Intentional Read Aloud</b>	Children make connections. <i>Literacy: Comprehension</i>	Children discuss how Pencil’s feelings change. <i>Literacy: Comprehension</i>	Children discuss how Pencil and Eraser take care of each other. <i>Social Emotional: Social Awareness and Relationships</i>	Children discuss how the title connects to the story. <i>Literacy: Comprehension</i>	Children discuss how the community members take care of each other. <i>Social Emotional: Social Awareness and Relationships</i>
<b>Small Group</b>	Children create a self-portrait. <i>Creative Arts: Visual Arts</i>	Children write their names and compare them to earlier writing. <i>Literacy: Writing</i>	Children write about their favorite things. <i>Literacy: Writing</i>	Children play the game “Roll, Count, Combine.” <i>Math: Operations and Algebraic Thinking</i>	Children play a variation of the game “Roll, Count, Combine.” <i>Math: Operations and Algebraic Thinking</i>
<b>Reflection Time</b>	Which responsibility under “Take Care of Each Other” is easy for you?	How did you take care of someone else today?	Which responsibility under “Take Care of Each Other” did you get better at?	How did you spread kindness today?	How can we take care of each other?

## Centers to Launch

See Pages 14-25

**Art Center** | Fireworks

**Blocks Center** | Big Umbrella Friends

**Library Center** | Read With a Friend

**Technology Center** | Class Book *All My Friends*



**Greeting Time**

Children sing “We Take Care of Each Other.”

*Literacy: Literate Attitudes and Behaviors*

**CONNECT** to the Power of 3. **PROMPT** children to hold hands in a circle.

We have built a caring classroom community! We take care of each other [point to the Anchor Chart: “Power of 3”].

Please hold hands with the community members beside you in our circle.

Let’s celebrate our classroom community by singing a song about taking care of each other.

**MODEL** and **INVITE** children to sing “We Take Care of Each Other.”

Keep holding hands as we sing!

*We take care of each other.*

*Each other, each other.*

*We take care of each other,*

*That’s the Power of 3 [sign]!*

*For we are all part of our classroom community,*

*We take care of each other,*

*That’s the Power of 3 [sign]!*

**Movement Time**

Children move a parachute different ways.

*Physical Development: Gross Motor Skills*

**INVITE** children to hold the edges around a parachute. **ASK** them how we can move it together.

One way that community members spend time together is by playing games. Why don’t we play with our parachute together?

Hold on with both hands. How can we move this parachute together like a team?

**GUIDE** children to move the parachute different ways (i.e. walk around in a circle in each direction, lift it up and down slowly, shake it quickly, etc.).

Carefully begin to walk around in this direction [point]. When you arrive back at your spot, pause.

Now let’s walk in the opposite direction [point]. Pause when you arrive at your spot.

Let’s slowly float the parachute all the way up... and all the way down.

Let’s use smaller movements. Can you shake it up and down quickly?

**Talk Time**

Children review how we take care of each other.

*Social Emotional: Social Awareness and Relationships*

**CONNECT** to the Power of 3.

Did you have fun playing with the parachute together? As we played, I noticed that you were taking care of each other. That is part of our Power of 3.

**GUIDE** children to read each responsibility on the Anchor Chart: “Power of 3” under the section “Take Care of Each Other.”

On our “Power of 3” chart, let’s read the ways we take care of each other in our classroom community:

- Play together.
- Help others.
- Act kindly.
- Think about how others feel.

**INVITE** children to share how they take care of each other.

Think about these responsibilities... How do you take care of each other?

**ADD** to the Unit Project: Celebrating the Power of 3. Invite children to sign their names on the poster titled “We Take Care of Each Other.”

We take care of each other in our classroom community. Let’s all sign our name on this poster to celebrate how we follow the Power of 3!

**Make & Prepare**

- Review the tune of “We Take Care of Each Other” [Sing to the tune of “Did You Ever See a Lassie?”] on the *Blueprint* website.
- Review the ASL sign for “Power of 3” on the *Blueprint* website.

**Additional Materials**

- *Blueprint Songbook*
- Anchor Chart: “Feelings”
- Anchor Chart: “Power of 3”

**Make & Prepare**

- Get a parachute. Or you can use a sheet or tablecloth, possibly cut into a round shape. You will use it in Movement Time on Days 6 through 10.

**Supporting Multilingual Learners**

Explicitly review the phrase “each other” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

**Make & Prepare**

- Continue the Unit Project. Create a poster on a piece of oaktag or chart paper titled “We Take Care of Each Other.” Make sure there is room for each child to sign their name underneath or around it.

**Additional Materials**

- Anchor Chart: “Power of 3”
- Markers

## Before

**CONNECT** to celebrating children’s learning this year. **REFER** to the artifacts you have collected.

We are celebrating our classroom community! We have learned and grown so much. I have brought some photographs of things we have done together. Take a look. What do you remember enjoying?

**GIVE** children time to look at the photographs and share. Then **TELL** children that they are going to make a class book.

There is so much you have enjoyed. Writers, let’s create a class book about what we have liked. Watch me show you how I would make my page in our class book.

## During

**PLAN ALOUD** and then **DRAW** a picture of something that was built during the year. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

One thing I have really liked is building with you. We built houses, cow bells, birds’ nests, and all sorts of things. I think I will write about the cow bells we built.

**Suggested message: “I liked when we built cow bells.”**

**PAUSE** to focus on phonological awareness (combining onset and rime).

Listen to the parts of the word I want to write next. “c”...“ow.” Put those parts together. What is the word? Yes, “cow.” Listening carefully to the parts of a word can help you get ready to write it. Watch as I write the word “cow.”

**FINISH** writing the message. **INVITE** children to reread the message with you.

## After

**GIVE** children time to brainstorm and plan. **INVITE** children who speak the same home language to share with each other in their home language as a support. **REFER** to images from the read alouds if children need ideas. **SHARE** other resources.

Writers, it is your turn to begin your page of our class book. Remember how I got started.

First, I thought about what I liked. What have you liked?

Then I planned what I was going to draw. What will you draw?

Last, I wrote about my drawing. What will you write?

**DISTRIBUTE** clipboards with paper and crayons. **INVITE** children to work on their page. **CIRCULATE** and **ASSIST** as necessary. If children need more time, let them know that they can finish their page at the writing center.

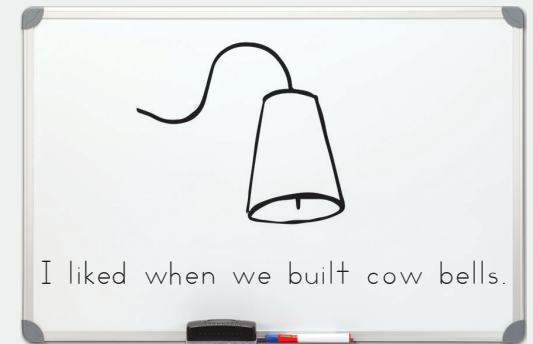
**RESTATE** that our class book will be full of our favorite things about school.

By making this class book, we will learn so much about our favorite things about school. I can’t wait to learn more about what you enjoyed.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to continue writing on the topic at the writing center.

You can continue to write about your favorite memories at the writing center.



## Make & Prepare

- Collect artifacts of shared experiences from the school year (anchor charts, photographs, class books, etc.).

## Additional Materials

- Clipboards (one per child)
- Blank paper for writing
- Writing tools
- Magnetic letters for reference
- Resources, such as magazines or brochures, that feature common classroom activities children can cut out

## Class Book We Like School

Children can continue to add pages to this book as the unit progresses and they explore this topic. Plan on inviting families to hear the class book on Day 17.



## Family Engagement

Download and print “Featured Class Book.” Send home for children to share and brainstorm with their family members. For multilingual learners, talking in their home language about ideas from the English classroom will help solidify and extend their learning. Children can bring this information to the classroom to share with their classmates and use it as they create one or more pages for the class book.



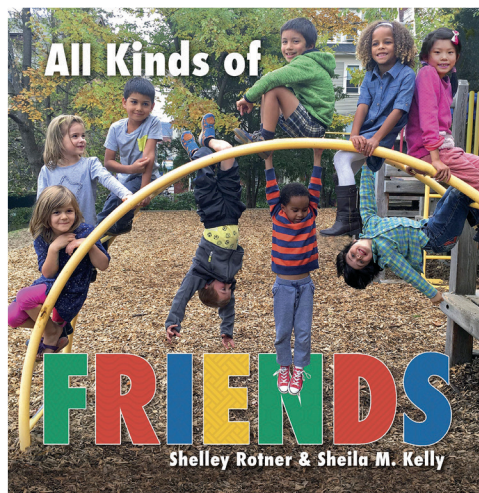
## Celebrate Children’s Writing

While this lesson focuses on the class book, remember to celebrate all the individual writing children do as well. Give them the opportunity to share their work with other members of the classroom community.



## Keep it Going

- Gather children in a small group to discuss what they will be writing about. Say, “You can talk about what you are thinking,” or “Tell me what you are thinking.” Guide children to think back to the lesson and ideas shared. Did they choose something on topic? Were they able to share ideas about their writing? Assist the children think about what they may write by having them say their sentence aloud.



### Make & Prepare

- Review the ASL sign for “I remember” on the *Blueprint* website.

### Additional Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Readers Can Say”

### Author Study

Shelley Rotner is the author/photographer of three books in the curriculum: *Lots of Feelings* (Unit 1), *Yummy! Good Food Makes Me Strong!* (Unit 2), and *All Kinds of Friends*. She is the author of many other books as well. Gather some of her books together and focus attention on her work. You can download and print her photograph from the *Blueprint* website, share details about her life, and talk with children about things they notice that are similar in her books. What makes a Shelly Rotner book unique?

### Responding to Children

People in a community can be differently abled. For example, some community members use wheelchairs as shown in this book. If there are children who are differently abled in your class, empower them to see themselves reflected in books. However, some children may be less familiar with people using wheelchairs. Be prepared for them to voice responses that may be unintentionally biased (e.g. “Kids in wheelchairs can’t play basketball.”). Respond with curiosity (“I wonder why you would say that?”). Consider how you can educate them and broaden their understanding. For example, show pictures of real-life basketball players who do play while in wheelchairs. Remember, children at this age simply have fewer life experiences to draw from. Exposure through books and other shared experiences can help to reduce biases.

### Before

**CONNECT** to the Power of 3. **SHOW** the cover. **ASK** children what they notice.

In our classroom community, we take care of each other in many ways. Today we are going to read a book about children who take care of each other, too. The title is *All Kinds of Friends* by Shelley Rotner and Sheila M. Kelly. Look at the front cover. What do you notice?

Yes, this book has photos of real people and places. These children are playing together at a playground in their local community. They look like they are feeling happy and having fun!

**MODEL** making a connection using the sign and the sentence stem, “I remember...” **INVITE** children to sign “I remember” if they make connections to the book.

Readers, I am signing “I remember” because I am making a connection to this photo. I remember having fun at the playground with friends, too. If you are also making a connection, sign “I remember” [demonstrate].

As we read *All Kinds of Friends*, notice when part of the book reminds you of your own life. You can show that you are making a connection by signing “I remember.”

### During

**PAUSE** after “Smart friends, funny friends.” **PROMPT** children to sign “I remember” if they are making a connection. **INVITE** one to three children to share using the sentence stem, “I remember...”

Does something in this book remind of your own life? You can sign “I remember” to show that you are making a connection. If you would like to share your connection, keep signing. You can start by saying, “I remember...”

**PAUSE** after “Friends with different ways to talk.” **MODEL** making a connection to using sign language. **INVITE** children to sign “I remember” and then make another sign to a friend.

Look at this photo. How are these friends talking with each other?

Yes, they are using sign language. I remember using sign language with all of you! Let’s show that we are making a connection by signing “I remember” together.

Think of another sign you know. Turn to a neighbor and make the sign!

**PAUSE** after “Friends who like to dress up and friends who like to pretend.” **INVITE** children to turn and talk about their connections. **ENCOURAGE** them to use the sentence stem, “I remember...”

Does something in this book remind you of your own life?

Let’s turn and talk about the connections we are making to *All Kinds of Friends*. When it is your turn to talk, you can say, “I remember...”

### After

**INVITE** children to share what is special about another classmate.

In *All Kinds of Friends*, we saw photos of all kinds of friends taking care of each other. Many parts of this book reminded us of our own lives.

The authors, Shelley Rotner and Sheila M. Kelly, end this book by asking us a question: What kinds of friends do you have?

Think about some connections you made to this book...

Turn to a neighbor. Before you talk, think about what makes your partner special...

Take turns telling each other what makes each of you a special member of our classroom community!

## Build Interest

**CONNECT** to growing and learning this year. **DISTRIBUTE** self-portraits that children drew in Unit 2. **INVITE** children to talk about what they see.

We are celebrating how we have grown and learned together! Here are our self-portraits from the beginning of the school year. When you make a picture of yourself [point to yourself], it is called a self-portrait. Say that with me: self-portrait. Now let's take a look at our self-portraits!

- What do you notice about yourself?
- What do you notice about how you painted?
- What colors and shapes did you use in your self-portrait?

**RESTATE** children's observations. **REVIEW** shapes as you show portraits.

That was fun to look at your work from early in the year. You noticed...

## Build Understanding

**TELL** children they are going to paint new self-portraits.

Now that we have grown and learned so much, let's paint our self-portraits again.

**SHOW** children mirrors. **INVITE** them to talk about what they see.

Let's use these mirrors today to take a closer look at ourselves. Looking at the details, or each part, of our face will help us get ready to paint our self-portrait. Let's look at our faces in the mirror.

- What do you see when you look in the mirror?
- What shape are the different parts of your face?
- What color are your eyes?

## Build Experience

**GIVE** children time to paint a new self-portrait. **Connect** with new English learners by describing what you see them doing.

Here are all our painting supplies [point]: smocks to keep our clothes clean, paper, water, brushes, and mirrors. Look again at your reflection in the mirror to help as you start to paint. How will you paint your face today?

**SUMMARIZE** creating the self-portrait.

Today we painted self-portraits to show what we look like now at the end of the year and to see how our painting skills have grown. Let's compare our new self-portraits to those from the beginning of the year.

How is your self-portrait today different from the one from the beginning of the year?

## Make & Prepare

- Self-portraits from Unit 2
- Fill cups with water (one per child)
- Spread paint trays out for children to share

## Additional Materials

- Mirrors (one per child)
- Paint
- Brushes
- Paper
- Smocks

## Building Background Knowledge

Show children self-portraits by a variety of artists, similar to what you did in Unit 2. Connect back to how artists can paint self-portraits in many different ways.

## Stretch Their Thinking

Invite children to specifically name how their drawing and painting has changed over the year. Ask them what they know about using materials, making different shapes, and observing that has helped them grow as an artist.

## Listen/Look For

- What do children notice and say as they look at their self-portrait from Unit 2?
- How do children decide to work today?

## Sharing Self-Portraits

Children will share their new self-portraits on Day 16.

## Using Mirrors

If children have not used mirrors, make sure to review how to carefully hold and use the mirror.

## Adapting the Lesson

Invite children to draw their self-portrait with a pencil. Ask children if you can trace the outline of the details with a sharpie. Then return the self-portrait for them to paint.

## Greeting Time

Children sing about playing together and sway.

*Literacy: Literate Attitudes and Behaviors*

**CONNECT** to the Power of 3. **FOCUS** on playing together.

We are celebrating our classroom community! How do we take care of each other?

One way we take care of each other is by playing together [point to the Anchor Chart: “Power of 3”].

Let’s celebrate our classroom community by singing about playing with each other.

**MODEL** and **INVITE** children to sway and sing “We like to play with each other.”

Let’s playfully sway side to side like this [demonstrate] as we sing.

We like to play with each other.

Each other, each other.

We like to play with each other,

That’s the Power of 3 [sign]!

For we are all part of our classroom community,

We like to play with each other,

That’s the Power of 3 [sign]!

## Make & Prepare

- Review the ASL sign for “Power of 3” on the *Blueprint* website.

## Additional Materials

- *Blueprint Songbook*
- Anchor Chart: “Power of 3”

## Reinforcing Vocabulary

Using robust vocabulary with children is essential to their growth as learners. Use words that were already taught to reinforce children’s understanding of them. The word “creep” was introduced in Unit 1 and used multiple times throughout the curriculum.



## Movement Time

Children walk under a parachute when they hear the first letter in their name.

*Literacy: Phonological Awareness*

**PROMPT** children to hold the edges around a parachute. **GUIDE** them to move it slowly up and down.

We play with each other in our classroom community. Let’s play a game with our parachute.

Please stand and hold onto the parachute with both hands.

Work together to move it slowly up high... Keep it up... and now slowly bring it down.

**EXPLAIN** that you will name a letter, and children whose name begins with that letter will creep under the parachute to the middle of the circle and twirl.

Let’s play a letter game with our parachute. I am going to say the name of a letter. Everyone will repeat the letter as we lift the parachute up high and leave it up.

If your name begins with that letter, you will let go of the parachute and creep under it to the middle of the circle and twirl, then creep back to your spot.

When you get back to your spot, we will lower the parachute back down.

Are you ready to play?

**CALL OUT** the first letters of children’s names.

## Make & Prepare

- Bring a parachute. Or you can use a sheet or tablecloth, possibly cut into a round shape.

## Did You Know?

Children first develop control over the muscles closer to the center of their body, such as their shoulders and arms, and then control over the smaller muscles further from their body, such as their hands. As a result, for children to eventually learn how to hold a pencil or crayon correctly, they need to participate in activities that strengthen their shoulders and arms, such as creeping, crawling, climbing, and pushing.

## Talk Time

Children practice problem solving when playing together.

*Social Emotional: Social Awareness and Relationships*

**CONNECT** to the Power of 3. **RESTATE** that we take care of each other by playing together.

Playing together is one way we take care of each other. That is part of our Power of 3 [point].

**ROLE-PLAY** with puppets. **PRESENT** a scenario with a problem.

Sayeh and Elijah are playing together. Let’s see what happens.

Elijah: Let’s bake cupcakes! I need to use this bowl and spoon to mix the flour.

Sayeh: That’s a good idea. But I need that spoon to make lemonade.

**INVITE** children to discuss ways to solve the problem. **INVITE** them to use the puppets to act out their ideas. **Solutions may include: taking turns, finding another spoon, doing both tasks together, etc.**

What is the problem that Sayeh and Elijah are having?

Yes, they both want to use the same spoon. But Sayeh and Elijah care about each other and still want to play together. How can they take care of each other and solve this problem?

Let’s try out some of your ideas... Who can be Elijah? Who can be Sayeh?

## Make & Prepare

- Props for the puppets to use (i.e. bowl and spoon)

## Additional Materials

- Anchor Chart: “Power of 3”
- Sayeh and Elijah, the social emotional puppets



## Before

**CONNECT** to the book *All Kinds of Friends*. **FOCUS** on names.

We know there are all kinds of friends [show book]. There are tall friends and short friends. Feathered friends and furry friends. And each of our friends has their own special name. Think of one of your friend’s names. Whisper it in your hand like this [demonstrate].

**DISPLAY** the children’s name cards. **INVITE** them to count the names.

Here are all our names [point]. How many names are here? How do you know? Let’s count.

**EXPLAIN** the game, “I Spy a Name.”

Let’s play “I Spy a Name.” I’ll give you some clues to a name. Listen carefully and think about which name I am describing. Ready?

**SAY** clues to one child’s name (below is an example; adapt to your children’s names). **INVITE** children to whisper the name into their hand.

I spy a name that begins with the *letter J*. If you think you know what it is, whisper the name in your hand.

Here’s a second clue. I spy a name that begins with the *letter J* and it has six letters. If you think you know what it is, whisper the name in your hand.

Here’s the last clue. I spy a name that begins with the *letter J*, has six letters, and ends with the *letter y*. Whose name am I describing? If you know, whisper it into your hand.

Who wants to share? Yes, I was describing clues to Jeremy’s name! Watch as I write his name in the message.

## During

**DRAW** a picture of yourself talking. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I am drawing me telling you whose name I spied! What should I add to show this is a picture of me (curly hair, glasses, etc.)?

**Suggested message:** “I spied the name Jeremy.”

**PAUSE** to focus on writing structure (speech bubbles tell who is talking).

In the picture in the message, I am talking! I spied the name Jeremy. What can I draw around my words to show that I am talking? Yes, a speech bubble. I will draw a round shape around the words I said. Then I will make the drawing come to a point near my mouth. This shows I am talking.

**FINISH** writing the message. **INVITE** children to reread the message with you.

## After

**CONTINUE** to play “I Spy a Name.” **SAY** clues to one of the children’s names. **REFER** to the name cards. **INVITE** children to guess the name based on the clues.

Let’s continue to play our game, “I Spy a Name.” I’ll say some clues to one of our names. Listen carefully to the clues to help you figure out the word.

**SUMMARIZE** the game. **CELEBRATE** the game with a cheer from the Anchor Chart: “Cheers.”

Today we played “I Spy a Name.” You listened to clues to figure out which name I was describing. Let’s celebrate all our learning by choosing a cheer from the Anchor Chart: “cheer chart.”

**REREAD** the message one more time.

[Transition] **INVITE** children to write their own name on their hand.

We just played a game using our names. Write your name in the palm of your hand!



### Materials

- The book *All Kinds of Friends*
- Anchor Chart: “Cheers”
- Children’s name cards or a name chart



### Keep it Going

- While in line, encourage children to think about the number of letters they have in their name and hold up that many fingers. Together, invite them to line up from the least amount of letters to the most amount of letters. Another way to line up is by the first letter. Ask, “Does anyone have a name that starts with A? Line up first!” Continue lining up by beginning letter. Use the alphabet chart to help children think about what letter comes next.
- Gather children in a small group. Write each child’s name on an index card or sentence strip. Cut the name into letters, or you can have the children cut (or use the name puzzles created in Unit 1). Invite children to share their “name puzzle” with their friend and together put their name back together. What do they notice about the name? How many letters does it have? What letter does it start with? Encourage children to do each other’s name puzzles.



### Make & Prepare

- Bring an unsharpened pencil and large eraser.

### Additional Materials

- Anchor Chart: "Power of 3"
- Unit Chart: "Words We Are Learning"
- Anchor Chart: "Feelings"

### Words We Are Learning

stargaze: to spend time looking up at the night sky

### Remember to Save

- Unsharpened pencil and eraser for Day 8: Greeting Time and Movement Time

### Vocabulary Development

"Stargaze" is a compound word. Bring attention to how the word "gaze" means to look at and "stargaze" means to look at the stars. It is helpful to all language learners to notice how words, such as compound words, are structured. Children can apply this knowledge to other unknown words and expand their vocabulary by noticing patterns in words.

### Keep It Going

- Continue to discuss the social emotional aspects of the book. How does Pencil feel when Eraser changes his drawing? How could Pencil take care of itself? How could Pencil calm down?

### Before

**CONNECT** to the Power of 3. **SHOW** the cover. **ASK** children what they notice.

In our classroom community, we take care of each other. Today we are going to read another book about taking care of each other. The title is *When Pencil Met Eraser*. The authors are Karen Kilpatrick and Luis O. Ramos, Jr., and the illustrator is German Blanco. Look at the cover. What do you notice?

**SHOW** a real unsharpened pencil and eraser. **REVIEW** what we do with each tool.

What do we use a pencil and eraser for? Yes, a pencil is a tool we use for writing or drawing. We use an eraser to get rid of something we wrote or drew. When do you usually use an eraser? Maybe when we make a mistake and want to get rid of it.

**DISCUSS** how Eraser and Pencil are feeling. **REFER** to the Anchor Chart: "Feelings."

Take a closer look at the characters, Pencil and Eraser, on the cover. How do you think they are feeling? How do you know? You can use the "Feelings" chart to help you.

Yes, Eraser looks really happy. It is smiling and having fun. But Pencil looks upset. Its eyebrows are down, and it has its hands on its hips.

**ACTIVATE** children's thinking about why Pencil feels upset and if its feelings will change.

If Eraser feels happy, I wonder why Pencil feels upset? What do you think? I wonder if Pencil's feelings will change in this book? What do you think?

Let's read to find out what happens in *When Pencil Met Eraser*.

### During

**PAUSE** after "But Pencil wasn't very happy about it." **ASK** children why Pencil is feeling upset.

What did Pencil draw? Yes, lots of big buildings. How did Eraser change Pencil's drawing? Yes, it erased some of the buildings so that you can see the sky in the background [point].

Why is Pencil upset? Yes, because Pencil loves to draw by itself. It doesn't like that Eraser changed the drawing.

**PAUSE** after "But Eraser had other ideas." **DEFINE** "stargaze." **ADD** it to the Unit Chart: "Words We Are Learning." **INVITE** children to share words that mean the same thing (in English or their home language).

How did Eraser change Pencil's drawing? Yes, it erased parts of the dark night sky to create stars. Now they can stargaze. Can you say, "stargaze?" What does that word mean? When you stargaze, you spend time looking up at the stars in the night sky. Let's add "stargaze" to the list of words we are learning. Do you know any words that mean the same thing?

**ASK** children which version of the drawing they like better. **DISCUSS** Pencil's feelings.

Do you like Eraser's picture better? Or do you prefer the way Pencil had it? Why?

How does Pencil feel about Eraser's changes? How can you tell? Yes, Pencil is getting more upset. It looks frustrated. See how it is making fists and clenching its teeth? Let's see what happens.

**PAUSE** after "and erasers can help fix them!" **DISCUSS** how Pencil's feelings toward Eraser changed.

How do you think Pencil feels now? Yes, it seems excited! It has a big smile and wide eyes. It has its arms up as if saying "Hooray!" This is very different than the way Pencil felt before. Why do you think its feelings changed?

### After

**RECAP** how Pencil's feelings toward Eraser changed. **DISCUSS** the ending of the book.

Now Pencil enjoys creating art with Eraser. But what shows up at the end of the book? Yes, there are more art supplies: a crayon, pen, marker, paintbrush, and ruler. What are they doing? Yes, they are changing Pencil and Eraser's drawing! What do you think is going to happen?



## Build Interest

**CONNECT** to growing and learning throughout this school year. **INVITE** children to build their names with magnetic letters.

We are thinking about how much we have learned and ways we have grown this year! You learned a lot about letters and sounds. You know the letters in your name! Let's use these letter magnets [point] to spell our names.

- What letters are in your name?
- What sounds do these letters make?

## Build Understanding

**DISTRIBUTE** samples of children's writing from the beginning of the year. **INVITE** children to share what they notice.

Today, we can spell our names with letter magnets! Do you remember trying to write your name in the beginning of the year?

Here is one writing sample from a time when you wrote your name in the beginning of the year.

- What do you notice about your writing?
- What letters did you write?
- Did you write your whole name?
- How do you think your writing has changed?

## Build Experience

**INVITE** children to write their name on a piece of paper. **DISTRIBUTE** paper and writing tools. **GIVE** children time to write their name.

Let's write our names again. Then we can see how our writing has changed through the time we've been part of this classroom community.

**COMPARE** samples of children's writing from the beginning of the year to today. **CONNECT** with new English learners by describing the changes you see.

Today we wrote our names. Place the writing of your name from the beginning of the year next to how you wrote your name today. Let's compare:

- How is your writing the same? How is it different?
- What surprises you?
- Can you describe something you've learned?

## Make & Prepare

- Retrieve children's handwriting samples of their names from Unit 1.

## Additional Materials

- Magnetic letters
- Paper
- Writing tools

## Building Background Knowledge

Use magnetic letters to review letters and their shapes. Which letters have only straight lines? Which have curved? Which have both?

## Stretch Their Thinking

Invite children to write their last name, their friend's names, and/or the names of their family members.

## Listen/Look For

- What do children notice as they compare the writing of their name from the beginning of the year to now?
- What do children find surprising or interesting?
- What do children say to describe their growth as writers? Are they expressing feeling more confident?

