Three Cheers for Pre-K and Uno, dos, tres: ¡Prekinder!
The Big Picture

Welcome

Hi, Pre-K teachers!

In this tutorial, I'll share a bird's eye view of *Three Cheers for Pre-K* and *Uno, dos, tres: ¡Prekinder!* so you can see how the program will give your students a great balance of academics and play.

We'll explore the themes and some of your daily routine options so you'll be ready to teach your first theme.

Let's get started!

Overview

First, let's walk through a quick overview of the program.

Over the course of the school year you'll teach 9 themes. Each theme will last 4 weeks.

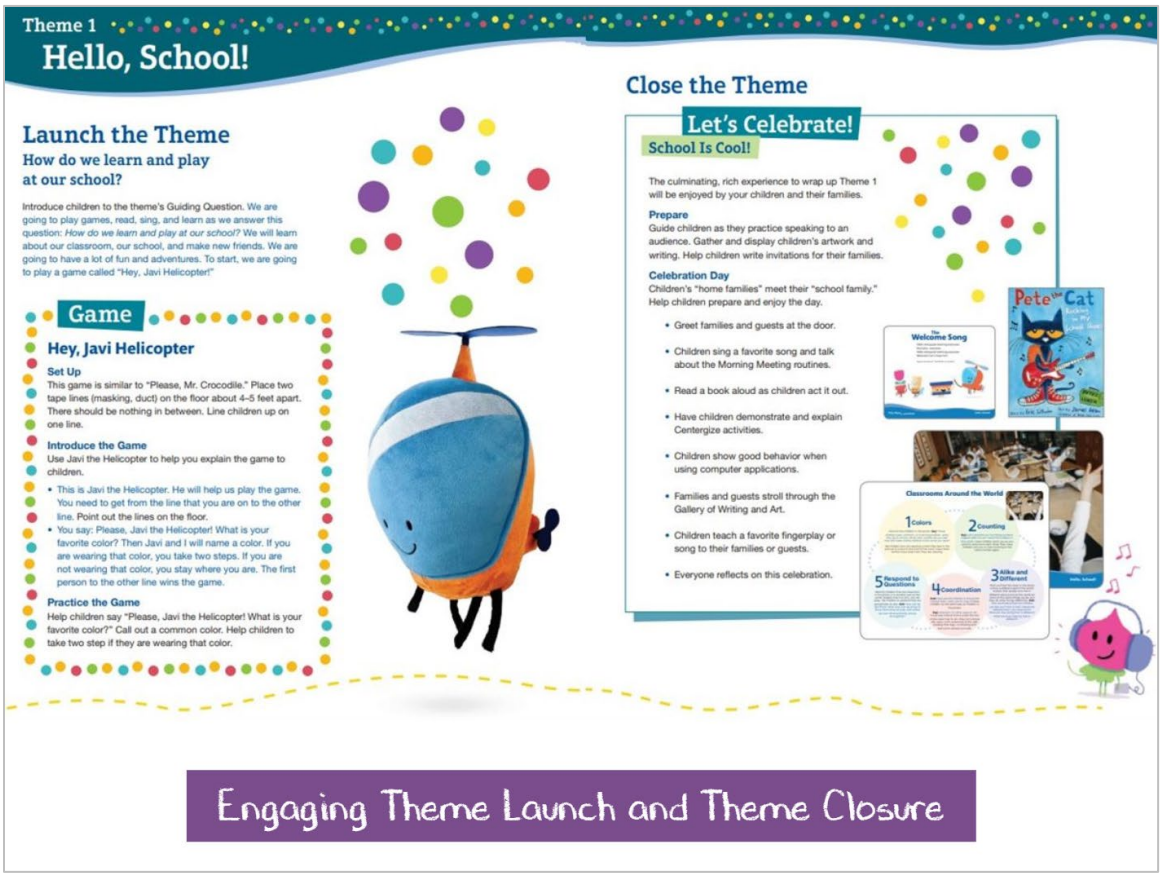
The themes progress from teaching children about themselves to teaching about the world around them. You'll have so many theme-related resources and texts in each kit.

Each day of instruction provides plenty of options. Notice one of my favorite things about the program — you'll teach all domains!

In addition to all of these great options, SEL instruction is woven throughout each day. Children will learn important skills and have time to reflect on each day.

Family involvement is crucial with early learners. Families will have access to the Family Engagement Portal which contains digital books, family activities, online games, family letters and more.

Planning



Now let's take a look at how you'll plan your instruction.

We recommend that you teach at least the first four themes in sequential order. This will ensure that your students build the knowledge needed for success in the later themes.

Your resources are packed in easy-to-use theme kits and a teacher toolkit. You have a Teacher Guide for each theme and the trade books, big books, activity cards, songs, and manipulatives you'll use are included too.

First, let's take a closer look at your Teacher's Guide.

