

# Three Cheers for Pre-K and Uno, dos, tres: ¡Prekinder! Unpack Your Components

Welcome

The graphic is titled "Unpack Your Components" and features a central purple banner with the text "Unpack Your Components" in white. Above the banner, on the left, is the text "Three Cheers for Pre-K" and on the right, "Uno, dos, tres ¡Prekinder!". In the center, there is a circular logo with a red outline of Texas and three blue stars. Below the banner, there are several categories of materials:

- Teacher's Guides, Themes 1-6:** Includes a book titled "Hello, School!" and a "Three Cheers for Pre-K" logo.
- Trade Books:** Includes books like "Sue Like You", "Cold, Crunchy, Colorful", "Grandma's New Book", and "Grandma's New Book".
- Big and Little Books:** Includes "Lion Mouse".
- Read More About It:** Includes "Read More About It" and "Wordless Experience Books".
- Theme Manipulatives:** Includes "Solid Shapes", "Alphabet", and "Holds".
- 5 x 5:** Includes a "5 x 5" grid.
- Sing, Rhyme, and Shout:** Includes "Walk the Song" and "Sing, Rhyme, and Shout".
- Theme and Concept Vocabulary:** Includes "Theme and Concept Vocabulary" and "Talk More About It".

A blue banner with a red and blue helicopter icon says "Guiding the way to Grade K!". The background features large, colorful circles in shades of pink, yellow, and purple.

Hi, Pre-K teachers!

Join me as we explore your Teacher Toolkit and ready-to-go Theme Kits. We'll unpack your components so you know how to use what you have.

Let's get started!

## Teacher Toolkit



First, let's unpack your Teacher Toolkit.

Whether you are using *Three Cheers for Pre-K*, or *Uno, dos, tres: ¡Prekinder!*, your Teacher Toolkit contains materials you will use throughout the school year.

Let's start with the print or digital *Professional Learning Guide*. You'll want to have this handy as you explore the program and prepare to teach. Be sure to read the Lesson Walkthroughs that help you understand each part of your day.

Check out the support for Social Emotional Learning. The program is filled with activities that help children build a sense of who they are and what they can do. You'll notice tools such as

- center signs;
- Ask Us About prompts and poster;
- Social Emotional Learning Cards; and
- Mood Meter poster.

The *Assessment Guide* gives an overview of the program's ongoing progress monitoring and many tips and suggestions for assessing for young learners. It also provides tools such as

- Observational Checklists;
- Anecdotal Record Forms;
- Progress Reports; and
- Screening Assessments.

Be sure to notice the class set of Map Mats your students can easily write on and wipe off. These will help them get involved in the lesson and are also great for designating personal space.

You'll help pave the way for students to become successful readers. You have tools, such as Picture and Alphabet Cards, that you'll use all year to help students build alphabet knowledge and develop phonological awareness skills.

And don't forget about Javi the Helicopter! You will use the program mascot to teach Social Emotional Learning skills daily.

## **Manipulative Kit**



You might also receive a Cross Curricular Manipulatives Kit, depending on your school's purchase. This kit supports children with fine motor skills, eye-hand coordination, visual discrimination, and recognition of shapes, colors, and textures.

These manipulatives can be used throughout all 9 themes.

## Theme Kits



You have nine theme kits, and each one contains everything you need for four weeks of instruction.

Grab your first kit and let's unpack it together.

Pull out the Teacher's Guide first. This is your guide for the theme. Here you'll find

- plans for each week, including an alignment to the Pre-K Learning Outcomes and vertical alignment to Kindergarten standards;
- detailed lessons;
- daily ideas for small groups and centers; and
- so much more.

## Read Alouds



Let's look at the big book next. Each kit has one and it will be great for Story and Circle Time. You even have smaller copies of the book for students to use.

You'll notice a variety of genres, such as tales, rhymes, and fables.

The Superlibros in Spanish are rich and authentic.

Check out the four trade books next. You have one for each week of the theme. These will make great read alouds and you'll recognize many of the titles. Use the Talk More About It cards during Story Time to help students build oral language skills. These cards relate to the texts.