## Pencil Grip

Children at this age typically hold their pencil or crayon in a modified tripod grasp or five-finger pencil grasp where the wrist and hand control most of the movement. This type of pencil grip allows children more control over the marks they make on their paper (now they can draw a closed circle) and makes their pictures more recognizable.

### Greeting Time

Children sing about helping each other and pass a pencil.

*Literacy: Literate Attitudes and Behaviors*

**CONNECT** to the Power of 3. **FOCUS** on helping others.

We are celebrating our classroom community! How do we take care of each other?

One way we take care of each other is that we can be helpful to others [point to the Anchor Chart: “Power of 3”].

Let’s celebrate our classroom community by singing about helping out each other.

**INVITE** children to pass an unsharpened pencil around the circle and sing “We help out each other.”

In our book *When Pencil Met Eraser* [show book], they help each other too! As we sing, let’s carefully pass this pencil around our circle [demonstrate]. Ready?

We help out each other.

Each other, each other.

We help out each other,

That’s the Power of 3 [sign]!

For we are all part of our classroom community,

We help out each other,

That’s the Power of 3 [sign]!

### Make & Prepare

- Review the ASL sign for “Power of 3” on the *Blueprint* website.
- Bring an unsharpened pencil.

### Additional Materials

- *Blueprint Songbook*
- Anchor Chart: “Power of 3”
- The book *When Pencil Met Eraser*



### Movement Time

Children work together to keep a pencil and eraser in a parachute while shaking it.

*Social Emotional: Social Awareness and Relationships*

**GUIDE** children to move the parachute slowly up and down, and then quickly shake it.

We just sang about helping each other out. Now let’s play a game together!

Please stand and hold onto the parachute with both hands. Work together to move it slowly up high... and slowly bring it down.

Now let’s work together to move it up and down more quickly. Shake the parachute!

**ADD** an unsharpened pencil and large eraser to the center of the parachute. **REFER** to *When Pencil Met Eraser*.

I wonder what would happen if we put something in the parachute?

Let’s add two things that go together – a pencil and an eraser – just like the friends in our book *When Pencil Met Eraser* [show book].

**ENCOURAGE** children to work together to keep the items in the parachute as they shake it.

Try to work together to keep the pencil and eraser inside the parachute.

Ready? Shake it!

### Make & Prepare

- Bring a parachute. Or you can use a sheet or tablecloth, possibly cut into a round shape.
- Bring an unsharpened pencil and large eraser.

### Additional Material

- The book *When Pencil Met Eraser*

### Talk Time

Children role-play helping a friend with puppets.

*Social Emotional: Social Awareness and Relationships*

**ROLE-PLAY** with Sayeh and Elijah, the social emotional puppets. **PRESENT** a scenario about a friend who needs help (i.e. can’t find an eraser).

Sayeh: You worked together to keep that pencil and eraser in the parachute. That reminds me of the book *When Pencil Met Eraser* [show].

The illustrations in this book made me want to create a great work of art, a masterpiece. I was feeling excited!

But now I have a problem. I can’t find my eraser! I looked all over, but no luck. Now how can I create my masterpiece? Oh, I feel sad.

**CONNECT** to the Power of 3. **ASK** children how Elijah can use the Power of 3?

Elijah: Oh no, Sayeh is feeling sad because her eraser is missing. But one way we take care of each other is to be helpful. That’s part of our Power of 3 [point].

I really want to help Sayeh solve her problem and feel better. How can I take care of her right now?

**INVITE** children to use the puppets to act out some of their ideas.

Let’s try out some of these ideas. Who can be Elijah? Who can be Sayeh?

### Materials

- Anchor Chart: “Power of 3”
- Sayeh and Elijah, the social emotional puppets
- The book *When Pencil Met Eraser*

### Supporting Multilingual Learners

Explicitly review the word “problem” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



## Before

**CONNECT** to the book *When Pencil Met Eraser*. **INVITE** children to listen for the phrase, “smooth sailing.” **INVITE** them to make the “I hear” sign when they hear the phrase.

You have learned a lot of new words this year. Let’s learn a new expression! In the book *When Pencil Met Eraser* [show book], Eraser uses the expression “smooth sailing” to describe a picture. Look carefully at this page from our book and listen for the words “smooth sailing.” Make the “I hear” sign [demonstrate] when you hear the words “smooth sailing.”

**COMPARE** the images on the pages that show water (rough waves and then smooth sailing). **ASK** children why things are difficult in the one picture and easy in the other. **DISCUSS** the phrase “smooth sailing.”

Let’s compare these two illustrations. What is different about them? What did Eraser do to make things “smooth sailing” [erased the big waves, found a float, etc.]?

Why do you think Eraser says things are smooth sailing? What do you think “smooth sailing” means?

**ADD** the expression to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Yes, “smooth sailing” is an expression people use to mean things are going well. Let’s add “smooth sailing” to the list of words we are learning. Do you know any expressions that mean the same thing?

Watch as I write about how things were “smooth sailing” for Eraser.

## During

**DRAW** a picture of Eraser on the float. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is Eraser on the float. How does he feel? What could I draw to show that?

**Suggested message:** “It is smooth sailing.”

**PAUSE** to focus on comprehension (the meaning of the expression, “smooth sailing”).

I want to write an expression that means things are going well to describe what it was like after Eraser found the float. What words could I write to mean that [encourage children to recall the expression “smooth sailing”]? Yes, “smooth sailing” means things are going well.

**FINISH** writing the message. **INVITE** children to reread the message with you.

## After

**SHOW** an illustration from the book *Jabari Jumps*. **INVITE** children to talk about whether or not Jabari would say, “It is smooth sailing.” **ENCOURAGE** them to explain why. **REPEAT** with an illustration from the book *She’s Got This*.

Let’s look at some other illustrations from our books. Do you think the character in the book would say, “It is smooth sailing” like Eraser did? Why or why not?

Here is our first illustration [show marked page from *Jabari Jumps*]. Do you think Jabari would say, “It is smooth sailing?” Sign “yes” [demonstrate] or “no” [demonstrate]. Why?

Here is another illustration [show marked page from *She’s Got This*]. Do you think Zoe would say “It is smooth sailing?” Sign “yes” or “no.” Why?

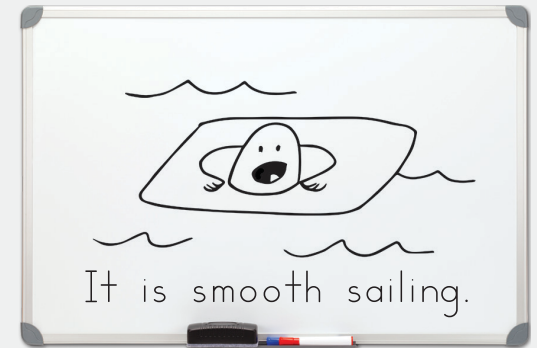
**RESTATE** the meaning of the phrase “smooth sailing.”

Today we learned a new expression “smooth sailing!” When something is smooth sailing it is going well. Eraser used this expression to describe the new picture he created. We thought about whether or not other characters in our books would say, “It is smooth sailing.”

**REREAD** the message one more time.

**[Transition]** **INVITE** children to think about how they would “teach” the phrase to someone at home.

When you go home, why don’t you teach someone in your family what the expression “smooth sailing” means? Let’s rehearse what you might say and do. Tell your neighbor what “smooth sailing” means.



## Make & Prepare

- Have the book *When Pencil Met Eraser* ready. Mark the page that begins “And erasing. Look! Now it’s smooth sailing” with a sticky note.
- Have the book *Jabari Jumps* ready. Mark the page that begins “He took a deep breath and spread his arms” with a sticky note.
- Have the book *She’s Got This* ready. Mark the page that begins “The next week, Zoe went back to gymnastics” with a sticky note.
- Review the ASL signs for “I hear,” “yes,” and “no” on the *Blueprint* website.

## Additional Material

- Unit Chart: “Words We Are Learning”



## Words We Are Learning

smooth sailing: things are going well

## Responding to Children

Expressions, or idioms, are unique in the fact that they are a group of words whose meaning is different from the meaning of the individual words. When working with children, use shared experiences to help them understand this expression. Did a problem occur in your class that the group had to solve? Refer to this and other familiar examples of times when things started out tricky but then got easier.



## Keep it Going

- Throughout the day, invite children to share when something was “smooth sailing.” Was anything easy for them today? Maybe they had a hard time with the monkey bars, but now they don’t have a problem with them anymore.
- Do the children know other sayings for something that is easy? Invite them to share sayings that mean the same thing like “easy peasy” or “piece of cake.”



### Materials

- Anchor Chart: “Power of 3”
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

resist: to stop yourself

### Vocabulary Development

The word “resist” is used in the negative form (“he can’t resist”). It will help all language learners to hear examples of when you would resist doing something. For instance, we resist blowing out someone else’s birthday candles, even if we really want to. We resist eating a whole bag of candy because we would get sick, or we resist running in the hallway because it is unsafe.

### Keep It Going

- This book can be a springboard for discussing technology and form and function. Focus on the pencil. What does this tool do? How is it made so that it can serve a particular function (e.g., firm, smooth, long)? What about the pencil makes it good for other purposes (e.g. rolling Play-Doh®)? Children could come up with as many other uses as possible – and explain their thinking. What other tools can you discuss in this way?



### Before

**RECAP** how Pencil’s feelings toward Eraser change from the beginning to the end of the book.

We read *When Pencil Met Eraser*. When Pencil first met Eraser, how did Pencil feel about Eraser changing the drawings it made? Yes, Pencil didn’t like Eraser changing its drawings. Pencil was upset and frustrated.

But how did Pencil’s feelings change by the end of the book? Yes, Pencil realized that they could create art together. It felt happy that they became friends.

**CONNECT** to the Power of 3. **SET THE FOCUS:** To notice how Pencil and Eraser take care of each other.

They take care of each other, just like we do! Look at our Power of 3. How do we take care of each other?

As we reread *When Pencil Met Eraser* today, think more about Pencil and Eraser’s friendship. Let’s read to find out how they take care of each other.

### During

**PAUSE** after “Everyone knows...resist a maze...” **DEFINE** “resist.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language). Then **DISCUSS** how they are taking care of each other.

How did Eraser change Pencil’s drawing? Yes, it erased some of the lines to create a maze. What is a maze? Yes, a maze is a game or puzzle. You need to get through the space without getting blocked by a line.

A pencil can never resist a maze. What does that mean? When you resist something, you stop yourself from doing it. If Pencil cannot resist a maze, then it cannot stop itself from doing them! It just loves to do mazes. Let’s add “resist” to the list of words we are learning. Do you know any words that mean the same thing?

So, why do you think Eraser created a maze?

Eraser was taking care of Pencil. Eraser was thinking about how Pencil feels. Eraser knew Pencil was upset, so it tried to cheer it up! First, Eraser made a happy face. Now it created a maze because it knew Pencil would love it. Wasn’t that kind of Eraser?

Let’s keep noticing how these friends take care of each other.

**PAUSE** after “and erasers can help fix them!” **DISCUSS** how they are taking care of each other.

How did Eraser take care of Pencil?

Pencil made a mistake, and Eraser helped fix it. Helping is one way we take care of each other.

**PAUSE** after “I’m sticking with you from now on!” **DISCUSS** how they are taking care of each other.

How are Pencil and Eraser taking care of each other?

They became friends. They enjoy creating art together. They spend time playing with one another.

### After

**INVITE** children to turn and talk about how Pencil and Eraser can continue to take care of each other.

Think about how Pencil and Eraser take care of each other..

But now all these other art supplies come along! How do you think Pencil and Eraser will continue to take care of each other now?

Turn and talk about it with a partner.

## Build Interest

**CONNECT** to growing and learning this year. **SHOW** the class book *Our Classroom Community* created in Unit 1.

It has been so much fun thinking about ways you have grown and changed this year. As our class has worked and played together, we have really gotten to know each other. But way back in the beginning of the school year, we had just met. We needed to get to know one another.

One thing we did was create a class book about ourselves. Here it is [show]!

**READ** *Our Classroom Community* (read the interviews from the children that are in your group).

Listen as I read how you described yourself and your favorite things from the beginning of the year. Then tell us:

- Are you surprised?
- Are your answers different now?

## Build Understanding

**GIVE** children time to reflect on what their responses to these questions would be now.

Hmm... I wonder, do you think your answers have changed? Do you think you like the same things now as you did in the beginning of the year?

**ENGAGE** children in a discussion about their interests.

## Build Experience

**GIVE** children individual copies of the blank book. **GIVE** them time to draw and write about themselves. **ENCOURAGE** multilingual children to share with a partner who speaks the same home language.

Let's draw and write about ourselves. Here is a blank book for each of you. You can draw and write about yourself and your favorite things now.

**INVITE** children to share ways their answers changed or stayed the same.

Today we were drawing and writing about ourselves. Let's share what we discovered:

- Were any of your answers the same as the beginning of the year? Different? Why?

## Make & Prepare

- Create blank books for each child. You can staple three to four sheets of paper together. Think about what you want children to focus on. Their favorite foods? Favorite sports? Favorite books? Select topics that match those found in the Unit 1 class book.

## Additional Materials

- *Our Classroom Community* the class book from Unit 1
- Clipboards (one per child)
- Writing tools
- Magnetic letters for reference

## Building Background Knowledge

Review how writers can listen for the beginning sound in a word they want to write. Model how to do this and then say the letter name and practice writing it in the palm of your hand.

## Stretch Their Thinking

Provide extra blank pages for children to write more about themselves.

## Listen/Look For

- Are children surprised to find that their favorite things changed or stayed the same?
- What letters or words do children write or attempt to write?
- Do children identify and write the beginning sounds in words?

**Greeting Time**

Children sing about acting kindly and place their hands over their hearts.

**Literacy: Literate Attitudes and Behaviors**

**CONNECT** to the Power of 3. **FOCUS** on acting kindly.

We are celebrating our classroom community! How do we take care of each other?

One way we take care of each other is to act kindly [point to the Anchor Chart: “Power of 3”].

Let’s celebrate our classroom community by singing about acting kindly to each other.

**INVITE** children to place their hands over their hearts and sing “We act kindly to each other.”

The feeling of kindness connects us to each other. Kindness comes from our hearts. Let’s place our hands over our hearts [demonstrate] as we sing together.

We act kindly to each other,  
Each other, each other.

We act kindly to each other,  
That’s the Power of 3 [sign]!

For we are all part of our classroom  
community,

We act kindly to each other,  
That’s the Power of 3 [sign]!

**Make & Prepare**

- Review the ASL sign for “Power of 3” on the *Blueprint* website.

**Additional Materials**

- *Blueprint Songbook*
- Anchor Chart: “Power of 3”

**Supporting Multilingual Learners**

Explicitly teach the word “kind” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

**Movement Time**

Children float under the parachute to change places with a classmate.

**Physical Development: Gross Motor Skills**

**GUIDE** children to move the parachute slowly up and down.

In our classroom community we take care of each other. Let’s play a game together with our parachute!

Please stand and hold onto the parachute with both hands. Work together to move it slowly up high... hold it up for a moment... and slowly bring it down.

**EXPLAIN** that you will call out the names of two children, who will float under the parachute to change places. **PRACTICE** one round and then continue to call children’s names.

In a moment, I am going to call out the names of two members of our classroom community. If you hear your name, float like a bubble [demonstrate] under the parachute, and switch spots with the other friend whose name I called. Be sure to move safely!

Let’s try it. Slowly lift up the parachute and keep it up. Listen for the names of two community members: [name] and [name]. So, [name] and [name], let go of the parachute and float like bubbles to switch spots. Move safely.

Now slowly float the parachute back down. Listen for the next two names!

**Make & Prepare**

- Bring a parachute. Or you can use a sheet or tablecloth, possibly cut into a round shape.

**Reinforcing Vocabulary**

Using robust vocabulary with children is essential to their growth as learners. Use words that were already taught to reinforce children’s understanding of them. The word “float” was introduced in Unit 6 and used multiple times throughout the curriculum.

**Talk Time**

Children practice “Spreading Kindness.”

**Social Emotional: Social Awareness and Relationships**

**CONNECT** to the Power of 3.

As you played that game, you were taking care of each other. One way we take care of each other is by acting kindly [point].

**DISCUSS** what it means to act kindly, and how kindness makes children feel.

- What does it mean to act kindly?
- How do you feel when someone acts kindly toward you?
- How do you feel when you act kindly?

**GUIDE** children to do “Spreading Kindness.”

Kindness makes us feel connected to others. Let’s practice our Mindful Moment called “Spreading Kindness” [show card]. Get comfortable, and close your eyes. Begin taking slow, deep breaths.

Imagine how kindness feels inside your heart. As you breathe in, feel the kindness get bigger. As you breathe out, send the kindness to everyone in our classroom community.

Breathe in to feel the kindness grow even more, and breathe out to send kindness to our local community.

Can your heart get so full of kindness that you can send it to communities all over the world?

**Materials**

- Anchor Chart: “Power of 3”
- Mindful Moment card “Spreading Kindness”

**Mindful Moment**

After guiding children to practice “Spreading Kindness,” remind them that this mindful practice is always available to us. Especially when we feel overstimulated, it can be helpful to take a few mindful breaths and return to a calm, peaceful state of mind.



## Before

**PLACE** the pencil inside of the cup where everyone can see it. **TELL** children you need a pencil for the activity. **INVITE** them to describe where it is located.

Can you help me? I need a pencil for our activity today, and I can't find it! Where is that pencil? Can you describe where it is?

**FOCUS** on the positional words used to describe the location of the pencil.

I heard you say, “The pencil is inside the cup.” When you used the word “inside,” then I knew exactly where the pencil was located. Thank you for helping find the pencil!

Watch as I write about where the pencil was.

## During

**DRAW** a cup with a pencil inside. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is a drawing of the cup. I want to show where the pencil was located. Where should I put it?

**Suggested message:** “The pencil was inside the cup.”

**PAUSE** to focus on vocabulary (the positional word “inside”).

The next word I write is going to describe the location of the pencil. What tells where the pencil was? Yes, the word “inside” tells where the pencil was located.

**FINISH** writing the message. Then **INVITE** children to reread the message with you.

## After

**CONTINUE** playing “Where is the Pencil?” **INVITE** children to take turns moving the pencil to different locations in and around the cup. **ASK** the rest of the group to describe where the pencil is. **RESTATE** the positional words that children suggest.

Let's keep playing “Where is the Pencil?” We can take turns moving the pencil to different locations around the cup. Then the rest of the group will describe where the pencil is.

Who would like to move the pencil to a new place around the cup? Hmm... where is the pencil? Yes! The pencil is under the cup. The word “under” tells us where the pencil is.

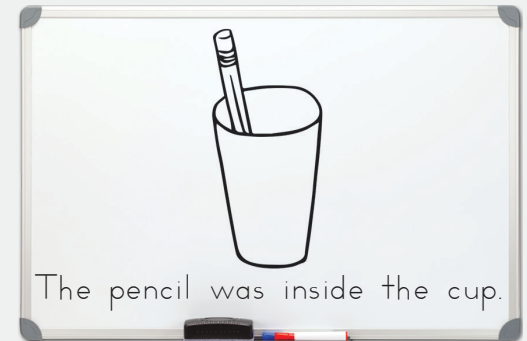
**REVIEW** ways children described where the pencil was.

Today we played the game “Where is the Pencil?” We moved the pencil around the cup and used different words to describe where the pencil was, such as inside the cup [use gestures] and under the cup [use gestures]. These are some words that helped tell the location of the pencil.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to choose a cheer from the Anchor Chart: “Cheers.”

Hooray for describing where the pencil was! Let's celebrate with a cheer!



## Materials

- Pencil
- Cup
- Anchor Chart: “Cheers”

## Position Words

Let this learning filter into the school day, modeling positional words and encouraging children to use them. Centers, transitions, and meals are opportunities to describe where things are located. For example: “The napkin fell under the table,” or “Stand behind your friend.” Positional vocabulary is a key understanding for children, as they observe the world around them.

## Responding to Children

Often, there is more than one way to describe where an object is, especially in relation to the objects around it. The pencil may be inside the cup, but it is also could be leaning against the cup. Acknowledge these different ways to describe the location of the pencil and other objects.

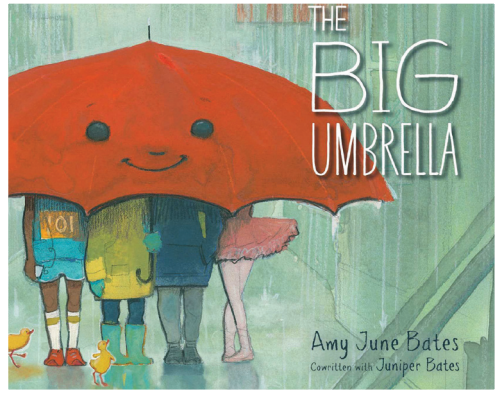
## Supporting Language Development

This message contained a compound word (inside). Compound words are words that are made up of two (or more) smaller words that combine to make a new word with a new meaning. Gather children in a small group and give the pictures of items (for example, a sun and a flower). Ask them to combine the pictures to make a new word. Or, put the pictures together and take away one of the words. What is left?



## Keep It Going

- While on the playground, encourage children to use positional words when describing where they are on the equipment. Are they under the slide? Are they sitting on top of the swing? Are they standing next to the stairs? Invite them to share with you.
- At snack or meal times, help children learn how to set a place at the table by describing where to place the plate, utensils, etc. Focus on using positional words such as “Place the fork beside the spoon.”



### Make & Prepare

- Bring a large umbrella.

### Additional Materials

- Anchor Chart: “Power of 3”
- Unit Chart: “Words We Are Learning”
- Mindful Moment card “Spreading Kindness”

### Words We Are Learning

plaid: a pattern of lines that creates rectangles



### Setting the Purpose

Remember to focus children’s attention on the purpose of lessons and activities to help them understand why their participation is important.

### Mindfulness

This lesson closes with a mindfulness exercise. Mindfulness tries to help people focus on the here and now. Connecting children with the physical aspect of their emotions will help them get in touch with different feelings and to become more aware of how they feel in the present moment.

### Growing Empathy

Continue inviting children to practice “Spreading Kindness” and grow their empathy. Here is another variation: Start by sending kindness to someone you love, then to someone you don’t know well, and perhaps even to someone you feel grumpy toward.

### Before

**CONNECT** to the Power of 3. **SHOW** the cover. **ASK** children what they notice.

We are going to read another book about taking care of each other [point to the Anchor Chart: “Power of 3”]. The title is *The Big Umbrella*. It is written and illustrated by Amy June Bates with help from her daughter Juniper Bates. Look at the cover. What do you notice? Yes, the umbrella is smiling. Perhaps it is a character in the book?

**INVITE** children to count how many people are under the umbrella.

How many people are standing under the umbrella in this picture? Who can come and point as we count them?

**SHOW** a real umbrella. **INVITE** children, one by one, to stand under it until there is no more room. **GUIDE** children to count how many people fit.

Well, here is an umbrella. It is the biggest one I could find. How many members of our classroom community do you think could fit under it? How can we find out?

Let’s open it up and try it out. I’m one. [Name], can you come join me under the umbrella? So, how many of us could fit under this umbrella?

**ASK** children if they think more people could fit under the umbrella in the story. **SET THE FOCUS:** To find out why the authors call this book *The Big Umbrella*.

I wonder if more people could fit under the umbrella in this book. What do you think?

Let’s read to find out why the authors call this book *The Big Umbrella*.

### During

**PAUSE** after “It doesn’t matter if you are tall.” **ASK** children if there will be enough room under the umbrella.

Here are the four people under the umbrella that we counted on the cover. Here comes another person. This person is very tall. Do you think there is room for her under the big umbrella? Why or why not?

**TURN** the page. **PAUSE** before reading: “or hairy.” **POINT OUT** how the umbrella is special.

Was there room for the tall person? How? Yes, because the big umbrella is special! Even when it seems like someone might not fit, the big umbrella is able to grow and make room for more people.

**PAUSE** after “or plaid.” **DEFINE** “plaid.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Can you say “plaid?” What does “plaid” mean? Plaid is a design or pattern. This coat is plaid. See the pattern of rectangles? What else is plaid on this page? Let’s add “plaid” to the list of words we are learning. Do you know any other words that mean the same thing?

**PAUSE** after “Some people worry that there won’t be enough room under the big umbrella.” **ASK** children if they think there is room for more people under the umbrella.

There are lots of people under the big umbrella! But look at these people who do not have umbrellas. They are getting wet in the rain. Do you think anyone else could fit under the big umbrella? Why or why not?

### After

**DISCUSS** how the big umbrella is able to make space for all the people in this community.

How do you think the big umbrella is able to make space for so many community members?

Yes, it grows as big as it needs to, so that everyone has space to be together. Isn’t that kind?

**GUIDE** children to do “Spreading Kindness.”

*The Big Umbrella* spreads kindness. Let’s do our Mindful Moment: “Spreading Kindness” [show card].

## Build Interest

**SHOW** the soccer ball pictures. **INVITE** children to talk about soccer.

We are talking about things we like to do. Some of us like to play sports! Look at these pictures [point]. What do you see?

Yes, these are soccer balls. Has anyone ever played soccer?

**COLLECT** the materials.

## Build Understanding

**EXPLAIN** the game “Roll, Count, Combine.”

We are going to play “Roll, Count, Combine” with these soccer balls. Each of you will take a turn to roll the dice [show] and count out that many soccer balls. Then you place them on the green grass mat [show]. What do you notice about the mat?

Yes, it has a line going across it. Be sure to place your soccer balls on that line. Then we will figure out how many we have altogether! Ready?

**WORK TOGETHER** to play “Roll, Count, Combine.” **INVITE** a child to be your partner. **TAKE TURNS** rolling the dice and counting out soccer balls. Then **COMBINE** the quantity and **DESCRIBE** what you are doing. An example follows.

I will roll the dice. I rolled a three. Now I will count out three soccer balls and place them on this line on the green grass mat.

Who would like to go now? Roll the dice, count out the soccer balls, and place them on line on the mat.

Now that we have both rolled and counted out soccer balls, how many do we have altogether? How can we figure it out? Can you describe what you see?

## Build Experience

**INVITE** children to work in partnerships to play “Roll, Count, Combine.” **DISTRIBUTE** bowls of soccer balls and green grass mats. **INVITE** children who speak the same home language to play with each other in their home language to solidify and extend their learning.

Now it is your turn to work with a partner to play “Roll, Count, Combine.” Here are your soccer balls and green paper mat. Both players take a turn to roll and count out soccer balls. Be sure to place them on the line. Then try to answer the question: how many soccer balls do you have altogether?

**REVIEW** playing “Roll, Count, Combine.” **INVITE** children to share how they worked.

Today we played the game, “Roll, Count, Combine.” We used soccer balls! We worked on figuring out how many soccer balls we had altogether. Who would like to share?



## Make & Prepare

- Draw a horizontal line across a green piece of construction paper (one per partnership).
- Download, print, and cut out soccer ball pictures (12 per partnership).

## Additional Materials

- Dice (one pair per partnership)



## Remember to Save

Pictures of soccer balls, dice, and green construction paper mats will be used again in Small Group Day 10



## Build Background Knowledge

Give children practice counting objects. Call out a number and have children count out that many soccer balls.



## Stretch their Thinking

Invite children to tell a number story and then act it out or draw it. For example, “I have three soccer balls. My partner has two soccer balls. How many do we have?”

## Listen/Look For

- How do children work with their partner?
- Do children subitize or count the number of dots on dice?
- What words do children use to describe how they added?

## Greeting Time

Children sing about thinking of others and choose an action.

*Literacy: Literate Attitudes and Behaviors*

**CONNECT** to the Power of 3. **FOCUS** on thinking about how others feel.

We are celebrating our classroom community! How do we take care of each other?