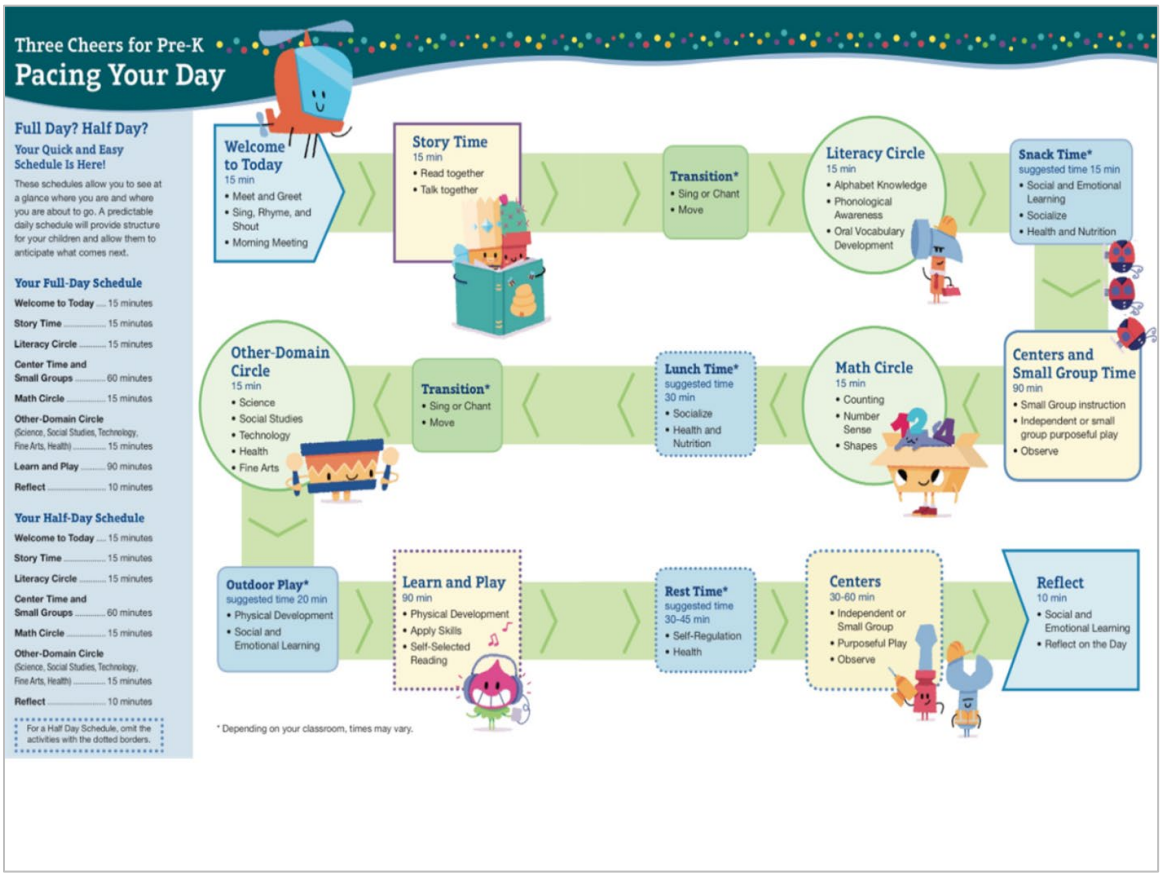
Each theme begins with engaging activities to help you launch and close the theme.

Each week begins with a preview of the Pre-Kindergarten Outcomes you'll teach and a helpful weekly planner. Notice that all of your options for the week are included here so you can plan your days. Timing for each part of your day is suggested to help you pacing.

The overview of the week points out the print and digital resources you'll need. Family engagement is an important part of this program, so each week includes suggestions for family connections.

The Weekly Question helps anchor instruction and connect the week's learning to the theme.

Full and Half Day Options

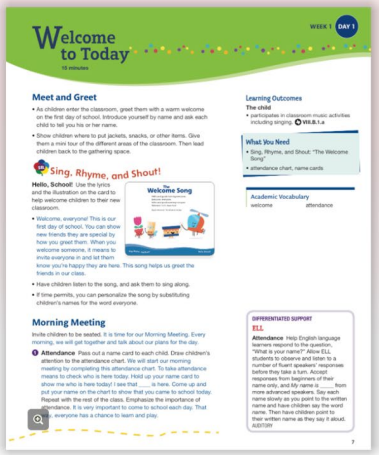


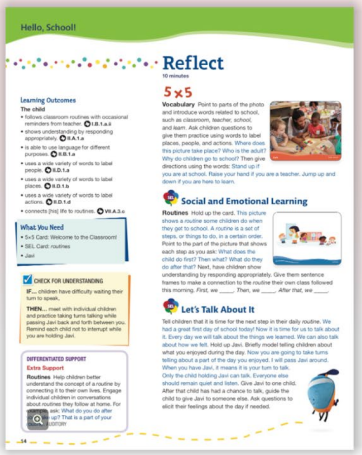
You can easily adjust instruction to your school's schedule. On the Pacing Your Day pages, you'll notice Full-Day and Half-Day options.

