



**Houghton
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Harcourt™**

BIG DAY

for PreK™

NEW
Edition
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Authors and Advisors

Senior Author



Dr. Anne Cunningham
Cognition and Development
University of California,
Berkeley, California

Program Authors



Dr. Nicole Andrews
Early Childhood Mathematics
University of Houston
Houston, Texas

Curriculum Consultants



Dr. Maria Elena Arguelles
Researcher & Educational Consultant
Miami, Florida

Dr. Julie Washington
Language and Literacy Initiative
Georgia State University
Atlanta, Georgia





Program Features



Developmentally Appropriate Practices

- DAP included in every Big Experience
- Begins with a question or experience to elicit children's input and increase children's engagement levels
- Updated Learning Centers



Social-Emotional Development

- Checklist added to Early Childhood Inventory (ECI) assessment
- Social Emotional focus of each theme is embedded throughout instruction



Daily Math and Writing

- New problem-solving questions
- Updated writing skills and concepts
- Additional math and writing downloadables



Daily Responsive Instruction

- Daily One-to-One Follow-Up
- Daily modifications for:
 - 3-year-olds
 - Students with special needs
 - Enrichment



Extended Play

- Context-specific activity added for one Big Experience per day
- Play scenarios included in Learning Centers



Teacher and Child Interactions

- Suggestions to guide and enhance interactions with children
- Included for all three Big Experiences each day



Program Overview



BIG DAY



Big Day for PreK Curriculum

THEME	1 Ready for School!	2 My Family	3 Our Community	4 Awesome Animals!	5 Imagine It, Make It	6 Growing Up Healthy	7 Nature All Around Us	8 Moving On
SOCIAL-EMOTIONAL FOCUS	Cooperation	Kindness	Responsibility	Attention	Initiative	Self-Awareness	Curiosity	Persistence
KNOWLEDGE FOCUS	Children learn the expectations, routines, and behaviors of school.	Children learn about family members, family roles, and unique qualities of families.	Children learn about the role of the community in their lives and the importance of good citizenship.	Children learn about life science through the exploration of animals and animal life cycles.	Children learn how imagination and creativity shape our world.	Children learn about their bodies and how to take care of themselves.	Children learn about their environment by investigating characteristics of the natural world.	Children reflect on all the ways they have grown and changed during the year.
WEEK 1	My School I am getting to know my school. 	Who's in My Family? I am an important part of my family. 	Places We Go I visit many places in my community. 	All Kinds of Animals I live in a world full of animals. 	Using My Imagination I can imagine all kinds of things. 	My Senses The five senses help me explore my world. 	How Do Plants Grow? I can plant a seed and watch how it grows. 	Going New Places I am ready to go to new places. 
WEEK 2	Making Friends I will make friends at school. 	We Take Care of Each Other I love my family and they love me. 	People We Meet The workers in my community help everyone. 	Animal Homes Animals have a home just like me. 	Tools We Use I can use tools to create and build. 	Taking Care of Myself I know how to be healthy. 	What's in the Sky? I see how the sky is different during the day and at night. 	Trying New Things I feel comfortable trying new things. 
WEEK 3	Learning Together I work and play with my friends at school. 	Family Fun I share special times with my family. 	Things That Move Transportation is for doing jobs and getting around my community. 	Creepy, Crawly Insects I am very curious about bugs. 	Things We Build I can use different materials to make new things. 	Eating Well I eat healthy foods. 	Our Weather The weather affects what I wear and do each day. 	I Can Do It! I always try my best. 
WEEK 4	Getting Along I know how to share and care about the feelings of others. 	All Kinds of Families Every family is unique. 	Going Green! I can make a difference. 	Animals Grow and Change Animals grow and change just like me. 	Art All Around Us I enjoy art that other people create. 	Staying Safe I know what to do to be safe. 	The Seasons I notice how the seasons change. 	We're Big Now! Look at what I can do now. 



Five Big Elements of Success

1

Big Experiences

launch learning in every lesson.

2

Meaningful Conversations

build oral language and vocabulary.

3

The Best Children's Literature and Informational Text

give children access to books at school and at home.

4

Innovative Technology

engages children, teachers, and families.

5

A NEW Comprehensive Curriculum

that offers Daily Writing, Daily Math, and Extended Play activities.



1 Big Experiences launch learning in every lesson.

TUESDAY

Day at a Glance

BIG EXPERIENCE
1

Circle Time

Alphabet Knowledge

This Is Letter *Ll*

Children flutter like ladybugs around the class in search of the letter *Ll*.

Make Learning Bigger

Phonological Awareness

Name the Ladybug

Social Studies

Farmers and Ladybugs

Alphabet Knowledge

Listen Ladybugs



BIG EXPERIENCE
2

Story Time

Big Book

Over in the Meadow

Children explore the book's narrative through movement and dance.