One way we take care of each other is that we think about how others feel [point to the Anchor Chart: “Power of 3”]. Let’s celebrate our classroom community by singing about thinking of each other’s feelings.

**ASK** children what action they can do (i.e. place a hand on their neighbor’s shoulder). **INVITE** them to sing “We think of the feelings of each other.”

As we sing, what action can we do to show that we think about how others feel?

Okay, let’s gently place a hand on our neighbor’s shoulder [demonstrate] as we sing together.

We think of the feelings of each other,  
Each other, each other.

We think of the feelings of each other,  
That’s the Power of 3 [sign]!

For we are all part of our classroom  
community,

We think of the feelings of each other,  
That’s the Power of 3 [sign]!

## Make & Prepare

- Review the ASL sign for “Power of 3” on the *Blueprint* website.

## Additional Materials

- *Blueprint Songbook*
- Anchor Chart: “Power of 3”



## Movement Time

Children gather under the parachute like a big umbrella.

*Social Emotional: Social Awareness and Relationships*

**CONNECT** to *The Big Umbrella*. **GUIDE** children to use the parachute like a big umbrella in a rainstorm.

Let’s take care of each other by playing a game with our parachute! Please stand and hold onto the parachute with both hands.

This parachute reminds me of the umbrella in our book *The Big Umbrella* [show]! Imagine our parachute is a big umbrella. Do you think we all can fit under it?

Slowly lift it up. Keep it lifted.

Take one step toward the middle of our circle.

Now take a step back and make the “umbrella” bigger.

Oh, it is starting to rain! Can you shake the umbrella overhead?

Keep the umbrella shaking overhead for shelter from the storm. But let’s squat.

The rain is slowing down. Slow down the shaking.

Bring the big umbrella down.

Did we fit under our “big umbrella?”

## Make & Prepare

- Bring a parachute. Or you can use a sheet or tablecloth, possibly cut into a round shape.

## Additional Material

- The book *The Big Umbrella*

## Reinforcing Vocabulary

Using robust vocabulary with children is essential to their growth as learners. Use words that were already taught to reinforce children’s understanding of them. The word “squat” was introduced in Unit 2 and used multiple times throughout the curriculum.

## Talk Time

Children practice thinking about and taking care of another’s feelings.

*Social Emotional: Social Awareness and Relationships*

**ROLE-PLAY** with Sayeh and Elijah, the social emotional puppets. **PRESENT** a scenario in which one feels left out. **DISCUSS** his feelings.

Elijah: Wow, all of you fit under the parachute like a big umbrella. That looked like fun. I was standing here by myself. But I wish I could have joined all of you.

Sayeh: How do you think Elijah is feeling right now [refer to the Anchor Chart: “Feelings”]? Why?

**CONNECT** to the Power of 3. **ASK** children how we can take care of Elijah.

He seems sad and lonely. Have you ever felt this way?

One way we take care of each other is by thinking about how others feel [point to the “Power of 3”]. Right now Elijah feels sad. How can we show him that we care about how he is feeling?

What can we say or do to take care of him?

**INVITE** children to role-play some of their ideas.

Let’s try out some of your ideas. Who would like to be Sayeh? Who would like to be Elijah?

## Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”
- Sayeh and Elijah, the social emotional puppets

## Power of 3

Reflect on your use of the Power of 3 throughout the year. How did the focus on responsibilities (as opposed to rules) impact the tone of your classroom? How did the language of “taking care” infuse your classroom? How did the Power of 3 make your classroom environment more positive and supportive? Did children add their own ideas to the Power of 3? How will you use the Power of 3 next year? How will you adapt it?

## Before

**CONNECT** to using the parachute in Movement Time. **ASK** children what they imagined the parachute being.

In Movement Time we had fun with our parachute. What did we pretend our parachute was?

Yes, we imagined the parachute was just like a big umbrella! I want to write about that in our message today. I want to write the word “big” in my sentence.

**STATE** that writers think about the beginning and ending sound in a word. **GUIDE** children to identify the beginning and ending sound in the word “big.”

We’ve learned that writers think about the beginning sounds in words before they write. What is the beginning sound in the word “big?” Yes, /b/. What letter makes the /b/ sound? Yes, the *letter b*.

Writers think about the ending sound in words, too! They say the word and think about the ending sound. Say the word with me again: big. We know there is a /b/ sound at the beginning of the word. But what sound do you hear at the end of the word “big?” Yes, /g/. Say the word “big” again so we can hear the ending sound /g/.

What letter makes the sound /g/? Whisper the letter that says /g/ into your hands. What letter did you whisper? Yes, the *letter g*. Let’s write the lowercase *letter g* in the palm of our hand. Curve around, make a tail, and swing up.

Listen for the word “big” in the message today. We will stop to listen for the ending sound and the letter when it’s time to write the word “big.”

## During

**DRAW** the parachute. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of our parachute. Should I draw some children holding it? How many?

**Suggested message:** “The parachute was like a big umbrella.”

**PAUSE** to focus on phonological awareness (ending sound in the word “big”).

I’m ready to write the word “big.” Let’s say that word again: big. What sound do you hear at the end of the word “big?” Yes, /g/. What letter makes the /g/ sound? Yes, the *letter g* makes the /g/ sound. When I write the lowercase *letter g*, I curve around, make a tail, and swing up. Now you try writing it with your finger in the air.

**INVITE** children to reread the message with you.

## After

**RESTATE** that writers can think about the ending sound in a word. **GUIDE** children to identify the ending sound in the word “rain.”

We are working on listening to the ending sound of a word. Then we can think about which letter makes that sound and what the letter looks like. Let’s keep listening to ending sounds in words.

When we went under the parachute, we all pretended that it was going to rain!

Think about the ending sound. Say the word: rain. What sound does the word “rain” end with? Yes, /n/.

Think about what letter makes that sound. Whisper it into your hand. Yes, the *letter n*.

Think about what that lowercase letter looks like. Yes, drop down and make a hill. Write the letter in your palm.

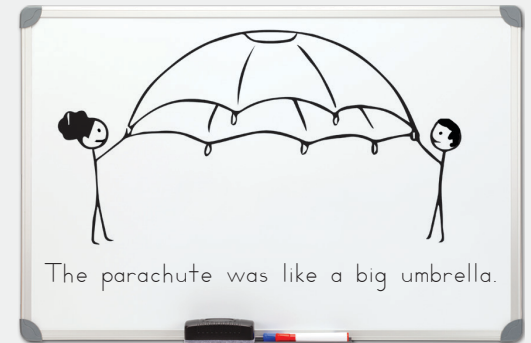
**SUMMARIZE** listening for the ending sound in a word.

We can listen to the beginning sound and the ending sound in a word.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to practice the *letter n*.

Let’s practice writing the lowercase *letter n* in the palm of our hand again.



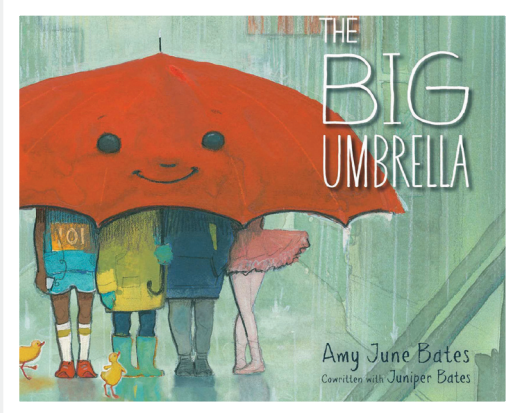
## Engaging Children

In this lesson, children are asked to “write” letters in the palm of their hands. This is a good strategy for involving children in the lesson. It also appeals to kinesthetic learners. What do you notice when you ask children to do this? Are there other times of the day when you can ask children to “write” in their palms of their hands?



## Keep it Going

- Join children at the writing center. Invite them to listen for the ending sound in a word they want to write.



### Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”

### Thinking Aloud

Thinking aloud is a powerful technique for making your mature thinking processes more evident to children. The Intentional Read Aloud typically contains at least one opportunity to model how you make sense of a book. Continue to model out loud for children how you process your thinking throughout the day. You can say, “I’m thinking…” or “I think…”

### Keep It Going

- Create a link from this book to a size and measurement activity. Ask children: how wide would an umbrella have to be to cover all the children in the classroom? Ask them how they can find out (e.g., drawing it on butcher paper).



### Before

**RECAP** what is special about the big umbrella.

We read this book *The Big Umbrella*. What is special about the big umbrella?

Yes, it keeps on growing, so it is always big enough for everyone to fit. That is so kind!

**CONNECT** to the Power of 3. **SET THE FOCUS:** To notice how the community members take care of each other.

Acting kindly is one way we take care of each other. As we reread *The Big Umbrella* today, let’s notice how the community members in this book take care of each other.

### During

**PAUSE** after “It likes to help.” **DISCUSS** how the umbrella helps others.

How does the big umbrella take care of others? Yes, the big umbrella likes to help others. How can an umbrella help people?

An umbrella can help people by giving them shelter from different kinds of weather. Usually we use an umbrella to protect us from the rain. An umbrella can also give us shade from a brightly shining sun.

Let’s keep noticing ways that the big umbrella and its friends take care of each other.

**PAUSE** after “It doesn’t matter how many legs you have.” **ASK** children how they think the dog is feeling. **DISCUSS** how the friends take care of the dog by thinking about how it feels and by acting kindly.

How do you think this dog feels [refer to Anchor Chart: “Feelings”]? How do you know? Yes, the dog is standing in the rain getting wet. The dog is looking down. Maybe it feels sad or left out.

So, how could the big umbrella and friends take care of the dog?

They can think about how the dog feels. They can act kindly by inviting the dog to gather with them. When he joins them under the big umbrella, then how do you think the dog will feel? Why?

**PAUSE** after “There is always room.” **DISCUSS** how they are taking care of each other by playing together.

Look at all the community members gathered under the big umbrella. How are they taking care of each other?

Yes, they are enjoying spending time together. There are all kinds of people playing together. What activities do you see them doing?

### After

**GUIDE** children to imagine they are under the big umbrella. **INVITE** them to turn and talk about how they would take care of each other.

There is so much kindness in this story. How would you like to be under the big umbrella?

Close your eyes and imagine that you are under the big umbrella with all the members of our classroom community. Think about what you would be doing under the big umbrella...

If we were under the big umbrella, how could we take care of each other?

Slowly open your eyes. Turn and talk with a partner about it...

## Build Interest

**SHOW** the basketball pictures. **INVITE** children to talk about basketball.

We are talking about things we like to do. Some of us like to play sports! Look at these pictures [point]. What do you see?

Yes, these are basketballs. Has anyone ever played basketball?

**COLLECT** the materials.

## Build Understanding

**REVIEW** the game “Roll, Count, Combine.”

We are going to play “Roll, Count, Combine” again. We already played this game using soccer balls [point]. But today we are going to play with soccer balls and basketballs. Each of you will take a turn to roll the dice [show] and count out either soccer balls or basketballs. Then you place them on the green grass mat [show]. What do you notice about the mat?

Yes, it has a line going across it. Be sure to place your soccer balls or basketballs on that line. Then we will figure out how many balls we have altogether! Ready?

**WORK TOGETHER** to play “Roll, Count, Combine.” **INVITE** a child to be your partner. **TAKE TURNS** rolling the dice and counting out soccer balls or basketballs. Then **COMBINE** the quantity and **DESCRIBE** what you are doing. An example follows.

I will roll the dice first. I rolled a two. Now I will count out two soccer balls and place them on this line on the green grass mat.

Who would like to go now? Roll the dice, count out basketballs, and place them on line on the mat.

Now that we have both rolled and counted out soccer balls and basketballs, how can we figure out how many we have altogether?

## Build Experience

**DISTRIBUTE** bowls of soccer balls, bowls of basketballs, dice, and green paper mats. **INVITE** children to work in partnerships to play “Roll, Count, Combine.” **INVITE** children who speak the same home language to play with each other in their home language to solidify and extend their learning.

Now it is your turn to work with a partner to play “Roll, Count, Combine.” Here are your soccer balls, basketballs, dice, and green paper mat. The first person to roll counts out soccer balls. The second person counts out basketballs. Be sure to place them on the line. Then try to answer the question: how many balls do we have altogether?

**INVITE** children to switch roles. Then **REVIEW** the game.

Today we played the game “Roll, Count, Combine” with soccer balls and basketballs. We took turns rolling first. Who would like to share what happened as they played the game?



## Make & Prepare

Download, print, and cut out pictures of basketballs (six basketballs per partnership).

## Additional Materials

- Dice (one pair per partnership)
- Green piece of construction paper with horizontal line (one per partnership)
- Soccer ball images (six per partnership)



## Build Background Knowledge

Give children practice making sets of equal objects. For example, call out the number three. Invite children to make a one set of three soccer balls and one set of three basketballs. Can they make one set that uses both types of balls?



## Stretch their Thinking

Show children how to write the addition sentence for the combination of soccer balls and basketballs.

## Listen/Look For

- What strategies do children use to find the total number of objects?
- How do children explain their thinking?

## UNIT 10

# WEEK 3

### Be Sure to...

- Discuss why it's important to take care of the environment.
- Talk about concrete ways children can take care of the environment.
- Play games that review key concepts such as letters, numerals, and shapes.

### Materials

- Magnetic letters and numerals
- Counting chips
- Chart paper, markers, pencils, and crayons

### Books

- *10 Things I Can Do to Help My World*
- *Me...Jane*
- *Mission to Space from Unit 9*
- *Blueprint Songbook*
- *Blueprint Yoga*

### Charts

- Anchor Charts:
  - “Power of 3”
  - “Readers Can Say”
  - “Feelings”
- Unit Chart:
  - “Words We Are Learning”

## How do we take care of our environment?

We keep our inside and outside spaces clean. We treat all things with care.

Children review the final element of the Power of 3: taking care of our environment by discussing why we treat our classroom and outside space with care. During read alouds, children learn about the life of Jane Goodall and discuss how she cherishes the environment and all animals that live in it. They practice the yoga poses they have learned and review colors, shapes, letters, and numbers through games of “BINGO”.

### Keep in Mind

In Week 4, you have two opportunities to invite families into the classroom to celebrate children's learning – they can come to hear the class book on Day 17 and/or join in on the Power of 3 celebration on Day 20. Send out invitations so families can prepare accordingly. Create your own or download and print samples from the *Blueprint* website.



### Words We Are Learning

**reduce**  
to make less

**environmentalist**  
a person whose job helps take care of the environment

**cherish**  
to love and protect

**curious**  
wanting to know more



### Multilingual Learner Anchor Words

- space
- inside
- outside
- carefully



### From the Songbook

**“This is the Way We Care for Books”**

[Sing to the tune of “(The) Mulberry Bush.”]

This song was featured in Unit 1. It will be featured again in Greeting Time. Copy the lyrics and send home to families.



### Trips & Visitors

Invite family or community members whose work involves taking care of the community (park rangers, local environmental groups) to visit your classroom.



### Working with Families

Let families know that board games help children learn about turn taking, following rules, and making choices. They also create warm family memories. Suggest they play board games (both inside and outside) with their child.



**Remember** | <https://cliblueprint.org/resources-tx>

You can find downloads, videos, and more on the *Blueprint* website.



	Day 11	Day 12	Day 13	Day 14	Day 15
Greeting Time	Children march in place and sing about caring for their environment. <i>Social Studies: Being a Community Member</i>	Children form a “roof” overhead and sing about caring for their classroom. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children reach up and squat and sing about caring for their playground. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children sing about caring for their community. <i>Social Studies: Being a Community Member</i>	Children walk in a circle and sing about caring for Earth. <i>Science: Earth and Space Sciences</i>
Movement Time	Children choose a yoga pose to do together. <i>Creative Arts: Creative Movement and Dance</i>	Children choose a “pet” yoga pose to do together. <i>Creative Arts: Creative Movement and Dance</i>	Children choose an “outdoor animal” yoga pose to do together. <i>Creative Arts: Creative Movement and Dance</i>	Children practice tree pose while holding hands in a circle. <i>Creative Arts: Creative Movement and Dance</i>	Children practice “Earth salutes.” <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children review how we take care of our environment. <i>Social Studies: Being a Community Member</i>	Children discuss handling books and toys carefully. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children role-play with puppets to show why we put things away. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss treating living things carefully. <i>Science: Life Sciences</i>	Children discuss how throwing away trash takes care of Earth. <i>Science: Earth and Space Sciences</i>
Meeting Time Plus	Children identify the ending sound in words. <i>Literacy: Phonological Awareness</i>	Children play, “I Spy Something in Our Classroom Environment.” <i>Literacy: Listening and Speaking</i>	Children blend two sounds together to make a word. <i>Literacy: Phonological Awareness</i>	Children create a list of what they would ask Jane Goodall. <i>Literacy: Writing</i>	Children learn the word “cherish.” <i>Literacy: Vocabulary</i>
Intentional Read Aloud	Children make connections. <i>Literacy: Comprehension</i>	Children discuss what they learned about caring for Earth. <i>Science: Earth and Space Sciences</i>	Children learn about the life of Jane Goodall. <i>Social Studies: Being a Community Member</i>	Children discuss how Jane feels about living things. <i>Science: Life Sciences</i>	Children discuss what they wonder. <i>Literacy: Comprehension</i>
Small Group	Children play “BINGO” with uppercase letters. <i>Literacy: Writing</i>	Children play “BINGO” with numerals. <i>Math: Numbers and Number Sense</i>	Children play “BINGO” with colors. <i>Creative Arts: Visual Arts</i>	Children play “BINGO” with shapes. <i>Math: Geometry and Spatial Relations</i>	Children play “BINGO” with classmates’ names. <i>Literacy: Writing</i>
Reflection Time	Which responsibility under “Take Care of Our Environment” is easy for you?	How did you help take care of your environment today?	Which responsibility under “Take Care of Our Environment” did you get better at?	How can you show the environment that you cherish it?	How can we take care of our environment?

## Centers to Launch

See Pages 14-25

**Art Center** | Yarn Block Fireworks

**Blocks** | Building with Boxes

**Sensory Table** | Pom-Pom Beach

**Writing Center** | Party Food Recipe



## Greeting Time

Children march in place and sing about caring for their environment.

*Social Studies: Being a Community Member*

**CONNECT** to the Power of 3. **REVIEW** what our environment is.

In our classroom community, we take care of ourselves, each other, and our environment.

Let's focus on our environment. What do we mean when we say "environment?"

Yes, our environment is the space we share with others. It is the places and things around us. We have both inside spaces, like our classroom, and outside spaces, like our local community. These make up our environment. Can you say "environment?"

**INVITE** children to march in place. **ENCOURAGE** them to join in singing "This Is the Way We Care for Our Environment."

Let's sing about taking care of our environment. As we sing, march in place [demonstrate]. Can you march in place? Please sing along!

This is the way we care for our environment,  
Care for our environment,  
Care for our environment.

This is the way we care for our environment  
Because it is so special.

## Make & Prepare

- Familiarize yourself with the tune of "This Is the Way We Care for Our Environment" [Sing to the tune of "(The) Mulberry Bush."] on the *Blueprint* website.

## Additional Material

- Blueprint Songbook*

## Supporting Multilingual Learners

Explicitly review the word "space" for new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.



## Movement Time

Children choose a yoga pose to do together.

*Creative Arts: Creative Movement and Dance*

**STATE** that one way people connect to their environment is to practice yoga poses.

Our environment is the space around us. There is so much to observe in our environment. One way people feel connected to what is around them is to practice yoga. When we do yoga poses, we pretend to be different things in our environment.

**SHOW** a few pages in the book *Blueprint Yoga* (i.e. squirrel, frog, and snake). **ASK** children which pose they would like to practice today.

We have practiced many yoga poses in our classroom community. Look at these animal poses. What poses are they?

Yes, here we have a picture of squirrel pose, frog pose, and snake pose. Which of these animal yoga poses would you like to practice today?

**INVITE** a child to demonstrate the selected pose. **NARRATE** the steps for doing the pose. Then **GUIDE** children to practice the pose together.

Who can remind us how to do (animal) pose?

Now let's all practice (animal) pose together!

## Make & Prepare

- Mark a few pages in the book *Blueprint Yoga* of animal poses, such as squirrel, frog, and snake.
- Review the selected poses on the *Blueprint* website. Be ready to model, or prepare another adult or child to do so.

## The Benefits of Yoga

Yoga has both physical and mental benefits. The practice of bending and stretching helps children develop strength, balance, and flexibility. In addition, as they pretend and imagine, yoga helps children to maintain focus, think creatively, and channel energy. Reflect on the use of yoga in your class this year. How did children respond to it? How will you use it next year? How will you adapt its use?

## Talk Time

Children review how we take care of our environment.

*Social Studies: Being a Community Member*

**CONNECT** to the Power of 3.

Did you have fun practicing yoga together? As you moved, I noticed that you were taking care of yourselves and each other. Those are important parts of our Power of 3. What is the third part of our Power of 3?

In our classroom community, we also take care of our environment.

**GUIDE** children to read each responsibility on the Anchor Chart: "Power of 3" under the "Take Care of Our Environment" section.

Let's read the ways that we take care of our inside and outside spaces:

- Put things away.
- Handle books and toys carefully.
- Throw away trash.
- Treat living things carefully.

**INVITE** children to share about how they take care of their environment.

Think about these responsibilities. How do you take care of our environment?

**ADD** to the Unit Project: Celebrating the Power of 3. Invite children to sign their names on the poster titled "We Take Care of Our Environment!"

We take care of our environment. Let's all sign our name on this poster to celebrate how we follow the Power of 3!

## Make & Prepare

- Continue the Unit Project. Create a poster on a piece of oaktag or chart paper titled "We Take Care of Our Environment." Make sure there is room for each child to sign their name underneath or around it.

## Additional Materials

- Anchor Chart: "Power of 3"
- Markers

## Keep It Going

- Invite children to draw and paint outside, carefully observing their environment.



## Before

**CONNECT** to Movement Time. **REFLECT** on doing yoga as a way to feel connected to the environment. **ASK** children yoga pose they did.

We did yoga during Movement Time. When we do yoga, we pretend to be different things in our environment. It is a way to feel connected to it! What did we pretend to be today?

**GUIDE** children to identify the beginning and ending sound in the word “hen.”

Yes, we pretended to be [name the animal pose you practiced and show it in the book *Blueprint Yoga*]. We have done many other animal poses too! Remember hen pose [show]? I want to write about that in our message today. I want to write the word “hen” in my sentence.

We’ve learned that writers think about the beginning sounds in words before they write. What is the beginning sound in the word “hen?” What letter makes the /h/ sound? Writers think about the ending sound in words, too! They say the word and think about the ending sound. Let’s practice that today!

Say the word with me again: hen. We know there is a /h/ sound at the beginning of the word. But what sound do you hear at the end of the word “hen?” Say the word “hen” again so we can hear the ending sound, /n/.

What letter makes the sound /n/? Whisper the letter that says /n/ into your hands. What letter did you whisper?

Let’s write the lowercase *letter n* in the palm of our hand. Drop down, make a hill.

Listen for the word “hen” in the message today. We will stop to listen for the ending sound and the letter when it’s time to write the word “hen.”

## During

**DRAW** a picture of a hen. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of a hen. We know a hen yoga pose. Do you like to do hen pose?

**Suggested message:** “We know the hen pose.”

**PAUSE** to focus on phonological awareness (ending sound in the word “hen”).

I’m ready to write the word “hen.” Let’s say that word again: hen. What sound do you hear at the end of the word “hen?” Yes, /n/. What letter makes that /n/ sound? Yes, the *letter n* makes the /n/ sound. When I write the lowercase *letter n*, I drop down and make a hill. Now you try writing it with your finger in the air.

**INVITE** children to reread the message with you.

## After

**RESTATE** that writers can think about the ending sound in a word. **GUIDE** children to identify the ending sound in the word “cat.”

We are working on listening to the ending sound of a word. Then we can think about which letter made that sound and what the letter looks like. Let’s keep listening to ending sounds in words.

Another animal pose we do is cat. Think about the ending sound. Say the word: cat. What sound does the word “cat” end with? Think about what letter makes that sound. Whisper it into your hand. Think about what that lowercase letter looks like. Yes, drop down, make a bridge. Write the letter in your palm.

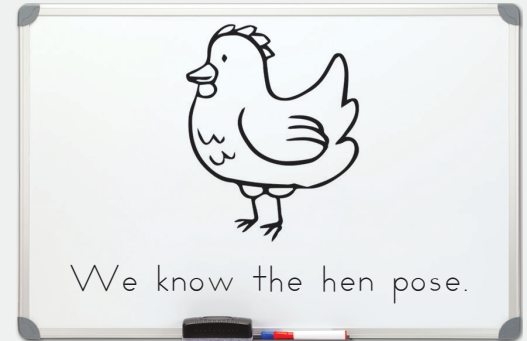
**SUMMARIZE** listening for the ending sound in a word.

We can listen to the beginning sound and the ending sound in a word. First, we have to think and say the word. We listen carefully to the ending sound. Then we can think about which letter makes that sound and what it looks like!

**REREAD** the message one more time.

[Transition] **INVITE** children to practice the lowercase *letter t*.

Let’s practice writing the lowercase *letter t*, the ending sound of the word “cat” in the palm of our hand again.



### Material

- *Blueprint Yoga*

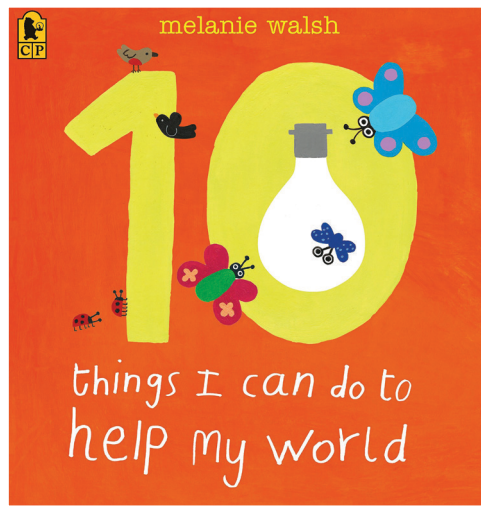
### Supporting Individual Children

Recognizing letter sounds and connecting them to the letter shape is an ongoing process that children will learn at different rates.



### Keep it Going

- Join children in the library. Read and emphasize the ending sound in a few words. Invite children to listen carefully and tell the sound they hear at the end.



### Make & Prepare

- Review the ASL sign for “I remember” on the *Blueprint* website.

### Additional Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Readers Can Say”

### Book Format

This book features cutout pages to reveal each way to care for Earth. Highlight the special pages with children, and point out how we take care of our book by turning the flaps carefully. There are also two sets of text: the main text and the fine print. As you read, read the main print first and the fine print second. The fine print provides additional information about each way we can help the world and can be helpful in answering children’s questions.

### Supporting Multilingual Learners

Explicitly teach the words “inside” and “outside” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

### Vocabulary Development

“Tap” is a word with multiple meanings depending on how it’s used. As a verb, it means to strike lightly (“Let’s tap our feet and make a soft noise.”). As a noun, it is synonymous with the word “faucet” (“Turn off the tap, so we don’t waste water.”). Make sure to clarify its different usages. Use pictures and gestures to provide context for children. Also invite them to share the words they use at home to clarify meaning.



### Before

**CONNECT** to the Power of 3. **ASK** children to name one way they take care of the environment.

Part of our Power of 3 is that we take care of our environment. Think about how you care for our inside and outside spaces. What is one way you take care of our environment? Lean and tell a neighbor.

You know many ways to care for our environment!

**SHOW** the cover. **INVITE** children to make connections. **PROMPT** them to sign “I remember.”

We are going to read a book about caring for our inside and outside spaces. The title is *10 Things I Can Do to Help My World*. It is written and illustrated by Melanie Walsh.

In this book we will read about 10 ways to care for our environment. As we read, you will notice some things that you already do! How can you show when you are making a connection?