For a Half-Day Schedule, omit the activities with the dotted borders.

Explore Your Day

Welcome to Today and Reflect





Welcome to Today and Reflect are the bookends of each day. You will begin with Welcome to Today, which is your morning meeting and your opportunity to introduce children to the learning they will do. Wrapping up the day with Reflect allows children to look back on all they have accomplished and allows you to see their progress.

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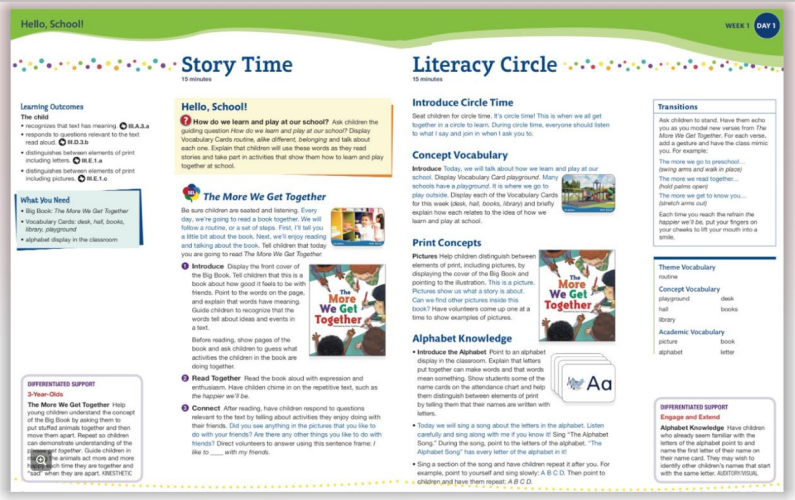
Story Time and Literacy Circle



Story Time and Literacy Circle

Notice that the literature is high-quality and appropriate for early learners. You will do activities with the texts that will encourage your students to develop their comprehension and oral language skills.

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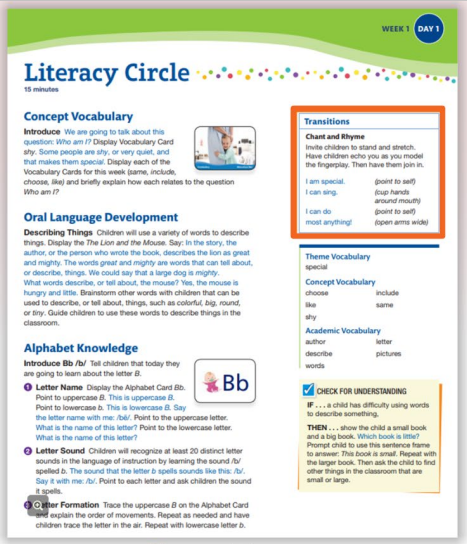
Transitions


WEEK 1 DAY 1

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *Who am I?* Display Vocabulary Card *shy*. Some people are *shy*, or very quiet, and that makes them special. Display each of the Vocabulary Cards for this week (*same, include, choose, like*) and briefly explain how each relates to the question *Who am I?*

Oral Language Development

Describing Things Children will use a variety of words to describe things. Display the *The Lion and the Mouse*. Say: In the story, the author, or the person who wrote the book, describes the lion as great and mighty. The words *great* and *mighty* are words that can tell about, or describe, things. We could say that a large dog is *mighty*. What words describe, or tell about, the mouse? Yes, the mouse is hungry and little. Brainstorm other words with children that can be used to describe, or tell about, things, such as *colorful, big, round,* or *tiny*. Guide children to use these words to describe things in the classroom.

Alphabet Knowledge

Introduce Bb /b/ Tell children that today they are going to learn about the letter *B*.

1. **Letter Name** Display the Alphabet Card *Bb*. Point to uppercase *B*. This is uppercase *B*. Point to lowercase *b*. This is lowercase *B*. Say the letter name with me: /bē/. Point to the uppercase letter. What is the name of this letter? Point to the lowercase letter. What is the name of this letter?
2. **Letter Sound** Children will recognize at least 20 distinct letter sounds in the language of instruction by learning the sound /b/ spelled *b*. The sound that the letter *b* spells sounds like this: /b/. Say it with me: /b/. Point to each letter and ask children the sound it spells.
3. **Letter Formation** Trace the uppercase *B* on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter in the air. Repeat with lowercase letter *b*.

Transitions

Chant and Rhyme

Invite children to stand and stretch. Have children echo you as you model the fingerplay. Then have them join in.