The *Uno, Dos, Tres: ¡Prekinder!* trade books are a balance of translated and adapted text to support various biliteracy teaching models.

Then find your *Read More About It!* Big Book. You'll read nonfiction selections aloud each week that relate to the theme and help students build content knowledge.

All of the rich literature is available digitally and in print.

You'll use the *Wordless Experience Book* to help students tell their own stories and develop vocabulary, oral expression, and writing.

**Activities**

### Moving in Our Own Ways

#### 1 What I Can Do

Point to the friends in the picture and ask what they are doing. Then tell children you want to have a "horse and tick" meaning they will show something they can do, and then tell about it.

**Say:** "I can jump!" Then ask children to do a great action of their choice. Have them tell about it using this sentence frame: "I can \_\_\_\_\_." (After children have performed, invite the class to clap for them.)

#### 2 Describing Words

Give children examples of how you can describe things in the picture and use two words each to give each child an activity. Ask: "How do you think the children feel about their own two-word examples?"

**Next:** Have everyone stand in a circle. Jump into the middle of the circle while saying two words to describe something about you.

**Say:** "I can't!" Have children do the same, one at a time, and everyone has jumped into the middle.

#### 3 Classifying

Have children look around the room. Tell them that everyone is special because they have different haircuts. Mention that people can have long, short, curly, or straight hair.

**Point to the picture:** **Ask:** "Who are the people who have very short hair?" Let them count them together. **Point and count out loud an object in the room with you:** **Ask:** "How many are the people who have longer hair?" Let's count them. **Put them and count again.**

**Next:** Ask children who have very short hair to stand up and tap their heads. Then have children who have longer hair stand up and pretend they are combing their hair.

#### 4 Same or Different

Talk about how the friends in the picture are the same and different. Then assign children to pairs. Have partners stand 10 feet across from one another. One child shows directions and the other pair jumps forward if statements are true, using the words same and different. **Say:** "Jump once if you go to the same school. Jump twice if you have a different name. Children should not jump forward if the statement does not apply." Repeat with all children. Have reached their partners.

#### 5 Follow Directions

Remind children that friends can be very different, but they can still have spending time together. Review ways in which the friends in the picture are different. Tell children that everyone in their class is different, too, in some ways. Invite children to stand. Call out instructions based on characteristics and have children move if they share them. **Say:** "Everyone who has a brother, touch your back. Everyone who lives in town or at the park, spin around."

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### The Welcome Song

Hello and good morning everyone.  
Everyone, everyone.  
Hello and good morning everyone.  
Welcome! Let's have fun!  
*(Sings to the tune of "The Wheels on the Bus")*

Sing, Welcome Song! Holly, School!

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### Otoño

¡Echale pa'frente!  
Los hojas caen de los árboles.  
De colores brillan sus ojos,  
rojos, verdes y amarillos.  
Los hojas caen de los árboles.  
¡Echale pa'frente!

Comer con un compañero "Toma, toma los dulces!"

Comer, ¡Muy gustoso! ¡Qué hay afuera!

**Vocabulary** **Marvelous Me!**



Click **Next** when you are ready to continue.

**5x5 Cards**

## Moving in Our Own Ways



### 1 What I Can Do

Point to the friends in the picture and ask what they are doing. Then tell children you want to have a "show and tell," meaning they will show something they can do, and then tell about it.  
**Say:** I can jump! Then ask children to do a brief action of their choice. Have them tell about it using this sentence frame: I can \_\_\_\_\_. After children have performed, invite the class to clap for them.

### 2 Describing Words

Give children examples of how you can describe things in the picture using two words such as: pink shirt; blue socks; curly hair. Invite children to give their own two-word examples.  
Next, have everyone stand in a circle. Jump into the middle of the circle while saying two words to describe something about you.  
**Say:** Red belt! Have children do the same, one at a time, until everyone has jumped into the middle.