Yes, you can sign “I remember” [demonstrate]. Let’s all practice the sign now.

### During

**PAUSE** after “To turn off the tap when I brush my teeth.” **EXPLAIN** what the “tap” is. **PROMPT** children to sign “I remember” if they are making a connection.

One thing we can do to care for our world is save water. So, when we brush our teeth, we can turn off the tap. Does this mean “tap” like I tap my toes [demonstrate]?

No, here the tap is this part of the sink where the water comes out [point]. It is also called a faucet. When we turn off the tap, we don’t let water go down the drain when we are not using it.

Is this something you remember doing? You can sign “I remember” to show that you are making a connection.

**PAUSE** after “Throw my trash away.” **MODEL** making a connection using the sentence stem, “I remember...” **INVITE** children to sign “I remember” and point out this responsibility on the Anchor Chart: “Power of 3.”

I remember how we throw away trash in our classroom community. Let’s show that we are making a connection by signing “I remember” together. Who can point to this responsibility on our “Power of 3” chart?

**PAUSE** after “making toys from things around the house.” **INVITE** children to share their connections. **REMIND** them to use the sign and sentence stem, “I remember...”

What do you think this toy robot is made of? Yes, it looks like the child reused old boxes. Can you remember reusing things around our classroom or at home? You can sign “I remember.”

Keep signing if you would like to share your connection. You can say, “I remember...”

**PAUSE** after “Plant seeds and help them grow.” **MODEL** making a connection using the sentence stem, “I remember...” **INVITE** children to sign “I remember” and point out this responsibility on the Anchor Chart: “Power of 3.”

I remember how we care for plants and other living things. Let’s show that we are making a connection by signing “I remember” together. Who can point to this responsibility on our “Power of 3” chart?

### After

**SHOW** the last page. **INVITE** children to turn and talk about their connections. **ENCOURAGE** them to use the sentence stem, “I remember...”

We read about 10 ways we can care for our world. Think about this last picture of Earth. What does it make you remember?

Turn and talk about your connections. When it’s your turn to talk, you can start by saying, “I remember...”

## Build Interest

**ASK** children if they have ever played the game “BINGO.”

Sign “yes” [demonstrate] if you like to play games! Have you ever played “BINGO?” What do you know about the game “BINGO?”

## Build Understanding

**SUMMARIZE** the discussion.

Here’s what we know about the game “BINGO”...

**EXPLAIN** how to play “BINGO.”

“BINGO” is a game you play with a game board. Each player has a board and chips [show]. There is a caller who announces something that might be in one of the squares on your board [point]. Then you look to see if you have it. If you do, you cover it with a chip, like this [demonstrate]. The goal is to try to fill your “BINGO” card so all the boxes have a chip in them.

**INVITE** children to view a blank “BINGO” board. **ASK** them to describe it.

Let’s look at a “BINGO” board that we will use today [show]. What do you notice?

Yes, this “BINGO” board has empty squares on it. Let’s count them!

**TELL** children they are going to play “Letter BINGO.” **WORK TOGETHER** to fill one “BINGO” board with letters.

Today, we are going to play “Letter BINGO.” Each player will fill up each of the boxes with different letters of the alphabet. Let’s make one “Letter BINGO” board together. What classroom items can we use to help us remember how to write our letters?

Yes, we can look at our alphabet chart, our name chart, and lots of other charts around the room.

- Which letter should we write first?
- How do you write that letter? Who would like to write it?
- What sound does it make?

## Build Experience

**DISTRIBUTE** blank “BINGO” cards and pencils. **GIVE** children time to fill their boxes with different letters.

Now it is your turn to create a “Letter BINGO” board. Fill your board with different letters, one in each box. When everyone’s board is filled, we will play.

**PLAY** “BINGO.” **CHOOSE** a letter from the bag. **SAY** its name. **SHOW** the letter. **INVITE** children to cover the letter with a chip if it is on their board. **CONNECT** with new English learners by describing what you see happening during the game.

Ready to play? Who wants to reach into the letter bag and choose a letter? We’ll name it and show it. If you have it on your board, cover it with a chip.

**REVIEW** playing “Letter BINGO.”

Today we played “Letter BINGO.” Let’s discuss:

- How is the “BINGO” board you made the same as other children’s boards? Different?
- What was it like playing “BINGO?”



## Make & Prepare

- Download and print “BINGO” boards (one per child).
- Place a set of uppercase magnetic letters in a mystery bag to use for drawing.
- Place five counting chips in a cup for each child.
- Familiarize yourself with the ASL sign for “yes” on the *Blueprint* website.

## Additional Materials

- Pencils

## Build Background Knowledge

Review the alphabet. Sing or chant the letters or play a mystery bag letter game.

## Stretch their Thinking

As children fill their “BINGO” board with letters, invite them to use both uppercase and lowercase letters.

## Listen/Look For

- What do children know about “BINGO?”
- What letters do children choose to fill their board with?

## Variations of the Game

You can play the game so the first person who fills their board is the “winner,” or you can keep playing until everyone in the group has filled their board.

## Greeting Time

Children form a “roof” overhead and sing about caring for their classroom.

*Social Emotional: Self-Regulation and Responsible Behavior*

**CONNECT** to the Power of 3. **REVIEW** how our environment includes indoor and outdoor spaces.

We take care of ourselves, each other, and our environment. Our environment is the space we share with others. We have both inside and outside spaces. What indoor space do we share?

**INVITE** children to form a “roof” by connecting their hands overhead. **CHANGE** the song to “This Is the Way We Care for Our Classroom.”

An important indoor space that we take care of is our classroom. Can you connect your hands overhead like a roof to show that we are inside? Let’s sing about caring for our classroom.

This is the way we care for our classroom,  
Care for our classroom,  
Care for our classroom.

This is the way we care for our classroom  
Because it is so special.

### Materials

- *Blueprint Songbook*
- Anchor Chart: “Power of 3”



### Keep It Going

- What other shared indoor spaces do children take care of? Invite them to sing about these spaces as well.



## Movement Time

Children choose a pet yoga pose to do together.

*Creative Arts: Creative Movement and Dance*

**RESTATE** that one way people connect to their environment is to practice yoga poses.

Our classroom is a special part of our environment. One way people feel connected to what is around them is to practice yoga. When we do yoga poses, we pretend to be different things in our environment.

**INVITE** children to name indoor animals, such as a class pet or pets at home.

Let’s think about some animals we might observe indoors. Do we have a pet we take care of in our classroom? Do you have a pet at home?

**SHOW** a few pages of “pet” poses in the book *Blueprint Yoga* (i.e. dog, cat, and bunny). **ASK** children which pose they would like to practice today.

Here are some pet yoga poses. What poses are they?

Yes, dog pose, cat pose, and bunny pose. Which of these pet yoga poses would you like to practice today?

**INVITE** a child to demonstrate the selected pose. **NARRATE** the steps for doing the pose. Then **GUIDE** children to practice it together.

Who can remind us how to do [pet] pose?

Now let’s all practice [pet] pose together!

### Make & Prepare

- Mark a few pages in the book *Blueprint Yoga* of pet poses, such as dog, cat, and bunny.
- Review the selected poses on the *Blueprint* website. Be ready to model, or prepare another adult or child to do so.

### Executive Function

Guiding children to learn how to follow multistep directions helps them to develop executive function. Their memory gets a workout as they keep the order of directions in mind.

## Talk Time

Children discuss handling books and toys carefully.

*Social Emotional: Self-Regulation and Responsible Behavior*

**ASK** children how they think a puppy would handle classroom materials.

You just practiced a pet pose. What if a puppy came into our classroom? What do you think it would do?

How might a puppy handle our books and toys?

**DISCUSS** why handling books and toys carefully is important.

Yes, we handle books and toys carefully. That’s part of our Power of 3 [point].

Why is it important to handle the things in our classroom with care? What might happen if we didn’t handle our books and toys carefully?

**USE** puppets to role-play a situation.

Elijah: I finished reading this book. I’m thirsty and want some water. I think I will just leave the book on the floor.

**INVITE** children to discuss what they want to say to Elijah. **INVITE** them to use the puppets to act out their ideas.

What can you remind Elijah about taking care of our environment?

What can you remind him about the importance of handing books and toys carefully?

Let’s try out some of these ideas. Who can be Elijah? Who can be Sayeh?

### Make & Prepare

- Bring a book or toy.

### Additional Materials

- Anchor Chart: “Power of 3”
- Sayeh and Elijah, the social emotional puppets

### Supporting Multilingual Learners

Explicitly teach the word “carefully” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.



## Before

**CONNECT** to the Power of 3. **REREAD** the list of responsibilities under “Take Care of Our Environment” on the Anchor Chart: “Power of 3.”

We are talking about all the ways we have learned how to care of our inside and outside spaces. Let’s read our list of responsibilities under “Take Care of Our Environment” on the “Power of 3” chart.

**TELL** children you are going to play “I Spy Something in Our Classroom Environment.”

Let’s play “I Spy Something in Our Classroom Environment.” I’ll give you some clues about something I see in our classroom environment. Listen carefully and think about which object I am describing. Ready?

**SAY** clues to one of the objects in your room (below is an example; adapt to your environment). **INVITE** children to whisper the name of the object into their hand.

I spy an object that is white. If you think you know what it is, whisper the name of the object in your hand.

Here’s a second clue. I spy an object that is white and it has a faucet or tap. If you think you know what it is, whisper the name of the object in your hand.

Here’s the last clue. I spy an object that is white, it has a faucet or tap, and we wash our hands in it. What object in our environment am I describing? If you know, whisper the name of the object into your hand. Who wants to share?

Yes, I was thinking of the sink! The sink is where we wash our hands [point].

## During

**DRAW** a picture of the sink. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Yes, I was spying the sink. What should I draw to make it look like a sink?

**Suggested message:** “I spy a sink.”

**PAUSE** to focus on phonological awareness (/s/ in the word “sink”).

Sink. Say that with me: sink. What sound do you hear at the beginning of the word “sink?” /s/. What letter makes the /s/ sound? Yes, the *letter s* makes the /s/ sound. When I write the lowercase *letter s*, I curve around and curve around. Now you try writing it with your finger in the air.

**FINISH** writing the message. **INVITE** children to reread the message with you.

## After

**CONTINUE** to play the game “I Spy Something in Our Classroom Environment.” **SAY** clues to an object in your environment.

Let’s continue to play our game, “I Spy Something in Our Classroom Environment.” I’ll say some clues to one of the objects in our classroom. Listen carefully to the clues to help you figure out the object.

I am spying an object that ...

**SUMMARIZE** the game. **CELEBRATE** the game with a cheer.

Today we played “I Spy Something in Our Classroom Environment.” You listened to my clues to figure out which object I was describing. Let’s celebrate all our learning by choosing a cheer from our cheer chart.

**REREAD** the message one more time.

[Transition] **INVITE** children to play the game with a partner.

Can you spy something in our environment and play the game with a partner?



## Material

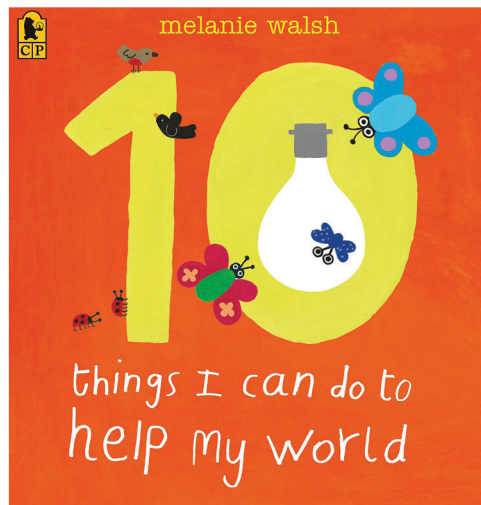
- Anchor Chart: “Cheers”

## Cheers

As you celebrate the conclusion of the year, have fun reviewing cheers! Remember, cheers are quick celebrations that may include words, chants, and movements. Use cheers throughout your day when you want to make a child or group of children feel special, motivate or encourage children, build or strengthen community, or capture children’s attention. Invite children to share the joy of these cheers with people in the school and family members!

## Keep it Going

- While outside on the playground, play a variation of “I Spy Something in Our Classroom Environment.” Invite children to listen to your clues and guess the answer. For example, “I spy something that has a ladder and when you go down it, your body moves quickly!”
- Invite children to write and draw clues to something they spy in the classroom. Encourage them to share and play with a classmate.



### Make & Prepare

- Review the ASL sign for “I learned” on the *Blueprint* website.

### Additional Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

reduce: to make less

### Sensitivity About Choices

Remember that children may wish to make some of the choices suggested in this book. However, they may not be able to control the decisions that their caretakers and other family members make. For example, be sensitive to children whose family drives them to school, or who do not unplug the television when not in use. Focus on the decisions that children can make on their own and in the classroom community that will help to take care of Earth.

### Keep It Going

Make a poster titled 10 Ways Our Classroom Community Helps the World (e.g., using both sides of paper; creating art with recyclables). Display it where others can see.



### Before

**CONNECT** to the Power of 3. **INVITE** children to recall connections they made to the book.

In our classroom community, we take care of our environment. That’s part of our Power of 3.

We read *10 Things I Can Do to Help My World*. We remembered ways we care for our inside and outside spaces. What is one connection that you made? Lean and tell a neighbor.

**SET THE FOCUS:** To learn new ways to care for our environment. **PROMPT** children to sign “I learned.”

I wonder if this book can teach us new ways to care for our environment? As we reread *10 Things I Can Do to Help My World*, think about what new ideas you are learning. When you learn something new about caring for the Earth, how can you show it? Yes, practice signing “I learned” [demonstrate] now.

Let’s read to find out even more ways that we can care for our environment.

### During

**PAUSE** after “both sides of the paper.” **MODEL** sharing a new way to care for the environment. **USE** the sign and sentence stem, “I learned.”

Sometimes when I write or draw on a piece of paper, I only use one side. Instead of flipping the sheet of paper over, I might just take a new piece of paper. But this book just taught me another way that I can take care of our environment.

Yes, I am signing “I learned.” I learned that I can use both sides of a piece of paper.

**READ** the fine print. **DEFINE** “reduce.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Why might we want to be careful about how much paper we use?

Where does paper come from? Yes, paper comes from trees. We just read that using both sides of the paper helps to reduce the number of trees we use. Can you say “reduce?” Let’s find the syllables or beats in that word: re-duce. What does it mean to reduce?

When you reduce something, you make it less. So, reducing the number of trees means we use fewer trees. Let’s add “reduce” to the list of words we are learning. Do you know any words that mean the same thing?

**DISCUSS** how this choice helps to take care of Earth.

How does reducing the number of trees we use help to take care of Earth?

We want to be careful about using too many trees to make paper. Trees are an important part of our world. Trees are living things, and they provide homes for many other living things. What would happen if there weren’t enough trees on Earth?

I’m glad I learned this new way of caring for our environment. If you are too, sign “I learned.”

**PAUSE** after the fine print on the page: “sort the recycling.” **REMIND** children to sign “I learned.”

If you are thinking about more new ways to care for Earth, you can sign, “I learned.”

### After

**INVITE** children to turn and talk about a new way to care for Earth. **ENCOURAGE** them to use the sentence stem, “I learned.”

There are many ways to take care of our environment. Think about something new that you learned from reading *10 Things I Can Do to Help My World*. What new way do you plan to try?

Turn and talk about it with a partner. When it is your turn to talk, you can say, “I learned…”

Can you think of any other ways we can help take care of our world?



## Build Interest

**PLAYFULLY ENGAGE** children in counting from one to twenty.

For our Small Group today we are going to be using numerals. Let’s warm up with some counting! Everyone find space. We are going to count to 20. Each time we say a number, let’s jump. When we get to 20, we will jump and raise our hands high in the air like this [demonstrate]. Ready!

## Build Understanding

**CONNECT** to learning about “BINGO”. **TELL** children they are going to play “Numeral BINGO.”

We learned about the game “BINGO.” We are going to play again, but today we are going to fill our “BINGO” board with numerals!

**INVITE** children to think about where in the classroom they can look to remember how to write different numerals.

Let’s prepare a “BINGO” board together. We are going to fill it with numerals. What classroom items can we use to help us remember how to write numerals?

**WORK TOGETHER** to begin filling one “BINGO” board.

Here is one “BINGO” board. Let’s fill a few spaces on this board together.

- What numeral should we put first?
- What’s the lowest numeral we could use?
- What’s the highest numeral we might use?

## Build Experience

**DISTRIBUTE** blank “BINGO” cards and pencils. **GIVE** children time to fill their board with different numerals.

Now it is your turn to create a “Numeral BINGO” board. Fill your board with different numerals, one in each space. When everyone’s board is filled, we will play.

**PLAY “BINGO.” CHOOSE** a numeral from the bag. **SAY** its name. **SHOW** the numeral. **INVITE** children to cover the numeral with a chip if it is on their board. **CONNECT** with new English learners by describing what you see happening during the game.

Ready to play? Who wants to reach into the bag and choose a numeral? We’ll name it and show it. If you have it on your board, cover it with a chip.

**REVIEW** playing “Numeral BINGO.”

Today we played “Numeral BINGO.” Let’s discuss:

- How is the “BINGO” board you made the same as other children’s boards? Different?
- Do you like “Letter” or “Numeral BINGO?”



## Make & Prepare

- Download and print “BINGO” boards (one per child).
- Place a set of magnetic numerals in a mystery bag to use for drawing
- Place five counting chips in a cup for each child.

## Additional Materials

- Tabletop number line
- Pencils

## Build Background Knowledge

Look at some magnetic numerals together. Can children identify them? Can they talk about their shapes?



## Stretch their Thinking

Invite children to think of and try other ways to represent numbers in the boxes on their boards.

## Listen/Look For

- What numbers do children choose to fill their board with?
- What do you notice about children’s numeral formation?

## Variations of the Game

You can play the game so the first person who fills their board is the “winner,” or you can keep playing until everyone in the group has filled their board.

## Responding to Children

Are children able to accurately count to 20? If so, have them practice counting even higher. If not, give them more practice with number songs and verbal counting.

## Greeting Time

Children reach up and squat and sing about caring for their playground.

**Social Emotional: Self-Regulation and Responsible Behavior**

**CONNECT** to the Power of 3. **FOCUS** on outdoor spaces.

We take care of ourselves, each other, and our environment. Our environment is the space we share. We have both inside and outside spaces. What outdoor spaces do we share?

**INVITE** children to reach up and squat. **CHANGE** the song to “This Is the Way We Care for Our Playground.”

One outdoor space we take care of is our playground! We are active outdoors. Can you be active now by reaching your hands up and squatting down like this [demonstrate]?

Stay active as we sing about caring for our playground. Let’s squat each time we say the word “playground.”

This is the way we care for our playground [squat],

Care for our playground [squat],

Care for our playground [squat].

This is the way we care for our playground [squat]

Because it is so special.

## Materials

- Anchor Chart: “Power of 3”
- *Blueprint Songbook*



## Reinforcing Vocabulary

Using robust vocabulary with children is essential to their growth as learners. Use words that were already taught to reinforce children’s understanding of them. The word “squat” was introduced in Unit 2 and used multiple times throughout the curriculum.

## Movement Time

Children choose an outdoor animal yoga pose to do together.

**Creative Arts: Creative Movement and Dance**

**RESTATE** that we can do yoga poses to pretend to be things in our environment.

Our playground is part of our environment. We can pretend to be things in our environment by doing yoga poses.

**SHOW** the cover of *10 Things I Can Do to Help My World*. **ASK** children to name outdoor animals.

Think about some animals we might observe outdoors. Here are some on the cover of *10 Things I Can Do to Help My World*. Which ones do you notice? What other animals might you see outside?

**SHOW** a few pages of “outdoor animal” poses in the book *Blueprint Yoga* (i.e. ladybug, butterfly, and bumblebee). **ASK** children which pose they would like to practice.

Here are some yoga poses of animals we find outside. What poses are they?

Yes, ladybug pose, butterfly pose, and bumblebee pose. Which of these poses would you like to practice today?

**INVITE** a child to demonstrate the selected pose. **NARRATE** the steps for doing the pose. Then **GUIDE** children to practice it together.

Who can remind us how to do [animal] pose?

Now let’s all practice [animal] pose together!

## Make & Prepare

- Mark a few pages in the book *Blueprint Yoga* of outdoor animal poses, such as ladybug, butterfly, and bumblebee.
- Review the selected poses on the *Blueprint* website. Be ready to model, or prepare another adult or child to do so.

## Additional Material

- The book *10 Things I Can Do to Help My World*

## Talk Time

Children role-play with puppets to show why we put things away.

**Social Emotional: Self-Regulation and Responsible Behavior**

**ASK** children what toys they like to play with outdoors.

You just practiced an outdoor animal pose. It’s fun to play outside. What do you like to do outside? What kinds of toys do you play with outdoors?

**USE** Sayeh and Elijah, the social emotional puppets to present a scenario in which one friend doesn’t put things away.

Elijah: I want to use the sidewalk chalk, but I can’t find any.

Sayeh: I just played with some sidewalk chalk. But then I went over to the swings and left the sidewalk chalk on the ground.

**CONNECT** to the Power of 3. **INVITE** children to brainstorm how to solve this problem. **INVITE** them to use the puppets to share their ideas.

Think about how putting things away helps us take care of our environment.

Let’s try out some of your ideas. Who can be Sayeh? Who can be Elijah?

## Materials

- Anchor Chart: “Power of 3”
- Sayeh and Elijah, the social emotional puppets

## Keep It Going

- When outside, invite children to close their eyes and listen to the music of the sounds around them. It could be birds singing, cars going by, or other children playing.



## Before

**CONNECT** to discussing ways we take care of our environment during Talk Time. **TELL** children that you are going to write about caring for classroom plants.

In Talk Time, we were thinking about the ways we take care of our environment. We have living things we take care of in our room: our plants! In the message today, I want to write about taking care of our plants.

**EXPLAIN** that you can put sounds together to make a word. **INVITE** children to join you in a sound blending game.

I wonder if you can figure out one of the words that I am going to use in my message by listening carefully and putting the sounds together. When you put sounds together, it is called “blending.”

Let’s play a sound-blending game. I’ll say the sounds. You put them together and tell me the word. Ready to try the sound-blending game?

**SAY** each of the two sounds in the word “in,” taking time to pause between each. **ASK** children to put the sounds together.

/i/... /n/, put the sounds /i/... /n/ together. What’s the word? Yes, when you put the sounds /i/.../n/ together you make the word “in.”

Listen for the word “in” as I write about what we do in our classroom to take care of our plants.

## During

**DRAW** a picture of a watering can. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of a watering can and one of our plants. We take care of the plants in our classroom when we give them water. What shape should I make the leaves of the plant?

**Suggested message:** “We water plants in our classroom.”

**PAUSE** to focus on phonological awareness (blending the sounds /i/ and /n/ together).

Let’s blend the sounds together in the next word I’m going to write. Listen carefully. /i/, /n/. When we put the sounds /i/, /n/ together, what word do they make? Yes, the word “in.” Watch as I spell the word “in.”

**INVITE** children to reread the message with you.

## After

**ENGAGE** children in a phoneme-blending activity. **INVITE** children to orally blend two phonemes together.

We just blended two sounds together to make a word. We made the word “in!” When you put sounds together, you can make a word. Let’s play the sound-blending game again.

Listen carefully to the following sounds. Blend or put them together and say the new word.

/u/... /p/, put the sounds /u/... /p/ together. What’s the word? Yes, when you put the sounds /u/.../p/ together, you make the word “up.”

/a/... /t/, put the sounds /a/... /t/ together. What’s the word? Yes, when you put the sounds /a/.../t/ together, you make the word “at.”

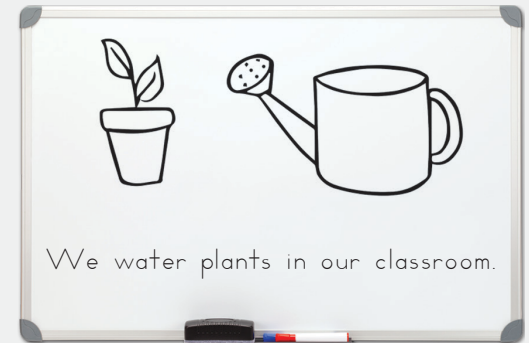
**SUMMARIZE** that you can blend sounds to make a word.

Today you blended two sounds together to make a word! Listening carefully to the sounds in words is something readers and writers do.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to show how they can water the plants in the room.

Imagine you are watering plants in our room. Hold the watering can, and pour water in the pot.



### Make & Prepare

- If your class does not have any, bring in a potted plant and watering can or use images of plants to demonstrate.

### Phonological Awareness

This is an umbrella term that we use to describe how spoken language can be broken down into its components. Once we start describing things children do with phonemes (the smallest unit of sound in language), such as blending and segmenting them, we are talking about phonemic awareness. This is a subskill of phonological awareness and the most difficult one. You can also add picture support. Show pictures of objects or actions you name as you give children practice blending phonemes into one syllable words.

### Did You Know?

A phoneme is the smallest unit of sound. There are more phonemes (24 consonants and 20 vowel sounds) than letters in the English language because many letters make multiple sounds depending on where they are in a word and what other letters are beside them.

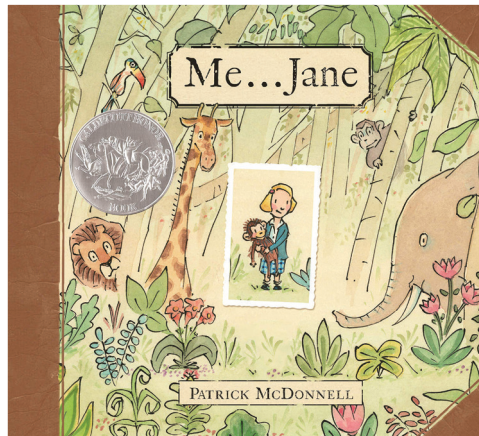
### More on Blending

When you are writing words, it is important to choose two-phoneme words that follow regular letter-sound rules that children are familiar with. For example, the word “if” can be made by blending the sounds /i/ and /f/. Then the word is written with the letters it sounds like: i and f. However, when you are only doing an oral exercise, you can choose words that veer from the regular letter-sound rules that children know. For example, the word “is” can be made by blending the sounds /i/ and /z/. That the word is written with the letters i and s, rather than with i and z as it sounds, does not matter. This reduces confusion.



### Keep It Going

- Look for opportunities in the day to continue blending two phonemes VC (vowel-consonant) words. For example, while children are standing in line, play the sound-blending game. Say each sound individually and invite children to put them together and say the new word.



### Make & Prepare

- Download and print a photo of Jane Goodall.
- Refer to the information at the end of the book to build your background knowledge of Jane Goodall.

### Additional Materials

- Anchor Chart: “Power of 3”
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

- environmentalist: a person whose job helps take care of the environment
- cherish: to love and protect

### Jane Goodall

Jane Goodall has devoted her life to raising awareness about the plight of chimpanzees and environmental conservation. Her Roots & Shoots program educates and empowers young people to take action. Learn more at [www.rootsandshoots.org](http://www.rootsandshoots.org) and [www.janegoodall.org](http://www.janegoodall.org).

### Patrick McDonnell

The author of this book has a website that you can explore, <http://www.mutts.com>. It includes more information about the author as well as his other works, including his widely published comic strip!

### Before

**CONNECT** to the Power of 3. **INTRODUCE** the job of being an environmentalist. **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

In our classroom community, we take care of our environment. We care about our inside space as well as the outside environment.

If your job helps take care of living things on Earth, you can be called an environmentalist. Let’s say that long word slowly together: environmentalist. An environmentalist is a person whose job it is to help take care of our Earth in some way. Let’s add “environmentalist” to our list of words we are learning. Do you know any other words that mean the same thing?