I am special.	*(point to self)*
I can sing,	*(cup hands around mouth)*
I can do most anything!	*(point to self)* *(open arms wide)*

Theme Vocabulary

special

Concept Vocabulary

choose include
like same
shy

Academic Vocabulary

author letter
describe pictures
words

CHECK FOR UNDERSTANDING

IF . . . a child has difficulty using words to describe something,

THEN . . . show the child a small book and a big book. Which book is little? Prompt child to use this sentence frame to answer: *This book is small.* Repeat with the larger book. Then ask the child to find other things in the classroom that are small or large.

Transitions

Transitions have been built into your day as not only classroom management strategies, but also learning opportunities.

SEMANA 1 DÍA 1

Círculo de Lectoescritura

15 minutos

Presentar la hora de los círculos

Siente a los niños para la hora de los círculos. ¡Es la hora de los círculos! Nos sentaremos en círculo para aprender. Todos deben oír lo que digo y deben participar cuando se los pida.

Vocabulario del concepto

Presentar Vamos a hablar acerca de cómo aprendemos y jugamos en la escuela. Muestre la Tarjeta de vocabulario *área de juego*. Hay *áreas de juego* en muchas escuelas. Vamos allí cuando jugamos afuera. Muestre las demás Tarjetas de vocabulario de esta semana (*biblioteca, libros, pasillo, pupitre*) y explique cómo se relacionan con la manera en que aprendemos y jugamos en la escuela.

Conceptos del texto impreso

Imágenes Ayude a los niños a distinguir entre los elementos impresos, incluso imágenes. Muestre la ilustración de la cubierta del superlibro. Esta es una imagen. Nos muestra de qué se trata el cuento. ¿Podemos encontrar otras imágenes en este libro? Pida a voluntarios que muestren ejemplos de imágenes.

Conocimiento del alfabeto

- **Presentar el alfabeto** Señale un cartel del alfabeto de la clase. Explique que un grupo de letras puede formar una palabra y que las palabras tienen un significado. Muestre a los niños algunos nombres en el cartel de asistencia y ayúdelos a distinguir entre los elementos impresos. Dígales que los nombres están escritos con letras.
- Hoy cantaremos una canción sobre las letras del alfabeto. Cante "La canción del alfabeto". Mientras canta, señale las letras del alfabeto. "La canción del alfabeto" tiene todas las letras del alfabeto.
- Cante una parte de "La canción del alfabeto": A B C D. Pida a los niños que repitan después de usted cada vez que señale una letra.

Transición

Pida a los niños que se pongan de pie. Cree nuevos versos para *Las estrellitas* y pida a los niños que los repitan después de usted. Haga un gesto por cada verso y pida a los niños que lo imiten. Por ejemplo:

Las estrellitas tienen mucha hambre . . .
(llevar la mano al estómago)
Las estrellitas cantan una canción . . .
(tartalear la boca)
Las estrellitas leen un cuento . . .
(pasar las páginas de un libro invisible)

Vocabulario del tema
rutina
Vocabulario del concepto
área de juego biblioteca
libros pasillo
pupitre
Vocabulario académico
alfabeto imagen
letra libro

APOYO DIFERENCIADO

Captar el interés y ampliar

Conocimiento del alfabeto Pida a los niños que están familiarizados con las letras del alfabeto que señalen y nombren la primera letra de su nombre en la tarjeta de nombre. Guíelos quienes quieran señalar los nombres de otros niños que comiencen con la misma letra. AUDITIVA/VISUAL

Literacy Circle

15 minutes

Introduce Circle Time

Seat children for circle time. (See Spanish.)

Concept Vocabulary

Introduce (See Spanish.) Display Tarjeta de vocabulario *área de juego*. (See Spanish.) Hold each of the Tarjetas de vocabulario for this week (*biblioteca, libros, pasillo, pupitre*) and briefly explain how each relates to the idea of how we learn and play at school.

Print Concepts

Pictures Help children distinguish between elements of print, including pictures, by displaying the cover of the superlibro and pointing to the illustration. (See Spanish.) Have volunteers come up one at a time to show examples of pictures.

Alphabet Knowledge

- **Introduce the Alphabet** Point to an alphabet display in the classroom. Explain that letters put together can make words and that words mean something. Show children some names on the *Cartel de asistencia* and help them distinguish between elements of print by telling them that their names are written with letters.
- (See Spanish.) Sing "La canción del alfabeto." During the song, point to the letters of the alphabet. (See Spanish.)
- Sing a section of "La canción del alfabeto." (See Spanish.) Have children repeat after you as you point to the letters.

Transition

Ask children to stand. Have them echo you as you model new verses from *Las estrellitas*. For each verse, add a gesture and have the class mimic you. For example: (See Spanish.)