Make Learning Bigger

Mathematics

Shapes in the Meadow

Fine Arts

Who Is in the Barn?

Oral Language

Look Around the Meadow



BIG EXPERIENCE
3

Circle Time

Social-Emotional

Pay Attention to Bugs

Children observe bugs with magnifiers and share findings.

Make Learning Bigger

Mathematics

Counting 1, 2, 3

Physical Development

Bug Paths

Physical Development

Hop! Hop! Hop!



Small Groups

Instruction

Mathematics: Practice solving grid puzzles.

Intervention

Mathematics: Reinforce solving grid puzzles.



Learning Centers

Daily Connections

ABC Place: Work with *Ll*.

Science: Observe bugs.

One-to-One Follow-Up



Big Experiences Launch Learning

Make Learning Bigger Deepens Understanding

TUESDAY

1 Circle Time

Alphabet Knowledge

This Is Letter L!

What We Are Learning

- Social-Emotional**
 - Cooperates and plays with others
- Phonological Awareness**
 - Segments onset and rime
- Alphabet Knowledge**
 - Produces correct letter sounds
 - Identifies letter sounds
- Emergent Writing**
 - Forms letters
- Mathematics**
 - Identifies shape attributes
- Social Studies**
 - Animal helpers

Words to Use
ladybug
land
leaf

Introduce the Letter

Help today's Letter Helper put on the vest and explain that *L* is the focus letter.

- Ask children to describe the upper tall letter with a short foot. Ask the letter on the vest as children practice.
- Help children notice that the lower uppercase letter *L* without the foot.
- Explain that letter *L* makes the sound for leaf. Tell children that they spelled with an *L*. Ask children to word as they pretend to float like a leaf.

LETTER SOUNDS

Observe Observe whether children sound for the target letter.

Make Ladybug Wings

Perform the fingerplay "Ladybug, Listen for the // sound. Help children

TUESDAY

2 Story Time

Big Book

Over in the Meadow

What We Are Learning

- Phonological Awareness**
 - Identifies rhyming words
- Concepts of Print**
 - Parts of a book
- Comprehension**
 - Uses book information
 - Uses math words
- Oral Language**
 - Speaks in complete sentences
 - Uses math words
- Mathematics**
 - Shapes in the real world
- Science and Health**
 - Investigates the environment
- Fine Arts**
 - Creative expression through dance/art

Vocabulary
Story Words
gnaw
meadow
mossy



Get Ready to Read

Ask children to identify the cover of the book. Then read. Explain that a **meadow** is a flat, grassy field and that animals near or in a meadow because it is a good place to find food. What animals do you think you might find in a meadow. Encourage children to pretend to be animals that they predict might be in the meadow.

Read Together

- Read the book aloud as you track the print with a pointer.
- Review the verses about rats and lizards. Discuss and demonstrate the words **gnaw** and **mossy**, using the pictures.
- Reread the book, this time asking children to join in and read the rhyming words with you. **IDENTIFIES RHYMING WORDS**
- Ask children to look at the illustration to tell you why the meadow is a good place for bees to live. Provide clues, such as *insects that get their food from flowers.* **USES BOOK INFORMATION**

Sing and Dance

Play the music for the song "Over in the Meadow," or sing the song to children. Invite pairs to act out each verse through dance, starting with the mother turtle and little turtle. Have additional pairs interpret the verses through dance as the song progresses. **CREATIVE EXPRESSION THROUGH DANCE**

Extended Play My Meadow

Provide children with a green sheet or blanket as well as tissue paper, chenille sticks, and colored paper. Work together to make flowers, grass, and other items that might be found in a meadow. Encourage children to play in the meadow; they might pretend to be animals in the meadow during snack or lunch. Save the items to use when you read the book next week.

TUESDAY

3 Circle Time

Social-Emotional

Pay Attention to Bugs

What We Are Learning

- Social-Emotional**
 - Pays attention
- Comprehension**
 - Uses book information
- Emergent Writing**
 - Forms letters
- Oral Language**
 - Uses describing words
 - Shows understanding of spoken English
- Mathematics**
 - Counts objects
- Physical Development**
 - Uses fine motor skills
 - Uses gross motor skills

Revisit the Story

Reread *Bugs! Bugs! Bugs!* and talk about bugs children have seen and their experiences with them. Ask children which of the bugs in the book they have seen and where they have seen them. **USES BOOK INFORMATION**

Play "I Spy"

- Ask children to review what it means to pay attention and look closely at something.
- Have children play "I Spy." Give four children magnifiers.
- Read the book again, pausing after each page. Have volunteers say, "I spy with my little eye _____." Encourage each child with a magnifier to look closely at the illustrations and tell about the details they see. For instance, "I spy with my little eye an insect with colorful wings." Challenge children to guess the insect. **USES DESCRIBING WORDS**

Daily Writing: Our Big Bug Spy Chart

Create a chart of the items that children spied in the book. At the top, write "I spy with my little eye _____." Let's make a list of the things we spied in the book! Have children dictate their findings and help you write the letters for any easy-to-sound-out words.