**SHOW** a photo of Jane Goodall. **SHOW** the cover of *Me...Jane*.

This book is about one special environmentalist. Her name is Jane Goodall [show photo]. The title of the book is *Me...Jane*. It is written and illustrated by Patrick McDonnell.

**ASK** children what they notice on the cover. **POINT OUT** the jungle habitat. **SET THE PURPOSE:** to find out about Jane Goodall’s life.

Look at the cover of *Me...Jane*. What do you notice? Yes, we see a girl and some animals. What habitat do you think this is? Why?

Yes, it looks like the jungle, where many living things make their home. Could this be where Jane works as an environmentalist? What do you think she does there?

Let’s read *Me...Jane* to find out more about the life of Jane Goodall.

### During

**PAUSE** after “And Jane loved to be outside.” **ASK** how Jane feels about Jubilee. **DEFINE** “cherish.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language).

How does Jane feel about her stuffed toy chimpanzee Jubilee? The same way we care for our toys and books in our classroom, Jane cared for Jubilee. She cherished Jubilee. Can you say “cherish?” Let’s find the syllables or beats in that word: cherish. What does it mean to cherish something?

When you cherish something, you love and care about it so much, and you want to protect it. Let’s add “cherish” to the list of words we are learning. Do you know any words that mean the same thing?

Why do you think Jane cherishes Jubilee? Yes, maybe because she loves all animals, even pretend animals.

**PAUSE** after “Jane learned... and read about in books.” **ASK** what Jane likes to learn about.

What does Jane like to learn about? Why?

Jane learns all she can about plants and animals because she cherishes all living things.

**PAUSE** after “a life living with, and helping, all animals.” **ASK** what Jane dreams about doing.

What does Jane dream about doing in her life? Why?

Jane dreams about traveling to the jungles of Africa. She wants to live in this habitat with all of its living things. She cares about animals so much that she wants to have a special job where she helps protect them.

### After

**DISCUSS** what makes Jane special. **INVITE** children to share whether they would like to be an environmentalist.

Why do you think the author, Patrick McDonnell, decided to write a book about Jane? What makes Jane such a special person?

Would you like to be an environmentalist like Jane? Why or why not?

## Build Interest

**PLAY** a quick game of “I Spy” with colors.

We like to play the game “I Spy.” Let’s start by playing an “I Spy” color game! I’ll describe the color of something, and you guess what it is.

## Build Understanding

**TELL** children that today they are going to play “BINGO” with colors. **SHOW** the crayons.

Today we are going to fill another “BINGO” board. This time, we will use colors! Take a look at the different color crayons we will use to fill our board. What colors do you see? How many different crayons are there?

**WORK TOGETHER** to begin filling one “BINGO” board.

Here is one “BINGO” board. Let’s fill a few spaces on this board together.

- What color should we put first?
- How much should we color in the box?

## Build Experience

**DISTRIBUTE** blank “BINGO” cards. **PLACE** crayons on a table for children to share. **GIVE** children time to fill their board with different colors.

Now it is your turn to create a “Color BINGO” board. Fill your board with different colors, one in each space. When everyone’s board is filled, we will play.

**PLAY** “BINGO.” **ADD** the crayons to the bag and then pull one out at a time. **SAY** the color name and **SHOW** the crayon. **INVITE** children to cover the color with a chip if it is on their board. **CONNECT** with new English learners by describing what you see happening during the game.

Ready to play? Let’s put all the crayons in the bag. Who wants to reach into the bag and choose the first crayon? We’ll name it and show it. If you have it on your board, cover it with a chip.

**REVIEW** playing “Color BINGO.”

Today we played “Color BINGO.” Let’s discuss:

- What do you like about “BINGO?”
- We have played “Letter,” “Numeral,” and “Color BINGO”. What other way could we play?



## Make & Prepare

- Download and print “BINGO” boards (one per child).
- Place five counting chips in a cup for each child.

## Additional Materials

- Approximately 10 different colors of crayons
- Mystery bag

## Build Background Knowledge

Connect to Unit 6 and learning about colors. Ask children what they remember about combining colors and making new ones!

## Stretch their Thinking

Encourage children to write the name of the color in the box, too!

## Listen/Look For

- What do children enjoy about playing “BINGO?”
- What other ways do they suggest to play “BINGO?”



## STEM Activities

STEM disciplines share many goals, such as developing children’s problem solving skills, their critical thinking skills, and their collaborative skills. STEM lessons are often integrated; for example, children use math skills such as measuring during a science investigation on mixing water and oil. Small Group activities largely focused on STEM skills and concepts, providing children with the hands-on experiences and opportunities for discussion that support their growth in these areas. Reflect on how these activities went. What did you learn about your children’s interests, knowledge, and skills related to STEM? How will you continue to promote STEM in your class next year?

**Greeting Time**

Children sing about caring for their community.

*Social Studies: Being a Community Member*

**REVIEW** that the classroom is a community.

We have been celebrating the Power of 3 in our classroom community. In our classroom community we work and play together. We take care of our classroom community.

**INVITE** children to hold hands, alternate taking a step toward the center of the circle and a step out. **CHANGE** the song to “This Is the Way We Care for Our Community.”

Let’s hold hands and take one step toward the center of our circle. Now step back to make the circle larger. We can keep getting closer together and farther away as we sing about caring for our community.

This is the way we care for our community  
[step in],

Care for our community  
[step out],

Care for our community  
[step in].

This is the way we care for our community  
[step out]

Because it is so special  
[raise hands].

**Materials**

- *Blueprint Songbook*
- Anchor Chart: “Power of 3”

**Keep It Going**

- Use this opportunity to review places in the local community. Change the lyrics in the song to reflect specific places such as the library or the park. Invite children to create their own matching movements.

**Movement Time**

Children practice tree pose while holding hands in a circle.

*Creative Arts: Creative Movement and Dance*

**RESTATE** that we can do yoga poses to pretend to be things in our environment.

Our community is part of our environment. We can pretend to be things in our environment by doing yoga poses.

**CONNECT** to *Me...Jane*. **ASK** children to name living things in their local community.

In our book *Me...Jane* [show book], Jane connects with the living things in her community. What living things can you observe in your community?

**SHOW** the tree page in the book *Blueprint Yoga*. **MODEL** and **INVITE** children to do tree pose.

One living thing we find in our community is a tree. Let’s practice tree pose together...

**SWITCH** sides. **GUIDE** children to hold hands and balance together. **INVITE** children to compare.

Now for the other foot, let’s pretend to be a whole forest of trees. Hold hands with your neighbors beside you.

As you come out of the pose, release hands.

What did you notice about balancing with each other?

**Make & Prepare**

- Mark the tree page in the book *Blueprint Yoga*. Be ready to model it, or prepare another adult or child to do so.

**Additional Material**

- The book *Me...Jane*

**Stress Reduction**

Children may, and often do, feel anxious or stressed. Movement is one useful way to reduce stress in children. Stretching relaxes built up tension in the muscles.

**Talk Time**

Children discuss treating living things carefully.

*Science: Life Sciences*

**REFER** to Jane Goodall being an environmentalist.

We just balanced in tree pose. Trees are living things, and so are animals in our environment.

An environmentalist like Jane Goodall [show photo] cares deeply about all of the living things on Earth.

**CONNECT** to the Power of 3.

In our community, how do we treat living things? Why?

**DISCUSS** how we can take care of animals and plants in our community. **USE** a few questions from the suggested list below.

- How can we take care of animals?
- Do you take care of a pet at home or in school?
- How about animals living in our local community?
- How can we take care of plants at home or in school?
- How about plants in our community?

When we treat living things carefully, we are taking care of our environment.

**Materials**

- Anchor Chart: “Power of 3”
- The book *Me...Jane*
- Photo of Jane Goodall

**Adapt the Lesson**

If you keep animals in the classroom, talk about how you take care of them.

## Before

**CONNECT** to learning about Jane Goodall. **INVITE** children to think about what they would ask Jane Goodall.

We've been learning about the environmentalist Jane Goodall [show photo]. She is a scientist who lives with and studies animals. For most of her life, she has worked with chimpanzees. If I could meet Jane Goodall, I would ask her about living in the jungle. I wonder what that was like. If Jane Goodall came to our classroom, what would you ask her?

**GIVE** children time to turn and talk with a partner about what they would ask Jane. **EXPLAIN** that you are going to work together to make a list of questions.

Take some time to think about what you would ask Jane Goodall if you met her. When you are ready, turn and talk to a partner. Tell them what you would ask Jane. Then we will share.

Let's make a list of all our questions! In the message today, I'll write the title of the list: We Would Ask Jane.... Then we will work together to make a list of all our questions we'd ask.

## During

[Draw and write on chart paper.]

**DRAW** a picture of a chimpanzee. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of a chimpanzee, the animal Jane works with in Africa. How can I show the chimpanzee living in the jungle in my picture?

**Suggested title:** "We Would Ask Jane..."

**PAUSE** to focus on concepts of print (spaces between words).

I just finished writing the word "Would." Before I write the next word, I want to leave a finger space. We don't want to squish our words together! The space shows your reader where one word ends and the next word begins. Now I can begin writing the word "Ask."

**FINISH** writing the title. **INVITE** children to reread the title with you.

## After

**GUIDE** children through an Interactive Writing experience as you create the list. **CALL** several children, one at a time, to the board to write their ideas. **FOCUS** on the sounds children hear in the words. **PROMPT** with guidance (find the letter in the room, practice in the air first, write in the palm of your hand, etc.). An example follows.

We were thinking about things we would ask Jane. Some of us are wondering what the weather is like. You asked: Is it hot? I'll start writing the question under the title [begin writing "Is it" and then pause].

Now let's work together to write the next word in the question, the word "hot." Who wants to come up and write the first letter in the word "hot?"

What sound do you hear in the beginning of the word "hot?" What letter makes that sound? Where will you write the letter? What does the lowercase *letter h* look like?

**ENGAGE** the rest of the group by inviting them to write the beginning letter of the word in the palm of their hand.

If you are sitting, please write the lowercase *letter h* in your hand!

**CONTINUE** the process. Then **SUMMARIZE** working together to write a list of things we want to ask Jane.

Today we worked together to write a list of thing we want to ask Jane. Some of you had the chance to come to the board to help write our questions.

**REREAD** the title one more time.

[Transition] **INVITE** children to keep writing questions at the writing center.

We had so many questions! Maybe you have more! You can write them at the writing center.



We Would Ask Jane...

**Note:** The message should be written on chart paper.

### Materials

- Markers
- Sticky notes
- Photo of Jane Goodall

### Interactive Writing

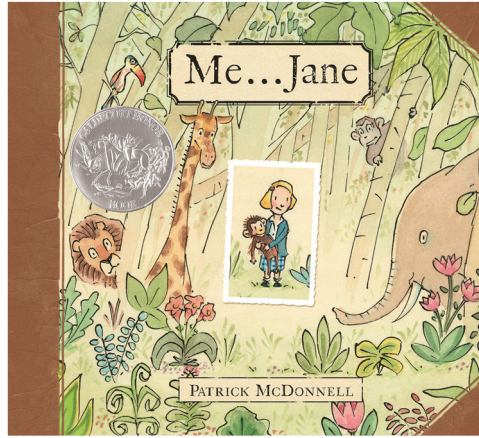
While you are sharing the writing task with children, take care with the selection of children contributing to the transcription of the message. Use what you know about individual children's skills to nudge them forward in their learning. What letters do they already know? What letters are they on the verge of knowing?

### Family Engagement

Share information with families around developing children's pencil grip. Download and print "Holding a Pencil" from the *Blueprint* website and send home with children.

### Keep it Going

- Join children at the writing center. Talk about other jobs they would want to know more about. Invite children to come up with a list of questions they would ask of a person who had that job.



### Make & Prepare

- Download and print the “Living Things” card.

### Additional Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”
- Photo of Jane Goodall

### Mindful Moment

Today’s read aloud focuses on how Jane feels connected to all living things. After, we guide children to get in touch with their own feelings toward life on Earth. This sense of deep care for plants, animals, and other people helps children to develop greater empathy. When we feel connected to others at the core of our being, we may be more inspired to love and protect what we hold dear.

### Responding to Children

If children show worry about chimpanzees and other animals that live in a zoo, talk to them about it. Point out that zoos help us learn about animals that may not ordinarily live in the local community. Just as people take care of pets at home, zoos provide another kind of home for their animals.

### Keep It Going

- Guide children to practice “Living Things” outdoors. Start by actively observing the plants and animals around them. Then invite them to feel their connection to these living things in their immediate environment. Expand to living things around the world that children cannot directly observe but can still feel connected to.



### Before

**REVIEW** how Jane is an environmentalist. **CONNECT** to the Power of 3.

We read this book about Jane Goodall [show photo]. Why is she special? Yes, Jane is an environmentalist. Can you say “environmentalist?” What is an environmentalist’s job? Yes, an environmentalist’s job is to take care of the environment in some way. How does Jane take care of the environment?

When she grows up, Jane lives in the jungles of Africa. She devotes her life to helping all of the animals who live there. How do you think Jane treats living things? Yes, Jane cherishes living things and treats them carefully! That’s part of our Power of 3 [point].

**SET THE FOCUS:** To think about how Jane feels about living things.

As we reread *Me...Jane*, think more about Jane’s life as an environmentalist. Notice how she feels about all of the living things on Earth.

### During

**PAUSE** after “She watched birds... up and down trees.” **DISCUSS** how Jane feels about living things.

Jane is outside in nature because that is where she loves to be the most. What is she doing?

She is observing and enjoying different living things. In the big tree, she watches animal architects, like birds building their nests and spiders spinning their webs. She sees squirrels playing together.

How do you think Jane feels about these living things? Why? Yes, it seems like Jane loves all the plants and animals. Being outside with them makes her feel happy, caring, and calm.

**PAUSE** after “It was a magical world... a part of it.” **DISCUSS** how Jane feels about life on Earth.

How does Jane feel about life on Earth?

Jane loves the whole world. Living on Earth brings her great joy. She feels like a part of it all because she is connected to all of the other living things on Earth. Look at the way she lays down in the grass with the chickens and chicks. She seems to feel happy, caring, and calm.

**PAUSE** after “Jane could feel her own heart beating, beating, beating.” **DISCUSS** how Jane feels.

How do you think Jane feels sitting in the tree? Why?

She feels love and kindness in her heart. Jane acts kindly toward the tree. She thinks about its life. Jane feels connected to the tree because they are both living things on Earth.

### After

**RECAP** how Jane feels about living things on Earth. **ASK** children how they feel about living things.

As an environmentalist, Jane Goodall has devoted her life to taking care of life on Earth. How does she feel about living things? Yes, she cherishes life on Earth. Jane loves and protects living things with all her heart.

How do you feel about living things? Do you feel connected to the other living things on Earth?

**GUIDE** children to practice “Living Things.”

Please close your eyes, and place your hands over your heart. Take a few slow, deep breaths.

Imagine you are sitting outside in a tree, like Jane. Think about the plants and animals that surround you.

How do you feel in your heart?

**ADD** the “Living Things” card to your Mindful Moment basket.



## Build Interest

**INVITE** children to choose a shape from the mystery bag. **ASK** the group to name the shape and describe it.

Let’s play a shape review game! We will take turns pulling a shape from our mystery bag. Then we can name the shape and describe it.

What other shapes do you know?

## Build Understanding

**TELL** children that today they are going to play “BINGO” with shapes. **SHOW** different shapes.

Today we are going to fill another “BINGO” board. This time, we will use shapes! Take a look at these shape cards. They show different shapes we will use to fill our board. What shapes do you see?

**WORK TOGETHER** to begin filling one “BINGO” board.

Here is one “BINGO” board. Let’s fill a few spaces on this board together.

What shape should we put first?

## Build Experience

**DISTRIBUTE** blank “BINGO” cards and pencils. **GIVE** children time to fill their board with different shapes.

Now it is your turn to create a “Shape BINGO” board. Fill your board by drawing different shapes, one in each space. When everyone’s board is filled, we will play.

**PLAY** “BINGO.” **ADD** shape cards to the bag and then pull one out at a time. **SAY** the name and **SHOW** the shape. **INVITE** children to cover the shape with a chip if it is on their board. **CONNECT** with new English learners by describing what you see happening during the game.

Ready to play? Let’s put the shape cards in the bag. Who wants to reach into the bag and choose the first shape? We’ll name it and show it. If you have it on your board, cover it with a chip.

**REVIEW** playing “Shape BINGO.”

Today we played “Shape BINGO.” Let’s discuss:

- How many spaces did you fill on your “BINGO” board?
- If you were going to teach this game to someone at home, what would you say?



## Make & Prepare

- Download and print “BINGO” boards (one per child).
- Place five counting chips in a cup for each child.
- Download and print a set of shape cards (triangle, square, circle, oval, rectangle, and rhombus).

## Additional Materials

- Pencils
- Mystery bag

## Build Background Knowledge

Shapes can be challenging to draw for children. Offer shape stampers or stickers.

## Stretch their Thinking

Introduce and include new shapes on the shape cards for the “BINGO” game. Include shapes like octagon or pentagon, for example.

## Listen/Look For

- What do children recall about shapes?
- How do children describe the shapes?



## Growing Mathematicians

Many of the children’s shape drawings will not be precise representations. That’s ok! Children at this age are beginning to develop an understanding of the importance of precision in math. We can support their development of this math practice by asking them to check their shape. How many sides does a square need to have? Does their shape have the attributes of a square? If not, how can they fix it?



## Varying the Activity

Reflect on the level of understanding your children have of two-dimensional shapes. Include shape examples that are not the prototypical version, such as long, skinny triangles.



## Keep It Going

- Continue to work on children’s understanding of shapes. Gather models of two-dimensional shapes such as triangles and squares. Demonstrate sliding, flipping, and rotating these shapes. Ask children whether the shapes remain the same when you move them (“I just flipped this triangle over. Is it still a triangle?). Ask children to explain their thinking.

## Greeting Time

Children walk in a circle and sing about caring for Earth.

*Science: Earth and Space Sciences*

**CONNECT** to the Power of 3. **REVIEW** parts of our environment. **FOCUS** on sharing the whole Earth.

We have been celebrating the Power of 3. In our community, we take care of ourselves, each other, and our environment. What parts of our environment do we share?

In our environment, we share our classroom, our playground, and our local community. There are many communities around the world. The planet Earth is the environment that all of us share.

**REVIEW** that Earth is round. **GUIDE** children to hold hands and walk around in a circle. **CHANGE** the song to “This Is the Way We Care for Earth.”

What shape is Earth? Yes, Earth is a sphere; it is round like a ball [show a globe]. Imagine we are forming our circle around the whole world. Let’s hold hands and slowly walk around in a circle as we sing about caring for Earth.

This is the way we care for Earth,  
Care for Earth,  
Care for Earth.

This is the way we care for Earth  
Because it is so special.

### Make & Prepare

- Bring a globe if possible.

### Additional Materials

- *Blueprint Songbook*
- Anchor Chart: “Power of 3”

### Assessment

Use the resources on the *Blueprint* website to gather and analyze information about children’s progress.



## Movement Time

Children practice Earth salutes.

*Creative Arts: Creative Movement and Dance*

**SHOW** the sun salute page in the book *Blueprint Yoga*. **INVITE** a child to demonstrate a sun salute.

We care for Earth because it is so special! How would you like to greet and thank our amazing planet?

Let’s practice Earth salutes together. An Earth salute is like a sun salute. Look at the sun salute in our yoga book. Who can remind us how to do a sun salute?

**MODEL** and **GUIDE** children to practice an “Earth salute.” **PROMPT** them to greet and thank Earth.

Now let’s all practice these poses and make it an Earth salute.

Start standing. Feel your feet on the ground. Say, “Hello, Earth!”

Reach your arms up to the sky and look up.

Dive down and touch the ground. Say, “Thank you, Earth!”

Stand back up, reach up high, and look up.

Rest your arms by your sides.

Take a deep breath in and out.

**REPEAT** saying “hello” and “thank you” in another language. **REFER** to the Unit 3 Chart: “Ways to Say Hello.”

### Make & Prepare

- Mark the sun salute page in the book *Blueprint Yoga*. Be ready to model it, or prepare another adult or child to do so.

### Additional Material

- Unit 3 Chart: “Ways to Say Hello”

## Talk Time

Children discuss how throwing away trash takes care of Earth.

*Science: Earth and Space Sciences*

**SHOW** the marked page in *10 Things I Can Do to Help My World*.

We just did a salute to greet and thank Earth. When we care for Earth, we are taking care of our environment.

There are many ways to help our world. We even read this book about it [show book]. What does this page remind us to do?

**CONNECT** to the Power of 3. **REVIEW** how throwing away trash helps the classroom. **DISCUSS** how it helps the whole Earth.

One way we can help our world is by throwing away trash. That’s one of the responsibilities on our Power of 3.

- When we throw away trash, how does it help our classroom?
- How does throwing away trash help Earth?
- What if people didn’t throw away trash? Where would all the trash end up? What do you think would happen to Earth?

This responsibility helps us take care of our whole environment!

### Make & Prepare

- Have the book *10 Things I Can Do to Help My World* ready. Mark the page that begins “throw my trash away” with a sticky note.

### Additional Material

- Anchor Chart: “Power of 3”

## Before

**CONNECT** to the book *Me...Jane*. **FOCUS** on the word “cherish.” **POINT** to the word on the Unit Chart: “Words We Are Learning.” **INVITE** children to make the “I hear” sign when they hear the word “cherished.”

In the book *Me...Jane*, we read about a young girl who cared for nature and animals. The author used the word “cherished” [point to the word on the chart] to describe how Jane felt about her toy chimpanzee.

Look at the picture and listen as I read a page from the book. Make the “I hear” sign [demonstrate] when you hear the word “cherished.”

**ASK** children to describe what the word means. **COUNT** the beats in the word “cherish.”

You heard the word “cherished.” What do you think it means? Yes, “cherish” means to love and protect. In the book, Jane cherished her stuffed chimpanzee.

Can you say “cherish?” Let’s stand up and count the beats or syllables: cher-ish [touch head, shoulders]. The word “cherish” has two beats.

Let’s keep thinking about the word “cherish.” Look for it in the message today.

## During

**DRAW** a picture of Jane. **ADD** a speech bubble. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I want to draw Jane talking about how much she cherished Jubilee, her toy chimpanzee. Should I draw her in the jungle?

**Suggested message:** “I cherish my toy chimpanzee.”

**PAUSE** to focus on vocabulary (the word “cherish”).

I am going to write in the speech bubble. Jane is telling us how much she loves her toy chimpanzee. I want to write the word that means to love and protect. What word do I want to use [encourage children to recall the word “cherished”]? Yes, “cherish” means to love and protect.

**INVITE** children to reread the message with you.

## After

**INVITE** a volunteer to find the word “cherish” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “cherish” in the message? How do you know that is the word “cherish?” What does it mean?

**ASK** children to think about someone or something they cherish. **GIVE** children time to turn and talk to a neighbor. **INVITE** children who speak the same home language to share with each other in their home language to solidify and extend their learning.

What is it you cherish? Maybe it is a special person or a special stuffed animal in your life. Let’s turn and talk to a partner. Tell them about someone or something you cherish. You can start by saying, “I cherish...”

Who would like to share something they love and protect? Tell us why you cherish that person or thing.

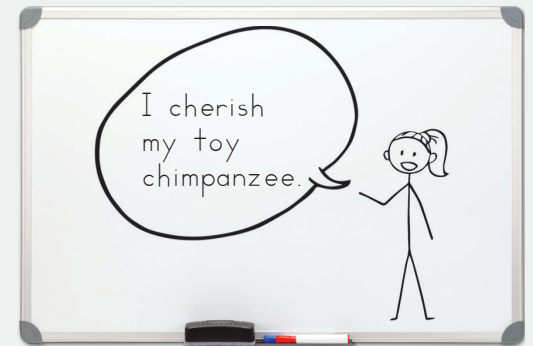
**REVIEW** the meaning of the word “cherish” again.

Today we learned the word “cherish.” When you cherish something you love and protect it!

**REREAD** the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don’t you teach someone in your family what the word “cherish” means? Let’s rehearse what you might say and do. Tell your friend what “cherish” means.



## Make & Prepare

- Have the book *Me...Jane* ready. Mark the page that begins “She cherished Jubilee and took him everywhere she went” with a sticky note.
- Review the ASL sign for “I hear” on the *Blueprint* website.



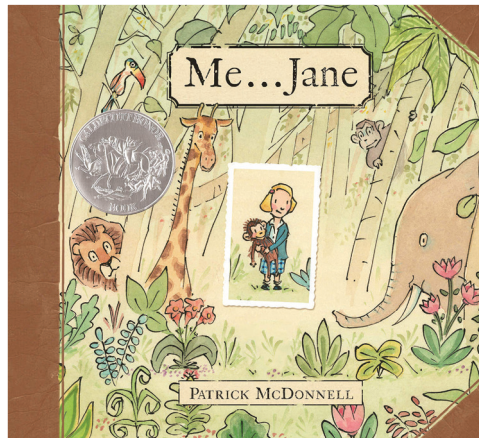
## Family Engagement

Encourage children and families to use the word “cherish” at home. Print the “Building Vocabulary: Cherish” card from the *Blueprint* website.



## Keep it Going

- Invite children to draw something that they cherish. Did they draw their family? Maybe a friend or a stuffed animal? Encourage them to take this drawing home to remind them that cherish means something that you love. They can use this picture to help them share with someone at home what “cherish” means.
- Encourage children to bring in a picture of something they cherish. Make a vocabulary web with “cherish” written in the middle. Invite children to glue their pictures to the word web. Together come up with other words that mean the same thing as cherish—love, adore, treasure, etc.—and add them to the vocabulary web.



### Make & Prepare

- Review the ASL sign for “I wonder” on the *Blueprint* website.

### Additional Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Readers Can Say”
- Photo of Jane Goodall
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

curious: wanting to know more

### Creating a Mindset of Curiosity

Being curious is related to a “habit of mind” approach to learning that we want to support and build with children across domains, including math and science. Scientists are curious about the world and then ask questions and do investigations to find out the answers.

### Importance of Rereading

Reading the same book with a different viewing lens deepens understanding and offers tools for comprehension. It gives children the message early on that rereading is a great way to learn more about a topic because books have so much to offer.

### Connections to Other Units

In Unit 9, we read John Herrington’s autobiography *Mission to Space*. It is an autobiography because he wrote it about his own life. *Me...Jane* is a biography rather than an autobiography because another author wrote about Jane Goodall’s life.

### Keep It Going

- Can children observe and inquire about chimpanzees in person? Take a field trip to a local zoo if possible. Or show video footage, either of chimps interacting with Jane Goodall, or just living in nature.

### Before

**TEACH** that *Me...Jane* is a biography. **RECAP** how Jane is an environmentalist.

*Me...Jane* is a book about Jane Goodall’s life. When an author writes a book about someone else’s life, it is called a biography. We can learn about her life from this book. What does Jane do in her life?

Yes, Jane is an environmentalist. She cherishes all the living things on Earth. She devotes her life to caring for and protecting living things. She follows the Power of 3.

**MODEL** asking “I wonder” questions. **INVITE** children to share their thinking. **PROMPT** them to use the sign and sentence stem, “I wonder.”

When we read a biography, we learn about someone else’s life. But we also may have questions. For example, when I look at the cover of this book, I wonder: did Jane ever work with giraffes, lions, and elephants?

What do you wonder when you look at the cover? If you would like to share your questions, sign “I wonder” [demonstrate]. You can start by saying, “I wonder...”

**INVITE** children to ask questions about Jane’s life while reading.

As we reread *Me...Jane* today, notice what other questions you wonder about.

### During

**PAUSE** after “One day, curious Jane wondered where eggs came from.” **DEFINE** “curious.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language). Then **INVITE** children to ask an “I wonder” question as if they were Jane.