DIFFERENTIATED SUPPORT

Engage and Extend

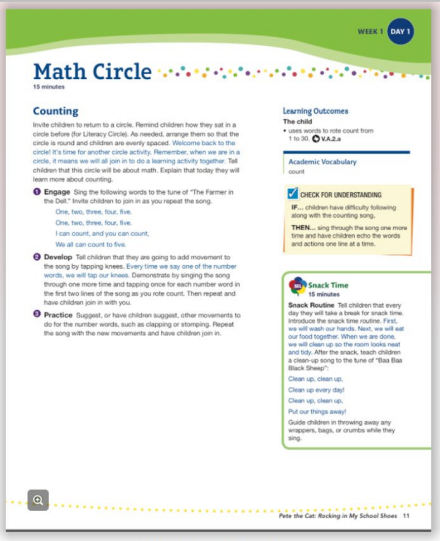
Alphabet Knowledge Have children who already seem familiar with the letters of the alphabet point to and name the first letter of their names on their name card. They may wish to identify other children's names that start with the same letter. AUDITORY/VISUAL

Tato el Gato: Cantando con mis tenis de la escuela

Transitions

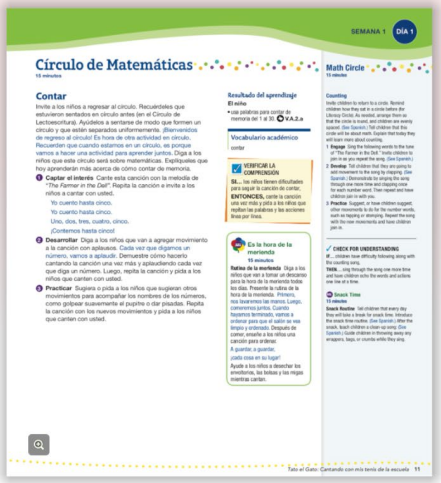
Transitions have been built into your day as not only classroom management strategies, but also learning opportunities.

Math Circle



Math Circle

Each day includes a dedicated time for interactive math instruction. Children will practice counting, number sense, shapes, and more.



Math Circle

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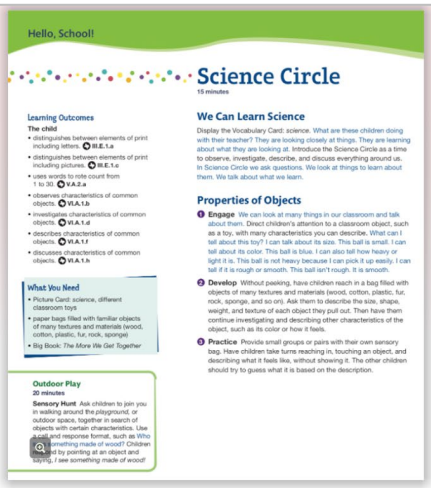
Other-Domain Circle


Hello, School!

Science Circle
15 minutes

Learning Outcomes
The child
- distinguishes between elements of print including letters. SI.E. 1.a
- distinguishes between elements of print including pictures. SI.E. 1.c
- uses words to rote count from 1 to 30. V.A.2.a
- observes characteristics of common objects. V.I.A. 1.b
- investigates characteristics of common objects. V.I.A. 1.d
- describes characteristics of common objects. V.I.A. 1.f
- discusses characteristics of common objects. V.I.A. 1.h

What You Need
- Picture Card: science, different classroom toys
- paper bags filled with familiar objects of many textures and materials (wood, cotton, plastic, fur, rock, sponge)
- Big Book: *The More We Get Together*

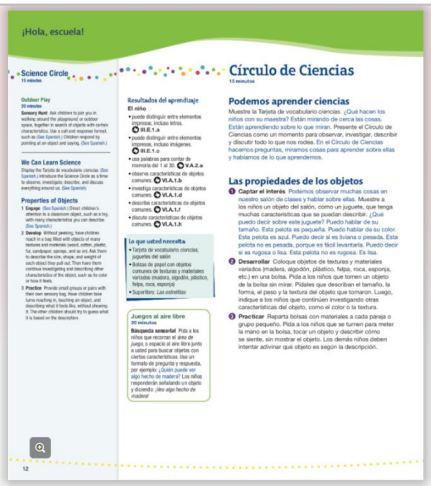
Outdoor Play
20 minutes
Sensory Hunt Ask children to join you in walking around the playground, or outdoor space, together in search of objects with certain characteristics. Use a call and response format, such as Who has something made of wood? Children respond by pointing at an object and saying, *I see something made of wood!*

We Can Learn Science
Display the Vocabulary Card: science. What are these children doing with their teacher? They are looking closely at things. They are learning about what they are looking at. Introduce the Science Circle as a time to observe, investigate, describe, and discuss everything around us. In Science Circle we ask questions. We look at things to learn about them. We talk about what we learn.

Properties of Objects
1. **Engage** We can look at many things in our classroom and talk about them. Direct children's attention to a classroom object, such as a toy, with many characteristics you can describe. What can I tell about this toy? I can talk about its size. This ball is small. I can tell about its color. This ball is blue. I can also tell how heavy or light it is. This ball is not heavy because I can pick it up easily. I can tell if it is rough or smooth. This ball isn't rough. It is smooth.
2. **Develop** Without peeking, have children reach in a bag filled with objects of many textures and materials (wood, cotton, plastic, fur, rock, sponge, and so on). Ask them to describe the size, shape, weight, and texture of each object they pull out. Then have them continue investigating and describing other characteristics of the object, such as its color or how it feels.
3. **Practice** Provide small groups or pairs with their own sensory bag. Have children take turns reaching in, touching an object, and describing what it feels like, without showing it. The other children should try to guess what it is based on the description.