### 3 Classifying

Have children look around the room. Tell them that everyone is special because they have different haircuts. Mention that people can have long, short, curly, or straight hair. Point to the picture. **Ask:** Who are the people who have very short hair? Let's count them together. Point and count out loud as children join in with you. **Ask:** Now who are the people who have longer hair? Let's count them, too! Point and count again. Next, ask children who have very short hair to stand up and tap their heads. Then have children who have longer hair stand and pretend they are combing their hair.

### 4 Same or Different

Talk about how the friends in the picture are the same and different. Then assign children to pairs. Have partners stand 10 feet across from one another. Give short directions and have each pair jump forward if statements are true, using the words *same* and *different*. **Say:** Jump once if you go to the same school. Jump twice if you have a different name. Children should not jump forward if the statement does not apply. Repeat until all children have reached their partners.

### 5 Follow Directions

Remind children that friends can be very different, but they can still like spending time together. Review ways in which the friends in the picture are different. Tell children that everyone in their class is different, too, in some ways. Invite children to stand. Call out instructions based on characteristics and have children move if they share them. **Say:** Everyone who has a brother, touch your toes. Everyone who likes to play at the park, spin around.

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## 5x5 Cards

Complete these activities in five minutes or less. The activities are interactive and aligned to the content of the theme. These would be great to use during transition time or to start or end your day.

## Vocabulary Cards



### Vocabulary Cards

Use these great visuals to support your lessons and help students learn the vocabulary related to the theme.

## Sing, Rhyme, and Shout

### The Welcome Song

Hello and good morning everyone.  
Everyone, everyone.  
Hello and good morning everyone.  
Welcome! Let's have fun!  
Sing to the tune of "The Wheels on the Bus."



Sing, Rhyme, and Shout Hello, School!

### Otoño

El otoño ya llegó.  
Las hojas cayendo están.  
De colores bellos son:  
rojas, verdes y cafés.  
Las hojas cayendo están.  
El otoño ya llegó.  
Cantar con la melodía de "Twinkle, Twinkle Little Star".



Canta, rima y exprésate ¿Qué hay afuera?

### Sing, Rhyme, and Shout

Students will sing, rhyme, and shout along with you. Each week has its own song or rhyme. Use the card each day as a fun, interactive way to engage students and begin your morning meeting. You can even play the songs on Savvas Realize for your students or assign them so students can listen at home.

## Theme Manipulatives



The image displays a variety of educational manipulatives. On the left, there are several cards with text in different languages: "Salut", "Selamat", "Aloha", "Hello", and "Hola". Below these are cards with illustrations of insects like a butterfly, bee, and ladybug. In the center, a tall giraffe is used as a height chart, with labels for "Kangaroo", "Koala", "Panda", "Flamingo", and "Lion". To the right of the giraffe is a "Making Good Choices" card set. Further right, a hand is shown pouring white rice into a bowl, and another hand is holding a purple bead. Below the rice, there are colorful beads in a container and a child's hands holding a toy burger. At the bottom right, a child is holding a toy pizza. In the bottom left, a child is holding a book, and a jellyfish is shown in a blue tank.

**Theme Manipulatives**  
Each Theme Kit includes one unique manipulative item to help enhance your instruction.

## Work and Play

**The Welcome Song**

Hello and good morning everyone,  
Everyone, everyone.  
Hello and good morning everyone.  
Welcome! Let's have fun!

Sing to the tune of "The Wheels on the Bus."

Sing, Rhyme, and Shout

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Manipulatives  
Activities  
Songs  
Movement  
Stories

Spin

You'll notice that students learn through teacher-supported and child-initiated activities.

Students will have skills-based experiences structured around quality literature.

So much great learning will take place as they play with manipulatives, complete fun activities, sing songs, move their bodies, and listen to stories.

**Wrap-Up**



So, what are your take-aways? You should feel more comfortable with forming and facilitating small groups.

Thanks for joining me and remember to visit [MySavvasTraining.com](https://www.MySavvasTraining.com) for more *my*Perspectives tutorials and resources.