Jane is curious. Can you say “curious?” Let’s find the syllables or beats in that word: cur-i-ous. What does “curious” mean? Curious means that you want to know more. Jane wants to know where eggs come from. That is something that she wonders about. Let’s add “curious” to the list of words we are learning. Do you know any other words that mean the same thing?

Imagine you are Jane feeling curious. Turn and ask a neighbor what you wonder about. Say, “I wonder...”

**PAUSE** after “and observed the miracle.” **MODEL** asking “I wonder” questions. **INVITE** children to share their thinking. **ENCOURAGE** them to ask questions. **REMIND** them to use the sign and sentence stem, “I wonder.”

Jane observed the miracle of a chicken laying an egg! I wonder if the chicken knows that Jane was watching her lay the egg? I wonder if Jane is going to talk to the chicken now? What do you think?

When you look at this picture, what else do you wonder? If you would like to share your question, sign “I wonder.” You can say, “I wonder...”

**PAUSE** after “to awake one day...” **INVITE** children to share their thinking. Then **PROMPT** them to turn and talk about their questions. **ENCOURAGE** them to use the sentence stem, “I wonder.”

Think about what else you are wondering. Turn and talk with a neighbor about your questions. When it is your turn to talk, you can say, “I wonder...”

### After

**INVITE** children to ask lingering “I wonder” questions.

We learned so much about the life of Jane Goodall by reading this biography. But sometimes even when we finish reading a book, we have more questions. What are you still wondering?

## Build Interest

**SPREAD** children’s name cards on the table. **INVITE** children to read their peers names.

We’ve gotten to know each other well this school year! We know each other’s names and can even read them when we see them in writing. Here are the names of the children in our class. Whose name do you know?

## Build Understanding

**TELL** children that today they are going to play “BINGO” with friend’s names.

Today we are going to play “BINGO” and fill our boards with our friend’s names.

**WORK TOGETHER** to begin one “BINGO” board.

Here is one “BINGO” board. Let’s fill a few spaces on this board together.

- What name should we put first?
- Where on the board will you put your own name?

## Build Experience

**DISTRIBUTE** blank “BINGO” cards and pencils. **GIVE** children time to fill their board with different names.

Now it is your turn to create a “Name BINGO” board. Fill your board with each other’s names, one in each space. When everyone’s board is filled, we will play.

**PLAY “BINGO”**. **ADD** name cards to the bag and then pull one out at a time. **SAY** the name and **SHOW** the name card. **INVITE** children to cover the name with a chip if it is on their board. **CONNECT** with new English learners by describing what you see happening during the game.

Ready to play? Let’s put all the names in the bag. Who wants to reach into the bag and choose the first name? We’ll read it and show it. If you have it on your board, cover it with a chip.

**REVIEW** playing “Name BINGO.”

Today we played “Name BINGO.” Let’s discuss:

- Was it easy or hard to find the name on your board?
- Which was your favorite “BINGO” game? Why?



## Make & Prepare

- Download and print “BINGO” boards (one per child).
- Place five counting chips in a cup for each child.
- Create name cards by writing the names of the children on index cards.

## Additional Materials

- Pencils
- Classroom name chart, for reference
- Mystery bag

## Build Background Knowledge

Play a matching game. Invite children to match pictures of their classmates’ to their names.

## Stretch their Thinking

Invite children to create their own “BINGO” game. Invite them to share and play with other children. Give them the opportunity to be the caller!

## Listen/Look For

- What letters do children write?
- Do children recognize other children’s names? Identify the beginning letter in another child’s name.

# UNIT 10 WEEK

# 4

## Be Sure To...

- Invite children to talk about their favorite things this year.
- Play games as a way to review important concepts such as letters, numerals, and shapes.
- Listen and dance to a variety of musical genres.

## Books

- *Jabari Jumps*
- *She's Got This*
- *All Kinds of Friends*
- *When Pencil Met Eraser*
- *The Big Umbrella*
- *10 Things I Can Do to Help My World*
- *Me...Jane*
- *Pie is for Sharing*
- *Run Wild*
- *Blueprint Songbook*

## Charts

- Anchor Chart:
  - “Readers Can Say “
  - “Power of 3”
  - “Feelings”
  - “Cheers”
- Unit Chart:
  - “Ways to Say Goodbye” (make)
  - “Words We Are Learning”
  - “Ways to Say Hello” (Unit 3)

## How do we celebrate our classroom community?

### We take care of ourselves, each other, and our environment.

As children prepare to end this year of school, they celebrate their classroom community by reflecting on what they have learned about themselves and each other. They share their self-portraits, dance to the music they've explored, and practice their cheers. They match pairs of names, letters, shapes, and numbers in a memory game, and they play “I Spy” to review feelings.

### Keep in Mind

- Take time to reflect on your process for using your formal and informal assessments to guide your instruction and interactions. Are you satisfied with how it went? Were your records easy or hard to work with? What, if anything, do you want to change for next year? Create specific plans for next year's assessment process, so you can start off strong.
- Remember to have the class book completed, laminated, and bound by Day 17.
- When you wrap up this unit, be sure to revisit the artifacts you created with children (e.g. charts, books). Discuss what children learned, what their favorite things were, and what new ideas they want to keep. Share with others in your community (e.g. other classrooms, families).



### Words We Are Learning

#### bandages

strips of material that protect boo-boos.

#### shore

the beach, where the ocean meets the sand

#### flowing

moving easily without stopping



### Multilingual Learner Anchor Words

- change
- goodbye



### Trips & Visitors

It's a celebratory week! Invite families to come in to read and/or play with children.



### From the Songbook

#### “Goodbye Everyone”

This chant will be featured in Greeting Time. It is a variation of the greeting “Hello Everyone” that was used in Unit 1. Copy the chant and send it home to families.



### Working with Families

Remember to invite families to participate as you celebrate this unit's learning. During Gathering Times on Day 17 and 20, if families are present, have them join in Greeting Time and Movement Time! Then they can see children's new self-portraits (Day 16), listen as you read the class book (Day 17) and celebrate the Power of 3 (Day 20). Of course, a final classroom celebration is also a good idea.



**Remember** | <https://cliblueprint.org/resources-tx>

You can find downloads, videos, and more on the *Blueprint* website.

	Day 16	Day 17	Day 18	Day 19	Day 20
Greeting Time	Children wave and say the greeting “Goodbye Everyone.” <i>Social Emotional: Social Awareness and Relationships</i>	Children change the greeting to “Farewell Everyone.” <i>Social Emotional: Social Awareness and Relationships</i>	Children give high fives and say “Adios Everyone.” <i>Social Studies: Self and Society</i>	Children give fist bumps and say goodbye in another language. <i>Social Studies: Self and Society</i>	Children choose how to greet each other and say goodbye. <i>Social Emotional: Social Awareness and Relationships</i>
Movement Time	Children play “Freeze Dance” to jazz music. <i>Creative Arts: Music</i>	Children play “Freeze Dance” to Native American flute music. <i>Creative Arts: Music</i>	Children play “Freeze Dance” to Argentinian tango music. <i>Creative Arts: Music</i>	Children play “Freeze Dance” and vote for a kind of music. <i>Creative Arts: Music</i>	Children play “Freeze Dance” to their choice of music. <i>Creative Arts: Music</i>
Talk Time	Children share their self-portraits. <i>Creative Arts: Visual Arts</i>	Children listen to a class book. <i>Literacy: Listening and Speaking</i>	Children guess which classmate is described. <i>Social Emotional: Social Awareness and Relationships</i>	Children describe a classmate for others to guess. <i>Social Emotional: Social Awareness and Relationships</i>	Children lead each other in doing cheers. <i>Creative Arts: Creative Movement and Dance</i>
Meeting Time Plus	Children blend two sounds together to make a word. <i>Literacy: Phonological Awareness</i>	Children reflect on how they share in school. <i>Social Emotional: Social Awareness and Relationships</i>	Children talk about their favorite center. <i>Social Emotional: Self-Awareness and Self-Concept</i>	Children play “I Spy a Feeling.” <i>Social Emotional: Social Awareness and Relationships</i>	Children discuss what they would tell next year’s children about school. <i>Social Emotional: Social Awareness and Relationships</i>
Intentional Read Aloud	Children discuss what the people in the community share. <i>Literacy: Comprehension</i>	Children discuss how the friends feel. <i>Literacy: Comprehension</i>	Children act out what the children are doing outside. <i>Literacy: Comprehension</i>	Children discuss how the children in the book feel. <i>Literacy: Comprehension</i>	Children vote for their favorite book from the unit. <i>Literacy: Literate Attitudes and Behaviors</i>
Small Group	Children play the memory game “Name Match.” <i>Literacy: Phonological Awareness</i>	Children play the memory game “Uppercase Letter Match.” <i>Literacy: Phonological Awareness</i>	Children play the memory game “Uppercase and Lowercase Letter Match.” <i>Literacy: Phonological Awareness</i>	Children play the memory game “Numeral Match.” <i>Math: Numbers and Number Sense</i>	Children play the memory game “Shape Match.” <i>Math: Geometry and Spatial Reasoning</i>
Reflection Time	What does the Power of 3 mean?	What’s your favorite feeling on the “Feelings” chart? Why?	What do you hope you learn more about next year?	What’s something you can’t wait to share with your next teacher?	What was most special about school to you?

## Centers to Launch

See Pages 14-25

- Math Center** | Pie is for Sharing
- Science Center** | Build a Kazoo
- Sensory Table** | Confetti and Streamers



## Greeting Time

Children wave and say “Goodbye Everyone.”

**Social Emotional: Social Awareness and Relationships**

**CONNECT** to celebrating our classroom community. **REFER** to the greeting “Hello Everyone” from Unit 1. **CHANGE** it to “Goodbye Everyone.” **ASK** children how we can greet each other.

We are celebrating our classroom community. The very first greeting we did was called “Hello Everyone.”

Now we are getting ready to say goodbye. Let’s change the greeting to “Goodbye Everyone.” What action can we do to show that we are saying goodbye?

Okay, let’s wave [demonstrate].

**MODEL** saying the greeting “Goodbye Everyone.” Then **INVITE** children to wave goodbye and chant along.

Goodbye everyone.

Goodbye everyone.

Goodbye everyone.

It’s time to say goodbye.

Can you wave goodbye? Keep waving goodbye as we chant “Goodbye Everyone” together!

### Make & Prepare

- Familiarize yourself with one way to chant “Goodbye Everyone” on the *Blueprint* website.

### Additional Material

- Blueprint Songbook*

### Supporting Multilingual Learners

Explicitly teach the word “goodbye” for new English learners. Use gestures, pictures, and/or directly translate it into the children’s home language (using an online translation tool). This will support their comprehension of the thematic content.

## Movement Time

Children play “Freeze Dance” to jazz music.

**Creative Arts: Music**

**PLAY** an audio recording of jazz music by Wynton Marsalis.

We just sang a song together. Community members also often celebrate with music. Listen to this music...

Do you know what kind of music this is?

Yes, it is jazz. This song is by the jazz musician Wynton Marsalis [show photo].

**REVIEW** how to play “Freeze Dance.” **INVITE** children to dance as you play the music.

Another way we can celebrate with music is by dancing together. Let’s play “Freeze Dance” to this jazz music. Who can remind us how to play?

When you hear the music stop, freeze. That means stop moving and hold your body still. When you hear the music start playing again, start dancing again.

Get ready to celebrate our classroom community by dancing together!

**PAUSE** the music two to three times. At the end, **ENCOURAGE** children to say, “Go, community, go!”

When people enjoy jazz music, they might say, “Go, community, go!” Let’s all say it: Go, community, go!

### Make & Prepare

- Cue up an audio recording of jazz music by Wynton Marsalis.
- Download and print a photo of Wynton Marsalis.

### Remember to Save

- Save photo of Wynton Marsalis for Day 19: Movement Time.

### Use the Calm Corner

Are children excited after playing “Freeze Dance?” Select an activity from the Calm Corner such as a Mindful Moment to help them focus and get ready for the next activity.

## Talk Time

Children share their self-portraits.

**Creative Arts: Visual Arts**

**CONNECT** to learning and growing during the school year.

It’s fun to celebrate with each other! Let’s celebrate the completion of our self-portraits.

**HAND OUT** self-portraits. **GUIDE** children to sit in small groups and share about their self-portraits.

In your group, take turns showing your self-portraits to each other. When it is your turn, tell your group members about what you drew.

As your group members share their self-portraits, remember to look and listen.

After each person shares, you can tell them something that you like about their self-portrait. You can start by saying, “I like...”

### Make & Prepare

- Bring children’s completed self-portraits.

### Additional Material

- Anchor Chart: “Readers Can Say”

### Responding to Children

Saying goodbye is not easy, and can bring up strong emotions for children. Make time for children to process this ending and talk about their feelings. Support their transition by offering ways to keep in touch with each other.



## Before

**CONNECT** to sharing self-portraits during Talk Time. **TELL** children that you are going to write about celebrating.

In Talk Time, we shared our self-portraits. What a fun way for us to celebrate how we've grown this year! In the message today, I want to write about that.

**EXPLAIN** that you can put sounds together to make a word. **INVITE** children to join you in a sound-blending game.

I wonder if you can figure out one of the words that I am going to use in my message by listening carefully and putting the sounds together. When you put sounds together, it is called "blending."

Let's play a sound-blending game. I'll say the sounds, you put them together and tell me the word. Ready to try the sound-blending game?

**SAY** each of the two sounds in the word "us," taking time to pause between each. **ASK** children to put the sounds together.

/u/... /s/, put the sounds /u/... /s/ together. What's the word?

Yes, when you put the sounds /u/.../s/ together, you make the word "us." You blended the sounds together! Listen for the word "us," as I write about how we are celebrating our year together.

## During

**DRAW** a picture of smiling children. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of a few of us. We are so happy that we are celebrating the year together! How can I show happy children?

**Suggested message:** "All of us are celebrating."

**PAUSE** to focus on phonological awareness (blending the sounds /u/ and /s/ together).

Let's blend the sounds together in the next word I'm going to write. Listen carefully. /u/, /s/. When we put the sounds /u/, /s/ together, what word do they make? Yes, the word "us." Watch as I spell the word "us."

**INVITE** children to reread the message with you.

## After

**ENGAGE** children in a phoneme-blending activity using the words "it" and "on." **INVITE** children to orally blend two phonemes together.

We just blended two sounds together to make a word. We made the word "us!" When you put sounds together, you can make a new word. Let's play the sound-blending game again.

Listen carefully to the following sounds. Blend or put them together and say the new word.

/i/... /t/, put the sounds /i/... /t/ together. What's the word? Yes, when you put the sounds /i/.../t/ together, you make the word "it."

/o/... /n/, put the sounds /o/... /n/ together. What's the word? Yes, when you put the sounds /o/.../n/ together, you make the word "on."

**SUMMARIZE** that you can blend sounds together to make a word.

Today you blended two sounds together to make a word! Listening carefully to the sounds in words is something readers and writers do.

**REREAD** the message one more time.

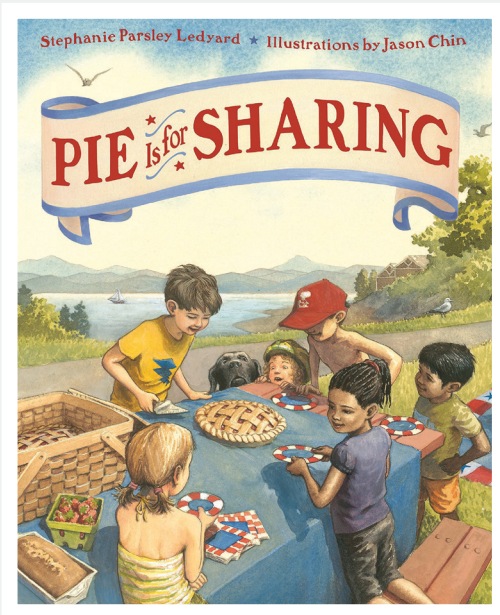
**[Transition]** **INVITE** children to high-five each other.

We do a lot to celebrate each other. Let's give a high five to a member of our classroom community.



## Keep It Going

- After practicing blending sound in words, invite children to stretch them out or segment them. Say the VC word and ask children to tell you the two sounds you hear in the word.
- Gather children in a small group. Promote segmenting and blending phonemes with a "say it and move it" activity. Children listen to and say two- and three-phoneme words and then push chips to represent each sound they hear.
- Another useful tool for blending and segmenting phonemes is a six- to eight-inch length of raffia with two to three beads on it, knotted firmly at both ends. These beads can slide to the end as each phoneme is counted.
- Gather a small group of children. Show pictures of objects or actions that are one syllable words such as "sun", "leg", or "run." Separate these words into their individual phonemes and invite children to blend them together.



### Make & Prepare

- Review the ASL sign for “I see” on the *Blueprint* website.

### Additional Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Readers Can Say”

### Sentence Stems

Sentence stems, or sentence starters, such as “I see...” provide a framework for children’s oral responses. Sentence stems provide an effective language model and help children to respond in the form of a complete sentence. Stems also provide scaffolding for children to focus more on what they want to say, rather than thinking about how to formulate their response. Reflect on how these sentence stems supported children’s oral language development. Did they use these sentence stems when responding to books during read alouds? Did they use these sentence stems at other parts of the day? How will you use these sentence stems next year? How will you adapt them?

### Understanding Sharing

It may be easier for children to notice concrete signs of sharing. For example, when more than one person is using a tangible object, they are sharing it. However, support children in noticing more abstract signs of sharing as well, such as sharing time together, or a story. Keep relating back to children’s shared experiences in your classroom community to develop their understanding.

### Before

**INTRODUCE** the book. **FOCUS** on sharing.

We are going to read a book about sharing. It is written by Stephanie Parsley Ledyard and illustrated by Jason Chin. The title is *Pie Is for Sharing*. What does it mean to share?

Yes, when you share, you do something with others or you use something together. What do you share?

**SHOW** the cover. **INVITE** children to compare the number of pies to the number of children.

How many pies do you see on the cover? How many children do you see gathered around the table? Who can come point to each child as we count them?

We see seven children around one pie. How can one pie feed seven children? Do you think the friends in this book will share the pie? How can they do that? Do you think that they will share anything else together? What might it be?

**SET THE FOCUS:** To find out what they share.

Let’s read *Pie Is for Sharing* to find out what these friends share together.

### During

**PAUSE** after “even when you think it is yours alone.” **ASK** children what the friends are sharing. **PROMPT** them to use the sign and sentence stem, “I see.”

The friends sliced one pie into many pieces, so they could share it. What else do you see the friends sharing?

If you would like to share what you see, sign “I see” [demonstrate]. You can start by saying, “I see...”

**PAUSE** after “Hard to share: your best friend.” **DISCUSS** what children think is easy or hard to share.

What do these friends think is easy to share? What do you think is easy to share? Why?

What do these friends say can be hard, or difficult, to share? What can be hard for you to share? Why?

**PAUSE** after “Many can share one light.” **DISCUSS** what the people are sharing, what else people share when they celebrate, and what people around the world share.

What do you see the people sharing in this picture? If you would like to share, sign “I see.” You can say, “I see...”

They are lighting sparklers. Have you ever seen a sparkler? Sometimes people light sparklers when they have a celebration. When people celebrate, what else might they share?

Yes, they might share food, games, stories, music, dancing...

Do you see anything in this picture that everyone in the world shares?

No matter where in the world you are, we share the same sky and the special objects in it. We can all stargaze!

### After

**INVITE** children to turn and talk about what the friends shared, and what they share together.

Just like us, the friends in this book shared a lot with one another. Think about what they shared...

Turn and talk with a partner about what these friends shared together. Tell your partner what you share.

## Build Interest

**PLACE** children’s name cards on the table. **INVITE** children to find their names.

It feels great to celebrate all we’ve done this year! One thing we have done is get to know each other. We can recognize our own name and some names of our classmates. Here are the names of children in our group. Which one is your name? What other names can you read?

## Build Understanding

**ASK** children what they remember about memory games. **TELL** children they are going to play “Name Match.”

You can find your name and some of your friend’s names, too. Let’s celebrate our names by playing a game with them. We are going to play the game “Name Match.” It is a memory game. Who knows how to play memory games?

**SUMMARIZE** their thinking and **REVIEW** how to play.

Yes, to play memory games, we turn over two cards at a time. We check to see if the cards are a “match.” If they are the same, they are a match. If it is a match, you keep the cards. If it isn’t a match, then you turn the two cards back over in the same spot.

Try to remember where you saw the cards. During your next turn, use what you have observed from the game to recall where cards are located to make a match.

**WORK TOGETHER** to set up the name cards to play “Name Match.”

I have another set of name cards! Let’s set up our memory game using these two sets. Will you help? How should we place the cards on the table?

## Build Experience

**PLAY** “Name Match” with children’s name cards. **INVITE** children to say the names on the cards that they turn over. **USE** what you know about each child’s language skills to include and extend their participation.

Let’s play the memory game “Name Match.” Try to remember where you saw the cards. That will help you make matches.

- Gesture: Did you find a match? [Thumbs up/down.] Point to the person who’s name this is. Point to where you think the matching card is.
- Yes/No: Does this name start with a [letter]? Did you find a match? Do you think the matching card is over there?
- Either/Or: Does this name start with a [letter] or a [letter]? Does this card have [name] or [name] on it? Do you think the matching card is here or here?
- Open-ended: Did you find a match? Whose name is this? How did you know?

**SUMMARIZE** playing “Name Match.” **INVITE** children to share their experience.

We played a memory game called “Name Match.” Today we used our classmate’s names. Let’s discuss:

- How many name matches did you make?
- How did you know when you made a match?
- What helped you play the game?

## Make & Prepare

- Two sets of index cards with the names of the children in the group written on them

## Build Background Knowledge

Create one set of cards with images of each child in your class. Invite children to make matches of a picture and name. Add written name on picture cards for another layer of support.

## Stretch Their Thinking

Use the name cards to discuss similarities and differences in children’s names (for example, children whose names start with the same letter, have the same number of letters, etc.).

## Listen/Look For

- Are children able to read their name? Their classmates’ names?
- What do children share in the discussions?



## Supporting Multilingual Learners

No matter what their level of English proficiency may be, every child in your class will be able to participate in class discussions in some way. As we did in the “Build Interest” section, use the strategy of Layered Questioning, where you pose questions based on what you know about each child’s language skills, to include and extend their participation.

**Greeting Time**

Children change the greeting to “Farewell Everyone.”

*Social Emotional: Social Awareness and Relationships*

**REFER to the Unit 3 Chart: “Ways to Say Hello.” ASK children how else we could say “goodbye.”**

In our classroom community, we changed our greeting “Hello Everyone” to “Goodbye Everyone.”

Well, just like there are many ways to say hello, there are many ways to say goodbye. Do you know any other ways to say goodbye? Let’s make a new chart called “Ways to Say Goodbye.”

**BEGIN a Unit Chart: “Ways to Say Goodbye.” INTRODUCE the word “farewell.” ADD it to the chart.**

Have you ever heard someone say “farewell?” That’s another way to say “goodbye.” Can you say “farewell?” Let’s add “farewell” to the chart.

**GUIDE children to wave up high with both hands as they chant “Farewell Everyone.”**

Let’s change our greeting to “Farewell Everyone.” As we chant, wave up high with both hands [demonstrate].

Farewell everyone.

Farewell everyone.

Farewell everyone.

It’s time to say farewell.

**Make & Prepare**

- Create a new Unit Chart: “Ways to Say Goodbye.”

**Additional Materials**

- *Blueprint Songbook*
- Unit 3 Chart: “Ways to Say Hello”

**Movement Time**

Children play “Freeze Dance” to Native American flute music.

*Creative Arts: Music*

**PLAY** an audio recording of Native American flute music by Mary Youngblood.

We just greeted each other. Now let’s celebrate with music. Listen to this music...

Do you know what kind of music this is?

Yes, it is Native American flute music. This song is by the musician Mary Youngblood [show photo].

**REVIEW how to play “Freeze Dance.” INVITE children to dance as you play the music.**

Another way we can celebrate with music is by dancing together. Let’s play “Freeze Dance” to this Native American flute music. Who can remind us how to play?

When you hear the music stop, you freeze. When you hear the music start playing again, you dance.

Get ready to celebrate our classroom community by dancing together!

**PAUSE the music two to three times. At the end, ENCOURAGE children to share how they feel. REFER to the Anchor Chart: “Feelings.”**

After dancing with each other, how do you feel?

**Make & Prepare**

- Cue up an audio recording of Native American flute music by Mary Youngblood.
- Download and print a photo of Mary Youngblood

**Additional Material**

- Anchor Chart: “Feelings”

**Remember to Save**

- Photo of Mary Youngblood for Day 19: Movement Time

**Talk Time**

Children listen to a class book.

*Literacy: Listening and Speaking*

**CONNECT** to celebrating the classroom community.

It’s fun to sing and dance with our classroom community. There is so much to celebrate!

**READ the class book. PAUSE one to three times to ASK children what they like. ENCOURAGE them to use the sign and sentence stem, “I like.”**

Each of you wrote about something you liked. Let’s read our class book to find out about what we liked...

When you hear something that you also liked, you can sign “I like” [demonstrate].

If you would like to share, you can start by saying, “I like...”

**CLOSE with a cheer.**

Let’s celebrate our classroom community with a cheer. Who would like to choose one from our chart?

**Make & Prepare**

- Bring completed class book.
- Review the ASL sign for “I like” on the *Blueprint* website.

**Additional Materials**

- Anchor Chart: “Readers Can Say”
- Anchor Chart: “Cheers”

**Keep It Going**

- Remind children this book will be added to the classroom library where they can reread it.



## Before

**CONNECT** to the read aloud *Pie is for Sharing*.

We read the book *Pie is for Sharing* [show]. In it, lots of children share. Do you remember some of the things they share?

**REVIEW** several pages in the book to refresh children’s memories. Then **DISCUSS** how friends can share.

Yes, they share pie, sticks, and hugs to name a few things. We also share in our classroom community. Let’s make a list of all the things we share.

## During

[Draw and write on chart paper.]

**DRAW** a picture of two hands holding onto a round pie. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I am going to draw a picture of two children sharing a pie to remind us that this message is about sharing. What kind of pie should it be?

**Suggested message:** “We can share too!”

**PAUSE** to focus on concepts of print (using an exclamation mark).

I just finished writing a sentence. I’m feeling excited to share pie. I can show that by writing an exclamation mark at the end of the sentence. Watch as I write an exclamation mark. Drop down and dot. Now you try writing an exclamation mark with your finger in the air.

**FINISH** writing the message. **INVITE** children to reread the message with you.

## After

**GUIDE** children through an Interactive Writing experience as you create the list. **CALL** several children, one at a time, to the board to write their ideas. **FOCUS** on letter-sound correspondence. **PROMPT** with guidance (find the letter in the room, practice in the air first, write in the palm of your hand, etc.). An example follows.

We were thinking about things we share. We share pencils sometimes. Who wants to come up and write the first letter in the word pencils?

- What sound do you hear in the beginning of the word “pencil?” Yes, /p/.
- What letter makes that sound? The letter *p*.
- Where will you write the letter?
- What does the lowercase letter *p* look like? Yes, make a tail and bump out.

**ENGAGE** the rest of the group by inviting them to write the letter *p* in the palm of their hand.

Everyone, please write the lowercase letter *p* in your hand!

**RESTATE** that children in the classroom community share. Then **REREAD** the message one more time.

Look at our list! We have shared so many things with each other. Let’s celebrate our wonderful classroom community with a cheer. Which cheer should we choose?

[Transition] **INVITE** children to think of something they can share with a classmate today.

What will you share with a classmate today?



**Note:** The message should be written on chart paper.

### Materials

- The book *Pie is for Sharing*
- Chart paper
- Markers
- Sticky notes
- Anchor Chart: “Cheers”



### Remember...

Use the Interactive Writing experience to model concepts of print, stretching and spelling words, and supporting the rereading of text.