Throughout the theme you'll teach lessons from **all domains**.

- Science
- Social Studies
- Technology
- Fine Arts
- Health


¡Hola, escuela!

Círculo de Ciencias
15 minutos

Resultados del aprendizaje
El niño
- puede distinguir entre elementos impresos, incluso letras. SI.E. 1.a
- puede distinguir entre elementos impresos, incluso imágenes. SI.E. 1.c
- usa palabras para contar en la memoria del 1 al 30. V.A.2.a
- observa características de objetos comunes. V.I.A. 1.b
- investiga características de objetos comunes. V.I.A. 1.d
- describe características de objetos comunes. V.I.A. 1.f
- discute características de objetos comunes. V.I.A. 1.h

Lo que usted necesita
- Tarjeta de vocabulario *ciencias*; juguetes del salón
- Bolsas de papel con objetos comunes de texturas y materiales variados (madera, algodón, plástico, felpa, roca, esponja)
- Superlibro: *Las estrellitas*

Juegos al aire libre
20 minutos
Búsqueda sensorial Pida a los niños que recorran el área de juego, o espacio al aire libre junto a usted para buscar objetos con ciertas características. Use un formato de pregunta y respuesta, por ejemplo, *¿Quién puede ver algo hecho de madera?* Los niños responderán señalando un objeto y diciendo: *¡Veo algo hecho de madera!*

Podemos aprender ciencias
Muestre la Tarjeta de vocabulario ciencias. ¿Qué hacen los niños con su maestra? Están mirando de cerca las cosas. Están aprendiendo sobre lo que miran. Presente el Círculo de Ciencias como un momento para observar, investigar, describir y discutir todo lo que nos rodea. En el Círculo de Ciencias hacemos preguntas, miramos cosas para aprender sobre ellas y hablamos de lo que aprendemos.

Las propiedades de los objetos
1. **Captar el interés** Podemos observar muchas cosas en nuestro salón de clases y hablar sobre ellas. Muestre a los niños un objeto del salón, como un juguete, que tenga muchas características que se puedan describir. ¿Qué puedo decir sobre este juguete? Puedo hablar de su tamaño. Esta pelota es pequeña. Puedo hablar de su color. Esta pelota es azul. Puedo decir si es liviana o pesada. Esta pelota no es pesada, porque es fácil levantarla. Puedo decir si es rugosa o lisa. Esta pelota no es rugosa. Es lisa.
2. **Desarrollar** Coloque objetos de texturas y materiales variados (madera, algodón, plástico, felpa, roca, esponja, etc.) en una bolsa. Pida a los niños que tomen un objeto de la bolsa sin mirar. Pídales que describan el tamaño, la forma, el peso y la textura del objeto que tomaron. Luego, indique a los niños que continúen investigando otras características del objeto, como el color o la textura.
3. **Practicar** Reparta bolsas con materiales a cada pareja o grupo pequeño. Pida a los niños que se turnen para meter la mano en la bolsa, tocar un objeto y describir cómo se siente, sin mostrar el objeto. Los demás niños deben intentar adivinar qué objeto es según la descripción.

12

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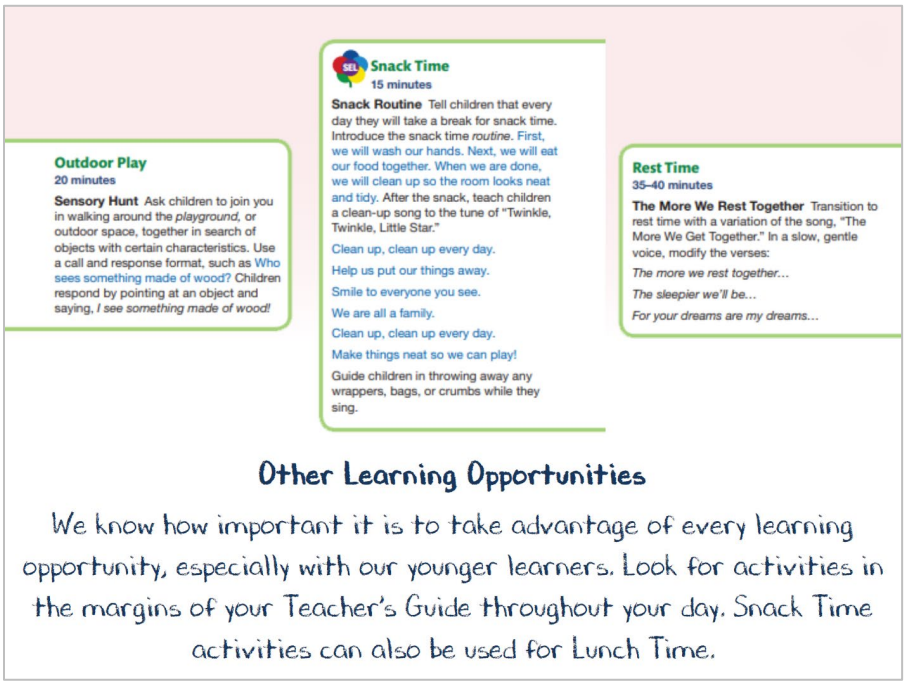
- Science
- Social Studies
- Technology
- Fine Arts
- Health