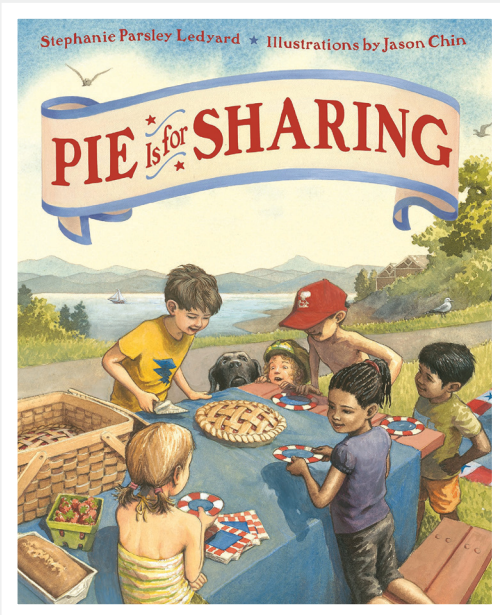
### Responding to Children

If children transcribe a letter incorrectly (for example, backward), validate their effort. Model how to correctly form the letter in the corner of the paper or on a wipe-off board. Give them practice forming it. You can even cover their “practice” letter with a sticky note (call it “boo-boo” tape) and give them the opportunity to try again.



### Keep it Going

- Throughout the day, encourage children to tell the class when someone shares with them. As a class, celebrate the child that shared by doing a class cheer!
- Gather children in a small group. Invite children to think about how they feel inside when someone shares with them or when they share with someone. Does it make them feel good? Happy? What happens when someone doesn’t share? How does that make them feel? Encourage them to think about how they might explain their feelings to someone who isn’t sharing with them.
- Draw children’s attention to punctuation in the *Blueprint Songbook*, big books, and other read alouds. Talk about what children notice and how the punctuation mark conveys the message of the sentence.



### Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

bandages: strips of material that protect boo-boos.

### Supporting Multilingual Learners

Meaningful communication leads to language acquisition. When you teach children a new vocabulary word or any new idea in English, you become a language teacher! This means that you need to make this new word or idea comprehensible, or understandable, to the child. Some ways of doing this include using pictures, gestures, role playing, graphic organizers, and charts. Making sure that your communication is meaningful ensures that your children will acquire more language.



### Before

**REFER** to the Anchor Chart: “Feelings.” **INVITE** children to share how they feel.

Friends, we can have lots of feelings. Look at our “Feelings” chart. How are you feeling right now? Turn and talk with a partner about how you feel. Listen to how your partner is feeling as well.

**REVIEW** what it means to share. **SET THE FOCUS:** To notice how the friends in the book feel.

You just shared your feelings. What does it mean to share? Yes, sharing is when you use or do something with others. When we share our feelings, we can tell others how we feel and think about how others feel. That is one way we take care of each other for the Power of 3.

The friends in *Pie Is for Sharing* are a lot like us. They have many feelings, too. As we read this book today, notice how the friends feel as they share in different ways together.

### During

**PAUSE** after “a rhyme.” **DISCUSS** what the friends are sharing. Then **DISCUSS** how they are feeling.

What are the friends sharing? Yes, two friends are swinging one rope. And how are they sharing their place in the middle? Yes, instead of one friend having a turn to jump, two friends are taking a turn together.

What do you think it means that they also are sharing a rhyme? Maybe they are all chanting a rhyme together.

How do you think these friends are feeling as they are playing jump rope? Why?

They feel so happy, maybe even delighted! They look excited to be playing together. Everyone is smiling and having fun. Let’s keep reading to see if these friends have other feelings, too.

**PAUSE** after “the story about what happened.” **DEFINE** “bandages.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language). Then **DISCUSS** how the friends feel.

In this first picture, a friend got hurt. How do you think she feels?

Yes, she seems sad or upset. So, what does she share to help her feel better?

She shares a hug with a friend. And look at all the friends who come to put bandages on her! Can you say “bandages?” Let’s find the syllables or beats in that word: ban-dag-es. What are bandages?

Bandages are strips of material that protect boo-boos. Let’s add “bandages” to the list of words we are learning. Do you know any words that mean the same thing?

These friends are taking care of their hurt friend by thinking about how she feels. They are acting so kindly. As these friends help her, how do you think they are feeling?

They must be feeling caring and kind.

Look at the friend who got hurt in this next picture [point]. What is she sharing now?

Yes, she is sharing the story of what happened with her mom. How do you think she is feeling now?

Now she feels better. She seems calm and happy again.

### After

**INVITE** children to show how they would feel watching the fireworks.

Just like us, the friends in this book share lots of feelings.

Imagine that you are sharing the fireworks show with these friends at the end. Think about how you would feel. Can you show how you would feel with your expression?

## Build Interest

**PLACE** five to ten uppercase letters on the table. **PLAY** a game where you describe a letter (sound, shape, etc.) and children choose the correct letter.

It is fun to celebrate all our learning with games! Today we are going to use these cards [point] to play our memory game. What is written on them?

Yes, uppercase letters. Let’s play a game called “I’m thinking of…” I’ll describe a letter. You tell me which letter I’m thinking of. Here we go, “I’m thinking of…”

- The letter that makes the sound /h/.
- A letter that has four straight lines.
- The letter at the beginning of the word “moon.”

## Build Understanding

**TELL** children you have two sets of the uppercase letter cards. **ASK** children to describe how they will play the game.

I have two sets of these uppercase letter cards. Let’s play “Uppercase Letter Match!” Who can remind us how to play a memory game?

**SUMMARIZE** their thinking, and **REVIEW** how to play.

Yes, to play, you turn over two cards at a time. Then check to see if you have a “match.” If it is a match, keep the cards. If it isn’t a match, then turn the two cards back over in the same spot.

Try to remember where you saw the cards. During your next turn, use what you have observed from the game to recall where cards are located to make a match.

**WORK TOGETHER** to set up the letter cards to play “Uppercase Letter Match.”

Let’s set up our memory game using these two sets of uppercase letters. Will you help?

- How do we set up the cards?
- How do we get started?

## Build Experience

**CONTINUE** to play the “Uppercase Letter Match.” **INVITE** children to say the letter on the cards that they turn over. **PROMPT** children to discuss what they are doing. Questions follow.

Let’s keep playing “Uppercase Letter Match.” Try to remember where you saw the cards. That will help you make matches.

- Did you find a match? How do you know?
- What letter did you find?
- What sound does it make?
- Can you think of a word that begins with that sound?

**SUMMARIZE** playing “Uppercase Letter Match.” **INVITE** children to share their experience.

We are playing different versions of the game “Memory.” Today we made uppercase letter matches. Let’s discuss:

- How many letter matches did you make?
- What do you know about that letter?

## Make & Prepare

- Two sets of index cards with uppercase letters written on them. Choose two to five letters, depending on your children’s level of letter knowledge, familiarity with the game, and attention span.



## Remember to Save

- Cards for Day 18: Small Groups

## Build Background Knowledge

Invite children to practice writing letters on dry erase boards.

## Stretch Their Thinking

Invite children to choose a letter from their matches. Ask them to name the letter that comes before it and the letter that comes after it.

## Listen/Look For

- How do children suggest setting up the game?
- What do children know about the letters they make a match for?

## Greeting Time

Children give high fives and change the greeting to “Adios Everyone.”

*Social Studies: Self and Society*

**CONNECT** to celebrating our classroom community. **INVITE** children to give a high five to a neighbor.

We are celebrating our classroom community. How can we greet each other?

One way we can greet each other is to give a high five. Who can show us how to give a high five?

Turn to a neighbor and greet each other with a high five.

**CHANGE** the greeting to “Adios Everyone.” **GUIDE** children to pass a high five around the circle as they chant.

There are different ways to say hello and goodbye. We can say goodbye in different languages [point to chart]. Do you know how to say goodbye in Spanish? Adios! Can you say that? Let’s change our greeting to “Adios Everyone.”

As we chant, we can pass a high five around our circle like a wave.

Adios everyone.

Adios everyone.

Adios everyone.

It’s time to say adios.

### Materials

- *Blueprint Songbook*
- Unit Chart: “Ways to Say Goodbye”

### Keep It Going

- While children are outside, have them say “adios” to things they see around them like a nearby tree or the swing set.



## Movement Time

Children play “Freeze Dance” to Argentinian tango music.

*Creative Arts: Music*

**PLAY** an audio recording of Argentinian tango music by Juan D’Arienzo.

We just greeted each other. Let’s celebrate more with music. Listen to this kind of music...

Do you know what kind of music this is?

It is tango music, which comes from Argentina. This song is by the musician Juan D’Arienzo [show photo].

**REVIEW** how to play “Freeze Dance.” **PROMPT** children to say “parar” and “bailar” in Spanish.

Another way we can celebrate with music is by dancing together. Let’s play “Freeze Dance” to tango music. Who can remind us how to play?

When you hear the music stop, freeze. Or in Spanish we can say “parar!” You say it. When you hear the music start playing again, dance. In Spanish we can say “bailar!” You say it.

**INVITE** children to dance. **PAUSE** the music two to three times. **After, ENCOURAGE** children to cheer “amigos!”

Get ready to celebrate our classroom community by dancing together!

Let’s cheer “friends” in Spanish: amigos!

### Make & Prepare

- Cue up an audio recording of Argentinian tango music by Juan D’Arienzo.
- Download a photo of Juan D’Arienzo.

### Remember to Save

- Photo of Juan D’Arienzo for Day 19: Movement Time.



## Talk Time

Children guess which classmate is described.

*Social Emotional: Social Awareness and Relationships*

**EXPLAIN** how to play a riddle game in which children guess which classmate you are describing.

Amigos, we have really gotten to know each other this year. Let’s play a riddle game together!

I am going to tell you some clues about a member of our classroom community.

Listen carefully, and think about which person I’m describing. If you think you know the answer, whisper it into the palm of your hand like this [demonstrate].

**DESCRIBE** a few children in the class. **USE** the examples below to design your own riddles.

This member of our classroom community has a purple backpack. She loves dinosaurs. It was recently her birthday. Who is it?

This member of our classroom community plays soccer. He often plays in the art center. His favorite food is pizza. Who is it?

**CLOSE** with a cheer.

Let’s celebrate our classroom community with a cheer!

### Make & Prepare

- Think through a few riddles. Be ready to share some clues about several children in the class.

### Additional Material

- Anchor Chart: “Cheers”



## Before

**FOCUS** on Center Time. **INVITE** children to think about their favorite center.

It's fun to think about all the things we have learned and enjoyed in school! This includes talking about our favorite things.

We spend part of our day learning and playing in centers [name and point to the centers currently in your classroom]. I wonder, what is your favorite center? It might be hard to pick just one!

Watch as I write the question, "What is your favorite center?" Then we will turn and talk to a partner to tell about our favorite center.

## During

**DRAW** a picture of the art center. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of the art center. It has an easel. What else should I add? This is one center that I like to go to.

**Suggested message:** "What is your favorite center?"

**PAUSE** to focus on concepts of print (concept of a word).

I am going to write, "What is your favorite center?" Help me count how many words I am going to write [count and hold up one finger for each word]. Five words! I am ready to write.

**WRITE** the message. Then **POINT** to the words and count them again. **INVITE** children to reread the message with you.

## After

**INVITE** children to turn and talk to a partner to tell what is their favorite center and why.

I just drew one of our classroom centers and invited you to think about which one is your favorite. Now, let's all turn to a partner and tell them what our favorite center is. Talk about why it is your favorite and what you like to do when you are there.

**GIVE** children time to turn and talk to a partner. **ENCOURAGE** children who speak the same home language to share with each other in their home language to solidify and extend their learning.

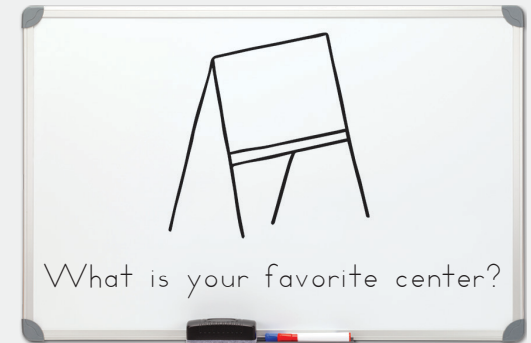
Who would like to tell about their favorite center?

**RESTATE** that everyone their own likes and ideas. Then **REREAD** the message one more time.

Each one of us has our own ideas and things that we like. Today we shared which center we liked best. It is so fun to learn about what our classroom community members like.

**[Transition]** **INVITE** children to name one thing they like to do at their favorite center.

Tell one thing you like to do at your favorite center.



## Concepts of Print

During this lesson, we suggest you pause to count the words in the sentence you plan to write. Knowing the concept of a word and that words make up sentences are important concepts of print. Extend children's learning. Write the sentence from the message on a sentence strip, cut it up, pass it out to the children and have them "be the sentence." Allow them to arrange themselves in order, using the message to check, and then have the other children clap and count the number of words in the sentence.

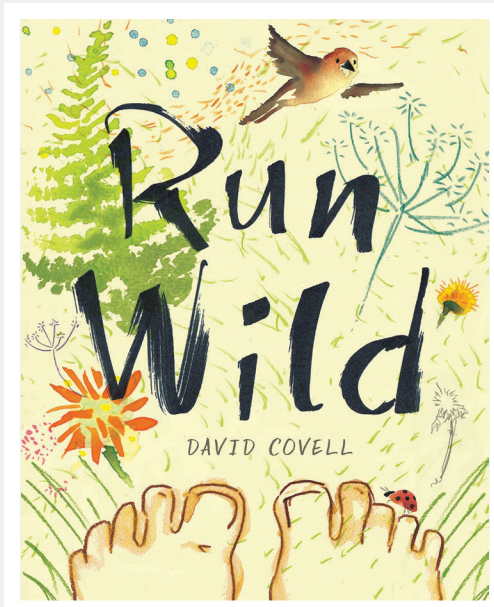
## Writing the Message

Reflect on how writing the message went this year. Were you children engaged while you drew? Did you invite them to participate in sharing ideas while you drew? How did you incorporate their ideas? How did children respond when you used their names in the message? Did children enjoy coming up to the board to find letters or words they knew? What will you do the same next year? What will you do differently?



## Keep it Going

- While children are eating a snack, encourage them to talk about their favorite center. What did they like most about that center? Did anyone agree with them? Invite them to share with you.
- Provide children with pictures of the centers. Invite them to choose a picture that represents their favorite center. Together create a graph of the class's favorite centers. Which center did the children like the most?



### Make & Prepare

- Review the ASL sign for “I predict” on the *Blueprint* website.

### Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

shore: the beach, where the ocean meets the sand

### Exploring Opposites

Children explore the opposites of hot and cool. What other pairs of opposites can you explore with children? High and low, loud and soft, near and far?

### Responding to Children

While this book celebrates one way of enjoying outdoor exploration, children may have different experiences with outdoor play. Some neighborhoods or areas may have more access to open natural spaces than others, or some children may require accommodations in order to engage with their outdoor environment. Be sensitive to the different factors that affect children’s opportunities for outdoor play, and encourage them to discuss different ways that they can “run wild.”

### Why “Freeze?”

When we invite children to move along with the characters in a book, we often ask them to “freeze” before they begin and “freeze” at the end. This strategy helps promote more controlled movement, so children can have a more valuable learning experience.



### Before

**SHOW** the cover. **ASK** children what they notice.

In our classroom community, we have had so much fun playing together. Today we are going to read a book about some children who are playing in their outside environment. The title is *Run Wild*, and it is both written and illustrated by David Covell. Look at the front cover. What do you notice?

Here is a child’s bare feet. We also see trees, flowers, grass, birds, and bugs. All of these living things can be found outdoors in nature or in the wild.

**INVITE** children to predict what the friends will see and do outside. **PROMPT** them to use the sign and sentence stem, “I predict.”

I wonder what these friends are going to see and do when they play outside? What do you predict?

If you would like to share your prediction, sign “I predict” [demonstrate]. You can say, “I predict…”

Let’s read *Run Wild* to find out what these friends see and do when they play outside!

### During

**PAUSE** after “On to the shore.” **DEFINE** “shore.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language). Then **INVITE** children to predict what the friends will do at the shore. **REMIND** them to use the sign and sentence stem, “I predict.”

Where are the children going? Yes, to the shore. Can you say “shore?” What is the shore?

The shore is the beach. It is the place where the ocean and the sand meet. Let’s add “shore” to the list of words we are learning. Do you know any words that mean the same thing?

Have you ever been to the shore? What did you do there?

What do you think these friends will do at the shore? If you would like to share your prediction, sign “I predict.” You can say, “I predict…”

Let’s keep reading to find out what fun these friends have at the shore.

**PAUSE** after “Ahhhh… Cool. Hello, clam.” **POINT OUT** the opposites. **MODEL** and **INVITE** children to pretend to step on hot sand and then cool water.

What do the friends find at the shore? What opposites do you notice? Yes, hot and cool. The sand feels hot on their feet, but the water feels cool. Pretend you are at the shore with these friends.

Lean back onto your hands and freeze like you are about to lift your feet. Now imagine the sand is hot. Quickly lift your feet. Now step into the cool ocean water. Take a deep breath in, and sigh: Ahhhh!

**PAUSE** after “Be a fish in the salty sea.” **MODEL** and **INVITE** children to act out swimming their arms.

Look at the friend swimming underwater. Let’s try that too. Freeze like you are about to swim with your arms. Take a deep breath in, and slowly breathe out as you swim with your arms underwater! Keep swimming. Now, your arms must be tired. Freeze as if you can’t move your arms any longer. Now slowly lower your arms.

### After

**INVITE** children to turn and talk about what they would like to see and do outside.

These friends enjoyed their time outside! Think about how they played and explored what was around them in nature. What you would like to see and do outside? Turn and talk about it with a partner!

## Build Interest

**SHOW** magnetic letters of matching uppercase and lowercase letters. **INVITE** children to match the pairs.

Before we play our memory game today, let’s practice making letter matches. Here are some magnetic letters. Some are lowercase [show], and some are uppercase [show]. Can you find the matching uppercase and lowercase letters? How do you know when you have a pair?

## Build Understanding

**SHOW** children the memory cards that have uppercase letters and the cards that have lowercase letters. **INVITE** them to explain how to play the game.

Let’s make uppercase and lowercase letter matches in our memory game today! Here are the uppercase cards [point], and here are the lowercase letter cards [point]. Who can remind us how to play?

Yes, we will look for the uppercase letter and lowercase letter that match just like these two cards [show example].

**WORK TOGETHER** to set up the cards to play “Uppercase and Lowercase Letter Match.”

Today’s game is called “Uppercase and Lowercase Letter Match.” Let’s set up our game. Will you help?

- How can we set up the cards?
- How do we get started?

## Build Experience

**CONTINUE** to play “Uppercase and Lowercase Letter Match.” **INVITE** children to describe the cards that they turn over. **PROMPT** children to discuss what they are doing.

Let’s keep playing “Uppercase and Lowercase Letter Match.” Try to remember where you saw the cards. That will help you make matches.

- Did you find a match?
- How do you know those two cards are a match?

**REMIND** children to try to keep the cards located in the same spot on the table.

Remember, turn the card over in its place on the table. If it is not a match, we will turn the cards back to face down in the exact same place. That way, if another child is looking for that name, they can try to remember where it is!

**SUMMARIZE** playing “Uppercase and Lowercase Letter Match.” **INVITE** children to share their experience.

Today we made uppercase and lowercase letter matches. Let’s discuss:

- How many matches did you make?
- What do you notice about the matching letters?
- Do they look the same?
- Do they look different?

## Make & Prepare

- One set of index cards with lowercase letter cards written on them. Choose between two to five letters, depending on your children’s level of letter knowledge, familiarity with the game, and attention span.
- One matching set of uppercase letter cards.

## Additional Materials

- Several examples of magnetic letter pairs (matching uppercase and lowercase letters)

## Build Background Knowledge

Review upper- and lowercase letter pairs.

## Stretch Their Thinking

Play a game where children say one of their letter pairs. Then ask, who has the next letter in the alphabet?

## Listen/Look For

- What do children know about the uppercase and lowercase letter pairs they find?
- What do children share about setting up and playing the game?

**Greeting Time**

Children give fist bumps and say goodbye in another language.

*Social Studies: Self and Society*

**CONNECT** to celebrating our classroom community. **INVITE** children to give a fist bump to a neighbor.

In our classroom community, how can we greet each other?

One way we can greet each other is to give a fist bump. Who can show us how to give a fist bump?

Turn to a neighbor and give them a fist bump.

**CHANGE** the greeting based on your children's home languages. **ASK** children to assist in the pronunciation. **SELECT** another language if this doesn't apply.

We have been learning from members of our classroom community that speak different languages [refer to the Unit Chart: "Ways to Say Goodbye"]! For example, [child] taught us how to say [word] in [name of language]. We are all language learners!

Do you know how to say "goodbye" in [identified language]? Let's all say it: [...].

**GUIDE** children to pass a fist bump around the circle as they chant "Goodbye Everyone" in the selected language.

Why don't we change our greeting to "[...] [...]?"

As we chant [...] [...], we can pass a fist bump around our circle.

**Materials**

- *Blueprint Songbook*
- Unit Chart: "Ways to Say Goodbye"

**Adapt the Lesson**

We suggest children use a "fist bump" to greet each other. Ask children, however, what kind of movement they would like to use to give them more ownership over the activity.

**Movement Time**

Children play "Freeze Dance" and vote for a kind of music.

*Creative Arts: Music*

**REVIEW** the kinds of music we listened to: jazz, Native American flute, and tango.

We just greeted each other. Let's keep celebrating with music! We have listened to different kinds of music: jazz, Native American flute, and tango music.

**INVITE** children to vote for which kind of music to play. **COUNT** and **COMPARE** how many children voted for each kind.

Which kind of music should we play today? Let's vote!

If you would like to play jazz, please stand in front of this photo of Wynton Marsalis.

If you would like to play Native American flute, please stand in front of this photo of Mary Youngblood.

If you would like to play tango, please stand in front of this photo of Juan D'Arienzo.

Which kind of music did most of us choose? How do you know?

**PLAY** the music with the most votes. **INVITE** children to play "Freeze Dance." **PAUSE** the music two to three times.

Let's play "Freeze Dance" to [...] music. Who can remind us how to play?

Get ready to celebrate our classroom community by dancing together!

**Make & Prepare**

- Have the music selections from Days 16 through 18 readily available: jazz, Native American flute, and Argentinian tango.
- Attach the photos of Wynton Marsalis, Mary Youngblood, and Juan D'Arienzo to your board, so children can stand in front of them to vote for their favorite type of music.

**Talk Time**

Children describe a classmate for others to guess.

*Social Emotional: Social Awareness and Relationships*

**REVIEW** how to play a riddle game in which children guess which classmate you are describing.

It's fun to dance together. Now let's play our riddle game. Who can remind us how to play?

Yes, I will tell you some clues about a member of our classroom community. Listen carefully, and think about which person I'm describing. If you think you know the answer, whisper it into the palm of your hand like this [demonstrate].

**DESCRIBE** a few children in the class. **USE** the examples below to design your own riddles.

This member of our classroom community lives across the street from school. She wears glasses. She enjoys taking care of our class pet. Who is it?

**INVITE** children to come up with their own riddles for their classmates to guess.

Who would like to say a riddle for us to guess?

It's fun being members of our classroom community!

**Keep It Going**

- Riddles can be played just about anywhere - while eating together, playing together, or on a walk.



## Before

**REFER to the Anchor Chart: “Feelings.” INVITE children to count how many feelings are on the chart.**

We have so many feelings, and this year we have learned to name them and talk about them.

Here is our “Feelings” chart. How many have we posted? Let’s count.

**EXPLAIN the game “I Spy a Feeling.”**

Let’s play “I Spy” with our “Feelings” chart to show how much we know about them. I’ll name some clues to a feeling. Listen carefully and think about which feeling I am describing. Ready?

**SAY clues to the feeling word “confident.” INVITE children to whisper the feeling word into their hand.**

I spy a word that describes how you feel when you believe in yourself. What feeling is it? If you think you know what it is, whisper it in your hand.

Yes, confident! How do you look when you feel confident?

**SAY clues to the feeling word “calm.” INVITE children to whisper the feeling word into their hand.**

I spy a feeling that describes being relaxed and peaceful. Here is a second clue. I spy a feeling word that describes being relaxed and peaceful, and it begins with the *letter c*. What feeling word am I describing? If you know, whisper it into your hand [demonstrate].

Yes, the word is “calm.”

## During

**DRAW a picture of a child looking calm. DESCRIBE what you are doing and thinking. INVITE children to contribute.**

I am going to draw a child who looks calm. Should I draw them sitting or standing?

**Suggested message: “We can feel calm.”**

**PAUSE to focus on concepts of print (letters make up words).**

Feel. I want to write the word “feel.” The word “feel” has four *letters*: *f*, *e*, *e*, and *l*. I write these letters together to make the word “feel.” Then I leave a space and begin the next word, “calm.” After I write “calm,” let’s count the letters in that word.

**INVITE children to reread the message with you.**

## After

**CONTINUE to engage children in a game of “I Spy a Feeling.” SAY clues to a feeling word. INVITE children to guess the feeling word based on the clues.**

Let’s continue to play our game, “I Spy a Feeling.” I’ll say some clues to one of the feeling words on our “Feelings” chart. Listen carefully to the clues to help you figure out the word.

**SUMMARIZE how to play “I Spy a Feeling.” CELEBRATE with a cheer.**

Today we played “I Spy a Feeling.” You listened to my clues to figure out which feeling word I was describing. Let’s celebrate all our learning by choosing a cheer from the cheer chart.

**REREAD the message one more time.**

**[Transition] INVITE children to show one of the feelings on the “Feelings” chart.**

You know so many feelings! Can you show us with your face and body what you look like when you feel one of these ways?



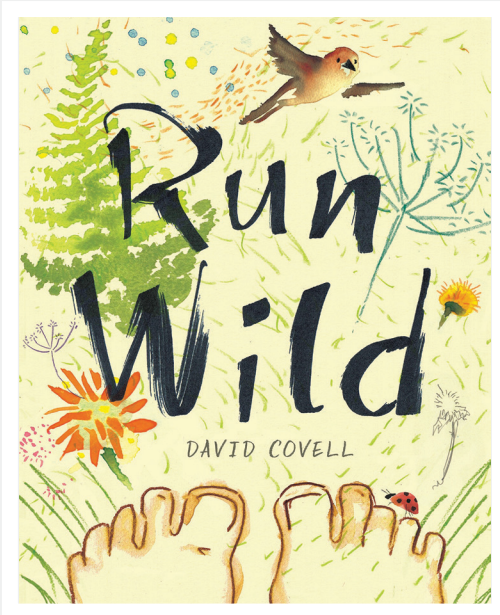
### Materials

- Anchor Chart: “Feelings”
- Anchor Chart: “Cheers”



### Keep it Going

- While transitioning, invite a child to act out a feeling. Can they act out being excited? Encourage other children to guess the feeling. Invite them to look at the Anchor Chart: “Feelings” to help them.
- While reading with children at the library center, invite them to look closely at the characters’ faces in the illustrations. What do they notice? Are they excited? Scared? Encourage the children to tell you and share how they know they are feeling that way. Have they ever felt the same way?



**Materials**

- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”
- Unit Chart: “Words We Are Learning”

**Words We Are Learning**

flowing: moving easily without stopping



**Turn and Talk**

Reflect on how your turn and talk procedures went this year. Did children respond to your signals promptly? Did children use the time to talk productively? What strategies did you use to help children respond to the question? Did children’s conversation skills grow over time? What will you do the same next year? How will you adapt the procedure?