Snack Time, Outdoor Play, Lunch Time and Rest Time



Outdoor Play
20 minutes

Sensory Hunt Ask children to join you in walking around the *playground*, or outdoor space, together in search of objects with certain characteristics. Use a call and response format, such as Who sees something made of wood? Children respond by pointing at an object and saying, *I see something made of wood!*

Snack Time
15 minutes

Snack Routine Tell children that every day they will take a break for snack time. Introduce the snack time *routine*. First, we will wash our hands. Next, we will eat our food together. When we are done, we will clean up so the room looks neat and tidy. After the snack, teach children a clean-up song to the tune of "Twinkle, Twinkle, Little Star."

Clean up, clean up every day.
Help us put our things away.
Smile to everyone you see.
We are all a family.
Clean up, clean up every day.
Make things neat so we can play!

Guide children in throwing away any wrappers, bags, or crumbs while they sing.

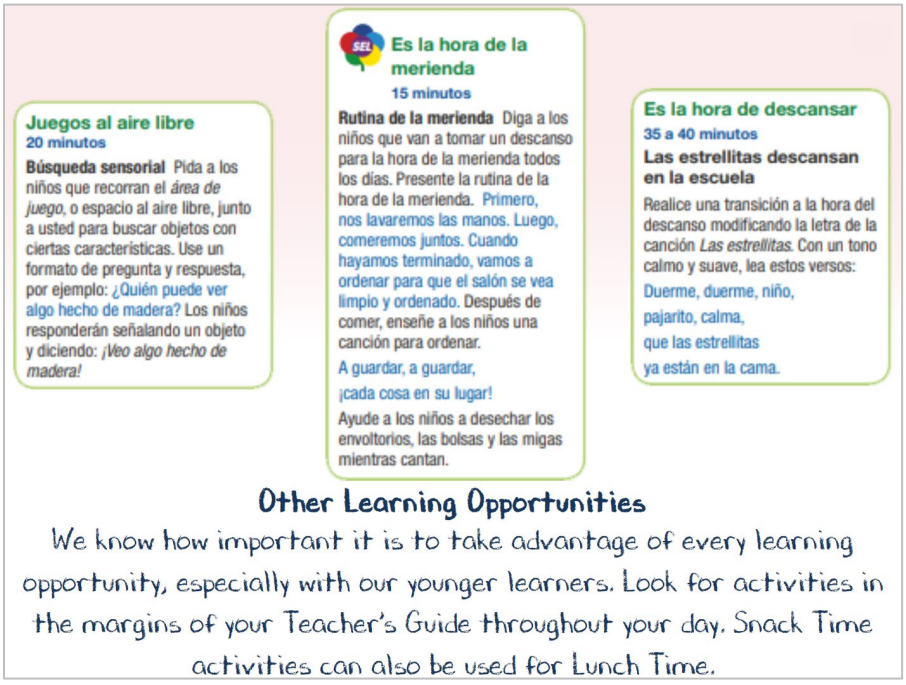
Rest Time
35–40 minutes

The More We Rest Together Transition to rest time with a variation of the song, "The More We Get Together." In a slow, gentle voice, modify the verses:

The more we rest together...
The sleepier we'll be...
For your dreams are my dreams...

Other Learning Opportunities

We know how important it is to take advantage of every learning opportunity, especially with our younger learners. Look for activities in the margins of your Teacher's Guide throughout your day. Snack Time activities can also be used for Lunch Time.



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Es la hora de la merienda
15 minutos

Rutina de la merienda Diga a los niños que van a tomar un descanso para la hora de la merienda todos los días. Presente la rutina de la hora de la merienda. Primero, nos lavaremos las manos. Luego, comeremos juntos. Cuando hayamos terminado, vamos a ordenar para que el salón se vea limpio y ordenado. Después de comer, enseñe a los niños una canción para ordenar.

A guardar, a guardar,
¡cada cosa en su lugar!

Ayude a los niños a desechar los envoltorios, las bolsas y las migas mientras cantan.

Es la hora de descansar
35 a 40 minutos

Las estrellitas descansan en la escuela

Realice una transición a la hora del descanso modificando la letra de la canción *Las estrellitas*. Con un tono calmo y suave, lea estos versos:

Duerme, duerme, niño,
pajarito, calma,
que las estrellitas
ya están en la cama.