**Before**

**REFER** to the Anchor Chart: “Feelings.” **INVITE** children to share how they feel.

In our community, we can have lots of feelings. Look at our “Feelings” chart. How are you feeling right now?

Turn and talk with a partner about how you feel. Listen to how your partner is feeling as well.

**SET THE FOCUS:** To notice how the children in the book feel.

The children in *Run Wild* are a lot like us. They can have different feelings, too. As we read this book today, notice how the children feel as they explore outdoors.

**During**

**PAUSE** after “Talk to worms.” **INVITE** children to act out splashing in the mud and playing with bugs. **ASK** children how it makes them feel. **RELATE** to the children in the book.

What are the children doing outside? Yes, they are splashing in the mud and playing with bugs. Pretend you are sitting near mud too. Freeze like you are about to dip your feet into the mud. Now splash! Keep splashing. Freeze as if you are in mid-splash. Whew! That was fun!

How does this make you feel? A lot of us are laughing! We feel silly! Do you think the children in the book feel silly, too?

**PAUSE** after “Come on, explore.” **DISCUSS** how the children feel.

How do the children feel about exploring outdoors? They feel brave. What does “brave” mean?

Yes, when you are brave, you are confident. You believe in yourself!

**PAUSE** after “Daydreams flowing.” **DISCUSS** how the child feels. **INVITE** children to pretend to float. Then **DEFINE** “flowing.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

What is the child doing in the water? Yes, he is floating and relaxing. How do you think he feels?

He seems calm and peaceful. Would you like to float on the water? Close your eyes and imagine the water is carrying your body, so you feel light and free. Take a deep breath in, and let out a sigh: Ahhhh. Let’s open our eyes again.

As this child floats, he daydreams and his imagination is flowing. Can you say “flowing?” Let’s find the syllables or beats in that word: flow-ing. What does “flowing” mean?

When something is flowing, it is moving or going easily without stopping. Let’s add “flowing” to the list of words we are learning. Do you know any words that mean the same thing?

**PAUSE** after “Let’s keep going.” **DISCUSS** how the children feel.

How do you think this child feels after falling down? Yes, he may be hurt and upset.

But how does this other child help? Yes, she takes care of her child by acting kindly. She helps him up and encourages him to keep on trying. So, how do you think she is feeling? Yes, she feels caring and kind. Wow, these friends practice the Power of 3, just like we do!

**After**

**INVITE** children to take turns acting out and guessing feelings with a child.

The children in *Run Wild* have lots of feelings, just like us. Let’s play a feelings game. Think of one feeling you can have. It can be from the “Feelings” chart or another feeling you know...

Turn to a partner and take turns showing how you look when you have this feeling. Look at your partner’s expression and see if you can guess the feeling.

## Build Interest

**PLAYFULLY ENGAGE** children as you count to twenty together. **INVITE** children to decide how they will move their body as they count.

We are celebrating our learning with memory games! During today’s memory game, we are going to use numerals. Let’s warm up our brains by counting. We can count from one to twenty! What should we do as we count (squat, launch, sway, etc.)?

## Build Understanding

**TELL** children you have two sets of numeral cards. **ASK** children to describe how they will play the game.

We have been playing memory games using our names and letters. Today we are going to play with numerals [show cards]. I have two sets of numeral cards. Let’s play “Numeral Match!” To play “Numeral Match” we will try to find matching numerals like these two cards [show two matching cards].

**REVIEW** how to play.

To play, you turn over two cards at a time. Then check to see if you have a “match.” If it is a match, keep the cards. If it isn’t a match, then turn the two cards back over in the same spot.

Try to remember where you saw the cards. During your next turn, use what you have observed from the game to recall where cards are located to make a match.

**WORK TOGETHER** to set up the numeral cards to play “Numeral Match.”

Let’s set up our memory game using these two sets of numeral cards. Will you help?

- How do we set up the cards?
- How do we get started?

## Build Experience

**CONTINUE** to play “Numeral Match.” **INVITE** children to describe the cards that they turn over. **PROMPT** children to discuss what they are doing. Questions follow.

Let’s keep playing “Numeral Match.” Try to remember where you saw the cards. That will help you make matches.

- Did you find a match?
- How do you know it’s a match?

**SUMMARIZE** playing “Numeral Match.” **INVITE** children to share their experience.

Today we made numeral matches. Let’s discuss:

- How many matches did you make?
- What kind of matches?

## Make & Prepare

- Two sets of index cards with numerals written on them. Choose between two to five numerals, depending on your children’s level of numerals knowledge, familiarity with the game, and attention span.

## Build Background Knowledge

Invite children to name the numeral on each card.

## Stretch Their Thinking

Invite children to put their numeral cards in order from 1 to 20.

## Listen/Look For

- How do children describe their matches?
- What do children share in the discussions?

## Growing Mathematicians

Children are becoming familiar with the structure of the numeral symbols and how they represent a quantity or number. Experiences, such as playing and asking children to describe their matches, draw their attention to the structures of the numeric symbols and what they represent.

### Greeting Time

Children choose how to greet each other and say goodbye.

*Social Emotional: Social Awareness and Relationships*

**ASK** children to choose a greeting. **AGREE UPON** one way (i.e. wave, high five, fist bump, etc.). **INVITE** children to practice the chosen greeting with a neighbor.

We have greeted each other every day. How should we say goodbye to each other today?

Turn and greet a neighbor...

**LIST** some ways we have said goodbye (farewell, adios, etc.). **INVITE** children to choose how to say goodbye today. **CHANGE** the greeting based on your selection.

In our greeting “Goodbye Everyone,” we said goodbye in different ways. We said “farewell.” We also said goodbye in other languages like Spanish: “Adios”...

How would you like to say goodbye today?

**GUIDE** children to do the chosen greeting as they say “Goodbye Everyone” in the selected language.

As we say [...] [...], we can pass a [greeting] around our circle.

#### Materials

- *Blueprint Songbook*
- Unit Chart: “Ways to Say Goodbye”



#### Greeting Time

Many songs, poems, and games were featured during Greeting Time. How did you and your children enjoy spending this time together? How will you use this practice next year? How will you adapt it?

### Movement Time

Children play “Freeze Dance” to their choice of music.

*Creative Arts: Music*

**REVIEW** the kinds of music we listened to: jazz, Native American flute, and tango.

We just greeted each other. Let’s keep celebrating with music! We have listened to different kinds of music such as jazz, Native American flute, and tango music.

**ASK** children what other kinds of music they know. **INVITE** them to choose which kind of music to play.

- What other kinds of music do you know?
- Which kind of music should we play today?

**AGREE UPON** one kind of music. **INVITE** children to play “Freeze Dance.” **PAUSE** the music two to three times. **At the end, ENCOURAGE** children to do a pose of their choice.

Let’s play “Freeze Dance” to [...] music. Who can remind us how to play?

When you hear the music stop, freeze. When you hear the music start playing again, dance.

Get ready to celebrate our classroom community by dancing together!

Choose the way you want to freeze your body. Do your pose!

#### Make & Prepare

- Have the music selections from Days 16 through 18 readily available: jazz, Native American flute, Argentinian tango. Optionally, have other kinds of music for children to choose from as well.

### Talk Time

Children lead each other in doing cheers.

*Creative Arts: Creative Movement and Dance*

**CONNECT** to the Power of 3. **REFER** to the Unit Project: Celebrating the Power of 3.

Wow, there is so much to celebrate about the special time that we have shared together!

In our classroom community, we take care of ourselves, we take care of each other, and we take care of our environment. All of us have signed our names on these posters to show how we practice the Power of 3 [sign].

**INVITE** children to choose a cheer from the Anchor Chart: “Cheers.”

Let’s continue our class celebration by doing our cheers!

Who would like to choose one from our chart?

**ENCOURAGE** children to lead the class in doing the cheers.

- Who wants to lead us in a cheer?
- Who wants to choose the next cheer?

We are celebrating our classroom community!

#### Make & Prepare

- Review the ASL sign for “Power of 3” on the *Blueprint* website.

#### Additional Materials

- Anchor Chart: “Power of 3”
- Unit Project: Celebrating the Power of 3
- Anchor Chart: “Cheers”

#### Cheers

Reflect on your use of cheers throughout the year. Did children enjoy cheering for themselves and each other? How did it make your classroom environment more positive and supportive? Did children create any cheers themselves? How will you continue the use of cheers next year? How will you adapt them?



## Before

### CONNECT to celebrating the year.

We've really learned how to work as a classroom community, taking care of ourselves, each other, and our environment.

### ASK what children would want the new children who are coming into this class to know.

Today, I have question for you. Next year, there will be new children coming into this room for school. What would you tell those new children about school? Turn and tell a partner. You can say, "I want the new children to know..."

## During

### DRAW a picture of you reading a book. DESCRIBE what you are doing and thinking. INVITE children to contribute.

Here is a picture of me reading. I want the new children to know that we read a lot in school. Should I be sitting in the library center or here in our gathering space?

### Suggested message: "We read a lot of books."

### PAUSE to focus on phonological awareness (combining onset and rime).

Listen to the parts of the word I want to write next. "l"... "ot." Put those parts together. What is the word? Yes, "lot." Listening carefully to the parts of a word can help you get ready to write it. Watch as I write the word "lot."

### FINISH writing the message. INVITE children to reread the message with you.

## After

### ENGAGE in a discussion about what children would tell next year's group of children about school. Below are some suggested questions. ENCOURAGE children who speak the same home language to share with each other in their home language to solidify and extend their learning.

- What do you want the new children coming into this class to know about school?
- What would you tell them about the Power of 3?
- What would you tell them about our daily schedule?
- What advice would you give them if they feel nervous or scared?

### SUMMARIZE what children would tell next year's children. Then REREAD the message one more time.

Each one of you had ideas about what you think the new children need to know! Some of the things you would tell them are...

### [Transition] INVITE children to select a cheer to celebrate the year.

Do you think the new children will enjoy cheers? Let's do one of our favorite cheers. Which cheer should we choose?



## Interacting with Children

In this lesson, we suggest you summarize what you heard children say they would tell next year's children. Summarizing is one way to use "mirror talk," a strategy for reflecting back for children what they say. Use this strategy ["I heard you say..."] when you work and play with children to show them you hear them and value what they say.



## Keep it Going

- Join children at the writing center. Invite children to write a letter to their new teacher. What do they want to tell the teacher? What are their favorite things to do at school? Encourage them to draw pictures to add details to their letters.
- Invite children to think about what they would like to know about their teacher. Together create a list of questions they'd like to know. What do they think makes a good teacher? What do they hope for their teacher next year?

**Make & Prepare**

- Review the ASL sign for “I like” on the *Blueprint* website.

**Materials**

- Anchor Chart: “Power of 3”
- Anchor Chart: “Readers Can Say”
- Anchor Chart: “Cheers”
- All Unit 10 read-aloud books:
  - *Jabari Jumps*
  - *She’s Got This*
  - *All Kinds of Friends*
  - *When Pencil Met Eraser*
  - *The Big Umbrella*
  - *10 Things I Can Do to Help My World*
  - *Me...Jane*
  - *Pie Is for Sharing*
  - *Run Wild*

**Extra Engagement**

Feel free to repeat or include an extra engagement piece, depending on which book children choose. For example, if they choose *Jabari Jumps*, invite them to practice the breathing exercise and/or act out diving.

**Before**

**Briefly REVISIT each read-aloud book from Unit 10. PLACE each one in a row.**

We have been celebrating our classroom community. We take care of ourselves, each other, and our environment. That’s the Power of 3! Let’s look at the books we have read together.

First, we read books about taking care of ourselves. In *Jabari Jumps*, Jabari finds the courage to jump off the diving board for the first time. In *She’s Got This*, Zoe believes in herself and keeps on practicing gymnastics.

Next, we read books about taking care of each other. We made connections to the children in *All Kinds of Friends*. *When Pencil Met Eraser* was a book about two friends who enjoyed creating art together. And *The Big Umbrella* reminded us to keep growing the kindness in our hearts.

Then we read books about taking care of our environment. *10 Things I Can Do to Help My World* was filled with many things we already do as well as some new ways to try caring for Earth. The biography *Me...Jane* taught us all about the life of a special environmentalist Jane Goodall.

Last, we read books about celebrating with friends. *Pie is for Sharing* showed how friends can share in all different ways. And *Run Wild* made us feel excited for more fun times ahead.

**GIVE TIME for children to reflect on which book is their favorite. ASK how we can find out which is the class’ favorite book. INVITE children to stand in front of their book.**

Take a look at each of these books. Think about which one you enjoyed the most...

How can we find out what our class’ favorite book was? Yes, we can vote! In a moment, each of you will have a turn to stand in a line in front of the book you choose.

**ASK children how we can find out which book the most readers chose. GUIDE them in counting the friends standing by each book and determining which one received the most votes. ACKNOWLEDGE that some children’s favorite book may not get the most votes. ASSURE them their favorite will be available in the library.**

I wonder which of these books the most readers chose. How can we find out?

Yes, let’s count the children standing by each book. Then we will reread that book today!

Please count along...

**During**

**REREAD the book with the most votes.**

**PAUSE once to INVITE children to share what they like about the book. PROMPT them to use the sign and sentence stem, “I like...”**

Readers, think about what you like in this book. If you would like to share what you like, please make the sign for “I like” [demonstrate]. You can start by saying, “I like...”

**After**

**CLOSE by choosing a cheer.**

We had fun reading one of our favorite books again today. Let’s celebrate all of our learning by choosing a cheer!

## Build Interest

**CONNECT** to celebrating with the memory games. **RECALL** learning about shapes. **INVITE** children to make a design with shape blocks.

Hooray for all our celebrating! We have had fun working with numbers and letters by playing our memory games. But what about shapes? We know a lot about shapes too! Here are some shape pattern blocks. What shapes do you see? Let’s build some designs with them. What will you make?

## Build Experience

**SHOW** the shape cards. **ASK** children about the shapes.

Take a look at these shape cards. They are similar to the shapes we just used in our pattern blocks. What shapes do you see?

**TOGETHER WITH CHILDREN**, set up the game “Shape Match.”

We really know how to play memory! Let’s play “Shape Match” with these sets of cards. Will you help get the game ready?

- How do we set up the cards?
- How do we get started?

## Build Experience

**CONTINUE** playing “Shape Match.” **INVITE** children to describe the cards that they turn over.

Let’s keep playing “Shape Match.” Try to remember where you saw the cards. That will help you make matches.

Did you find a match?

**REMIND** children to try to keep the cards located in the same spot on the table.

Remember, turn the card over in its place on the table. If it is not a match, we will turn the cards back to face down in the exact same place. That way, if another child is looking for that name, they can try to remember where it is!

**SUMMARIZE** having fun with the memory games.

It has been fun to play memory games with letters, numbers, and shapes. We have learned a lot about them this year! Our games have been a way to celebrate our learning. Let’s discuss:

- What would you tell someone about the game “Memory?”
- If you were going to create a memory game, what kind of cards would you use?

## Make & Prepare

- Two sets of shape cards. Include shape sets that work for different learning levels. For example, include non-prototypical shapes, such as narrow triangles.

## Build Background Knowledge

Review the attributes of the shapes.



## Stretch Their Thinking

Invite children to build shape patterns. Have them remove one shape and ask a partner “What’s missing from my pattern?”

## Listen/Look For

- Can children name and describe the shapes?
- Do children know when they have a match? Can they explain why?



# APPENDIX

- 118 Continued Conversations
- 119 Teaching Point Checklist
- 122 Family Letter – What’s Happening Now
- 123 Family Letter – Keep It Going... At Home
- 124 Family Letter – Songs, Poems and Chants
- 125 Family Letter – Blank Template

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## Digital Online Resources



<https://cliblueprint.org/resources-tx>

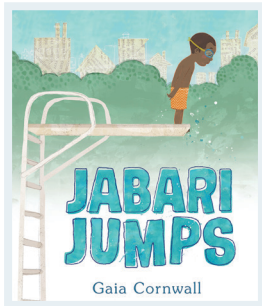
At the web address above, you will find the following resources and downloads.

- ASL Signs (images & videos)
- Board Games
- Family Resources
- Featured Class Book
- Letter and Numeral Formation Guide
- Mindful Moments
- Science Journals
- Shape Cards
- Songs, Poems, and Chants (audio & print)
- Teaching Point Checklist
- Unit 10 Images
- Weekly Materials List
- Yoga Poses (images & video)



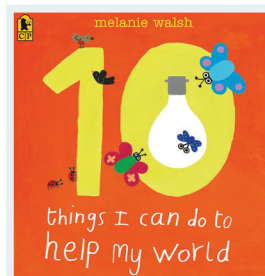
# Continued Conversations

The books selected for this curriculum are used to promote certain skills and concepts based around specific thematic goals. However, each book is rich with other ideas and topics worth exploring and discussing. As children re-engage with books used during class read alouds, encourage other ways of thinking about them. Below are examples of ways to continue these conversations.



### Jabari Jumps

- Jabari and his family members go to the pool. Where else do you think they go in their community?
- Would you rather jump into a swimming pool or the ocean? Why?
- Swimming helps people cool off when the weather is hot. What else could people do to cool off?



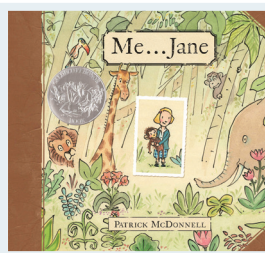
### 10 Big Things I Can Do to Help My World

- One thing we can do is save water. Why is water important?
- What would you do if you saw a community member throw trash on the ground?
- What electrical appliances do you have in your home? How can we use them wisely?



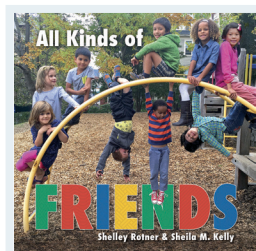
### She's Got This

- What else do you think Zoe does to take care of her body?
- When she is not practicing gymnastics, what else might Zoe and her family members do together?
- If the author wrote another book, what do you think it would be about?



### Me...Jane

- What other animals do you think Jane saw in the jungle? What sounds might they make?
- If you could work with any kind of living thing, what kind of plant or animal would you choose? Why?
- What other kinds of habitats might an environmentalist live and work in? How do you think they spend their day?



### All Kinds of Friends

- How are these friends taking care of each other?
- If you could join the children in one of these photos, which one would you choose?
- Do you see children doing something that you have never tried before? Would you like to try doing it?



### Pie is for Sharing

- What kind of weather do you think it is? How can you tell?
- The children are sharing a jump rope. Do you think these other children are waiting for a turn? How do you wait for a turn?
- Some things are hard to share. When something is hard to share, what do you do?



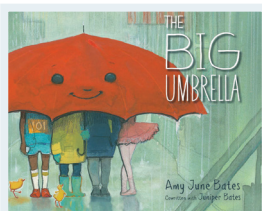
### When Pencil Met Eraser

- At the end of the book the other art supplies show up. What do you think will happen next?
- What do you do when you make a mistake? How can you take care of yourself?
- What other kinds of drawings could Pencil and Eraser create together?



### Run Wild

- The children do many things outdoors. Is there a new outdoor activity you would like to try?
- Look at the pictures. What do you notice? How would you describe them?
- Where do you think these children are running to? What do you think they will do when they go back indoors?



### The Big Umbrella

- Where do you think these different community members are going?
- When it is raining, what do you like to do? What do you wear? How do you get around?
- If the big umbrella came to our classroom, what would you say to it? What would you do?

Primary Standard	Teaching Point	Date	Observation Notes
Approaches to Learning: Persistence and Attentiveness	Children discuss how we keep on trying.		
	Children discuss believing in themselves.		
Social Emotional: Self-Awareness and Self-Concept	Children remind a puppet how we can calm ourselves down.		
	Children discuss how characters take care of themselves.		
	Children talk about their favorite center.		
	Children review how we take care of ourselves.		
Social Emotional: Self-Regulation and Responsible Behavior	Children discuss why we move safely.		
	Children form a "roof" overhead and sing about caring for their classroom.		
	Children reach up and squat and sing about caring for their playground.		
	Children discuss handling books and toys carefully.		
	Children role-play with puppets to show why we put things away.		
	Children review how we take care of each other.		
Social Emotional: Social Awareness and Relationships	Children work together to keep a pencil and eraser in a parachute while shaking it.		
	Children gather under the parachute like a big umbrella.		
	Children practice problem solving when playing together.		
	Children role-play helping a friend with puppets.		
	Children practice "Spreading Kindness."		
	Children practice thinking about and taking care of another's feelings.		
	Children discuss how Pencil and Eraser take care of each other.		
	Children discuss how the community members take care of each other.		
	Children wave and chant "Goodbye Everyone" with variations (changing the words, new movements, etc.).		
	Children guess which classmate is described.		
	Children describe a classmate for others to guess.		
	Children reflect on how they share in school.		
	Children play "I Spy a Feeling."		
Children discuss what they would tell next year's children about school.			

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Primary Standard	Teaching Point	Date	Observation Notes
Literacy: Literate Attitudes and Behaviors	Children sing "If You're Happy and You Know It" with variations (changing the words, stomping, taking a deep breath, etc.).		
	Children sing "We Take Care of Each Other" with variations (changing the words, swaying, passing a pencil, etc.).		
	Children vote for their favorite book from the unit.		
Literacy: Listening and Speaking	Children share what they do when they celebrate.		
	Children play "I Spy Something in Our Classroom Environment."		
	Children listen to a class book.		
Literacy: Phonological Awareness	Children identify the ending sound in words.		
	Children walk under the parachute when they hear the first letter in their name.		
	Children play, "I Spy a Name."		
	Children listen for the ending sound in words.		
	Children blend two sounds together to make a word.		
	Children play the memory game "Name Match."		
	Children play the memory game "Uppercase Letter Match."		
	Children play the game "Uppercase and Lowercase Letter Match."		
Literacy: Comprehension	Children make predictions.		
	Children discuss the character's feelings.		
	Children make connections.		
	Children discuss how Pencil's feelings change.		
	Children discuss how the title connects to the story.		
	Children discuss what they wonder.		
	Children discuss what the people in the community share.		
	Children discuss how the friends feel.		
	Children act out what the children are doing outside.		
	Children discuss how the children in the book feel.		
Literacy: Writing	Children create a list of what they want to learn.		
	Children begin work on a class book.		
	Children write their names and compare them to earlier writing.		
	Children write about their favorite things.		
	Children create a list of what they would ask Jane Goodall.		
	Children play "BINGO" with uppercase letters.		
	Children play "BINGO" with classmates' names.		

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Primary Standard	Teaching Point	Date	Observation Notes
Literacy: Vocabulary	Children learn the word “grip.”		
	Children learn the phrase “smooth sailing.”		
	Children learn the word “cherish.”		
Math: Numbers and Number Sense	Children play the memory game “Numeral Match.”		
	Children play “BINGO” with numerals.		
Math: Operations and Algebraic Thinking	Children play the counting game “Jabari Jumps” with variations (comparing numerals, using a zero card, etc.).		
	Children play the game “Roll, Count, Combine” and a variation.		
Math: Geometry and Spatial Relations	Children play the game “Where is the Pencil?”		
	Children play “BINGO” with shapes.		
	Children play the memory game “Shape Match.”		
Science: Earth and Space Sciences	Children walk in a circle and sing about caring for Earth.		
	Children discuss how throwing away trash takes care of Earth.		
	Children discuss what they learned about caring for Earth.		
Science: Life Sciences	Children discuss treating living things carefully.		
	Children discuss how Jane feels about living things.		
Social Studies: Self and Society	Children give high fives and sing “Adios Everyone.”		
	Children give fist bumps and sing goodbye in another language.		
Physical Development: Gross Motor Skills	Children play “Simon Says” with variations (changing the words to “Jabari Says,” adding gymnast actions, etc.).		
	Children move a parachute different ways.		
	Children float under the parachute to change places with a classmate.		
Creative Arts: Music	Children play “Freeze Dance” to different music (jazz, Argentinian tango, etc.).		
Creative Arts: Creative Movement and Dance	Children do yoga poses together (“pet” yoga poses, “outdoor animal” yoga poses, tree pose, etc.).		
	Children practice “Earth Salutes.”		
	Children lead each other in doing cheers.		
Creative Arts: Visual Arts	Children create a self-portrait.		
	Children play “BINGO” with colors.		
	Children share their self-portraits.		
Creative Arts: Dramatic and Performance Art	Children are introduced to the dramatic play center.		

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## What's Happening Now

Dear Families,

We are excited to celebrate how much your children have learned and grown this year! We will help your children build their excitement for their next year at school, and we will review how the Power of 3 helps us take care of ourselves, each other, and our environment, from this classroom to the next!

### During this unit, children also:

- Reflect on the ways they have grown and changed
- Learn ways they can take care of the environment
- Play games that give them practice with simple addition



## Keep It Going

### Share Learning

This unit focuses on highlighting and celebrating all the ways your child has grown! Take some time to talk about this idea at home. Show your child a baby photo and encourage them to look in a mirror. How have they changed? In what other ways have you seen your child change this year? Describe these changes to your child. Make a list of all the things they can do now and feel free to send it in to share.

### Share Your Expertise

What occasions does your family celebrate? How do they celebrate? We would love to have you visit our classroom to share some of these special celebrations with us.

### Share Some Supplies

For our dramatic play center, "Party Time!", we are looking for examples of different types of cards (such as birthday cards, wedding cards, and graduation cards), gift boxes, gift bags, wrapping paper, cake or cupcake pans, streamers, party hats, and any other "party" supplies that you can send to our classroom.

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## Keep It Going... At Home

Dear Families,

Here are some things that you can do at home to support what your child is learning in school.

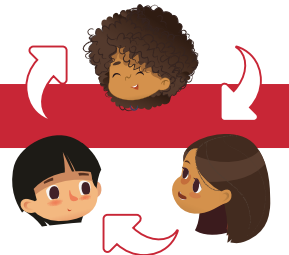
### Keep Them Healthy & Active

We read two books (*Jabari Jumps* and *She's Got This*) about children who learn new ways to be active: jumping off a diving board and doing gymnastics. What new skills can you help your children learn?



### Develop Their Emotional Well-Being

Children at this age are able to reflect on their own learning, so it can be a powerful practice to invite them to talk about how they have changed and grown since the beginning of the school year. Keep the focus on your child's initiative and persistence, so they begin to develop the understanding that success and learning come as a result of practice and effort in the face of challenges.



### Help Them Communicate

In this unit, we will read a biography about Jane Goodall, the environmentalist. Biographies are a terrific type of book to read with your child; they provide interesting information and expand children's knowledge of the world. Look for other biographies to read together.



### Explore Their World

We read a book called *10 Things I Can Do to Help My World*. This book focuses on ways children can reduce, reuse, and recycle. Point out ways you do that at home. Ask your children for new ideas they have.



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## Songs, Poems and Chants

### “If You’re Happy and You Know It”

If you’re happy and you know it,  
Clap your hands.  
If you’re happy and you know it,  
Clap your hands.  
If you’re happy and you know it,  
And you really want to show it,  
If you’re happy and you know it,  
Clap your hands.

### “We Take Care of Each Other”

[Sing to the tune of “Did You Ever See a Lassie?”]

We take care of each other,  
Each other, each other.  
We take care of each other,  
That’s the Power of 3!  
For we are all part of our classroom community,  
We take care of each other,  
That’s the Power of 3!

### “This is the Way We Care for Books”

[Sing to the tune of “Here We Go ‘Round The Mulberry Bush.”]

This is the way we care for books,  
Care for books,  
Care for books.  
This is the way we care for books  
Because they are so special.

### “Goodbye Everyone”

Goodbye everyone.  
Goodbye everyone.  
Goodbye everyone.  
It’s time to say goodbye.



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# Celebrating Our Classroom Community



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In loving memory of Lidia Lemus. Her dedication to children, equity and kindness live throughout these pages. Thank you for working to make these values come alive with the children in your care.



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