Other Learning Opportunities

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Centers and Small Group Time and Centers

Hello, School!

LET'S GET READY FOR

Center and Small Group Time

Small Group

Check out the **Centergize** tab in the back of your Teacher's Guide to ensure your students will never be bored with center activities! We have provided you with suggestions for which centers to introduce first, centers you may like to have consistently available in your classroom, and multiple ideas to refresh each theme center throughout the four weeks of instruction. For a half-day schedule, the second Centers block may be removed.

¡Hola, escuela!

¡A PREPARARSE!

La hora de los centros y de los grupos pequeños

En grupos pequeños

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Learn and Play

Learn and Play is a time for movement, literature, discussion, and practice to reinforce concepts already introduced. You will find differentiated support and assessment opportunities included. Remember that Learn and Play is one of the time blocks that can be eliminated to accommodate a half-day schedule.

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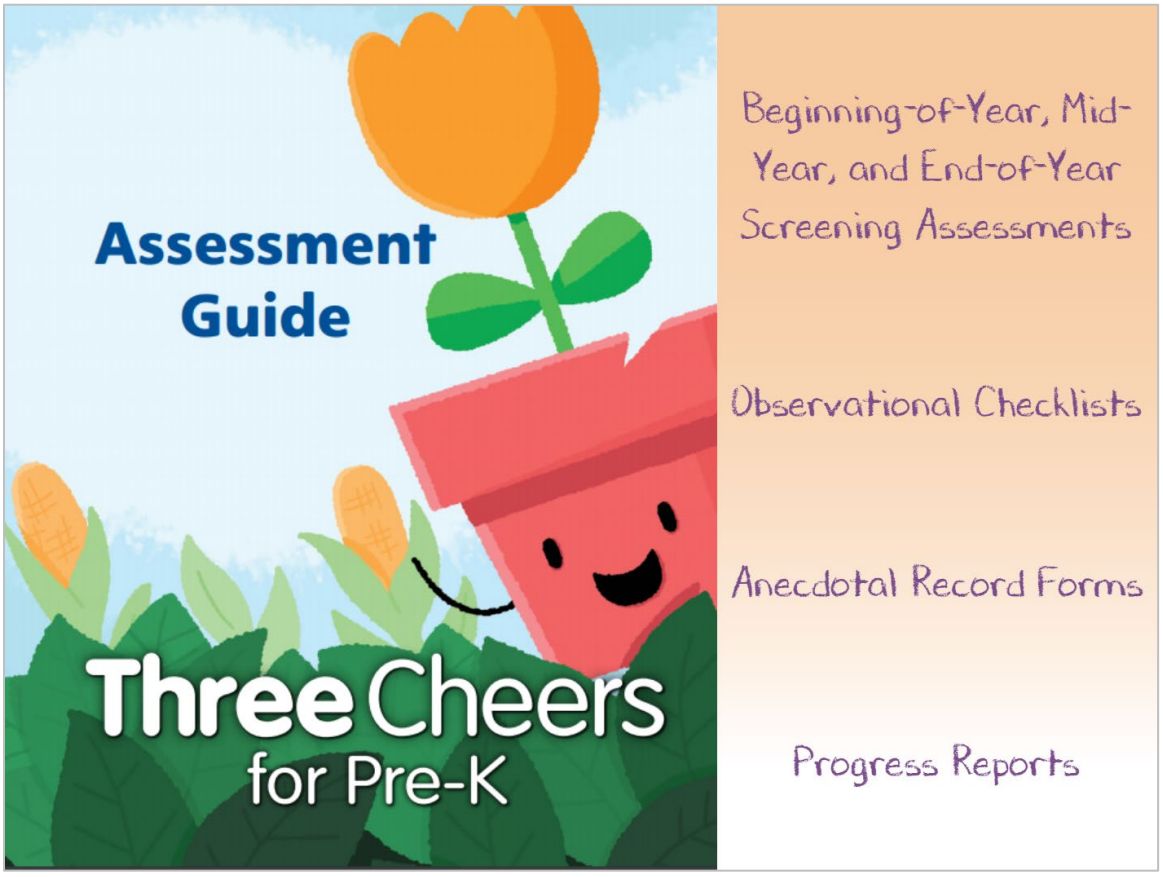
Assessment



We know how quickly early learners grow and change. Because of this, you'll see daily progress monitoring options that will help you check for understanding and provide suggestions for support and differentiation.

The *Assessment Guide* gives many tips for assessing children. It provides tools such as

- Beginning-of-Year, Mid-Year, and End-of-Year Screening Assessments;
- Observational Checklists;
- Anecdotal Record Forms; and
- Progress Reports.

Start Teaching

Now you're ready to start planning and teaching.

Thanks for joining me! Remember to check MySavvasTraining for other tutorials and resources.

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