- When each child has had a turn, read the chart aloud. Invite children to chant, "I spy with my little eye _____," and point to the child who provided each ending as you, he, or she says it. **FORMS LETTERS**

Remember Details

On a table or the rug, set up a collection of toy bugs. Invite children to be bug watchers and to look at the bugs very carefully. Try to remember what each bug looks like and where it is.

- Ask children to close their eyes while you move or remove an insect. Open your eyes, bug watchers! One of the bugs has flown/run away! Which bug is missing/has moved?
- Invite volunteers to take turns moving a bug while the other children have their eyes closed. Have them open their eyes and again tell which bug has moved. **PAYS ATTENTION**

Observe Observe whether children can remain focused on engaging group activities for up to 10-15 minutes.



English Language Development

Reinforce the word attention to help children understand directions such as, *May I have your attention?* or *Attention, please.* Say one of these commands and model an alert, attentive posture. Repeat, asking children to follow your model. **SHOWS UNDERSTANDING OF SPOKEN ENGLISH**



Differentiating Learning

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe	If ...	Then ...
<p>Over in the Meadow Observe whether children can regulate behavior in a group. SOCIAL-EMOTIONAL</p>	<p>A child needs support to regulate behavior while acting out a verse through dance ...</p>	<p>Talk about appropriate behaviors before the group activity. Teacher: <i>When we sing and dance, we want to have fun. But sometimes we can get too silly. This makes it hard for everyone to have a good time. What can you do to have fun and stay safe while we dance?</i> Child: <i>not touch other people</i></p>

Modifications

3-Year-Olds

Before beginning the book, have children count slowly to ten on their fingers with you. Let them know that they will be listening for some special words that rhyme with numbers. Have them repeat with you the rhyming pairs such as *one* and *sun*, *two* and *blue*, *three* and *tree*, and so on.

Special Needs

If children have problems identifying rhyming words in the text, assist by clapping twice to signal a rhyming pair. Tell children to join in and choral-read the words when they hear your signal.

Enrichment

As you read the book, invite children to come up and count how many baby animals are on each page. If the child is able, ask him/her to also locate the number word in the text.

Fine Arts

Who Is in the Barn?

Help children to make a "barn door" by folding the two edges of a piece of brown construction paper to meet in the middle. Have each child draw an insect or other animal inside the barn. As each child finishes, have them draw a picture of the animal on the outside of the barn door and name the animal.

CREATIVE EXPRESSION

Oral Language

Look Around the Meadow

To gather children for the next activity, look around, and ask: *What animals are in the meadow?* Prompt the children to name an animal and saying, *one animal in the meadow.* Continue naming animals and letting them go to the next activity when they answer.

SPEAKS IN COMPLETE SENTENCES

Make Learning Bigger

Extend key concepts and skills across the curriculum.

Mathematics

Shapes in the Meadow

Ask children to look for shapes in *Over in the Meadow*, and use attribute blocks to compare the shapes. Then, provide shapes of various sizes and colors cut out of construction paper, glue, and sheets of paper. Invite children to use them to create the bodies of different bugs that might be found in a meadow.

Teacher: *That's a great rule! Let's start a list and put that on the list first.*

Continue the discussion, creating a short list of appropriate behaviors that you can illustrate and post in the room.

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

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CREATIVE EXPRESSION

Responsive Instruction

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Small Groups Build on Big Experiences

Small Groups Instruction

MATERIALS

What You Have



- Bear counters
- Math Mat 14

Mathematics

Counts Objects to 10

Review

Place four bear counters in the ten-frame on **Math Mat 14**, Side B. Review that when you count, the last number tells you how many there are.

Model

Model how to count objects in the ten-frame. Place seven toy animals in the frame. *If we want to count animals, does it matter if they are all the same?* Explain that if you are counting animals, you touch each one and count it, even if each animal looks

different. Touch your finger to each animal as you invite children to count along with you. *1, 2, 3, 4, 5, 6, 7. The last number that we count tells us how many, so we know that there are seven animals.*

Practice

Have children work in pairs with bear counters and copies of downloadable Math Mat 14. One child should place one to ten bear counters in the ten-frame. The child's partner should count the bear counters out loud while pointing to them and then tell how many. Children should alternate roles as they work.

to Prepare

es of downloadable Math
14
animals

What

- Cop
Mat
- Toy



Learning Centers Extend Big Experiences



Play Center

Act out animal scenes and games.

Week 1: Pretend to Be Animals

Invite children to pretend to be animals and make up songs and stories to act out together.

Week 2: Role-Play Animals in Their Homes

Learning Talk

Child: I'm the mother cat and she's the baby.

Dramatic

Learning Focus: A

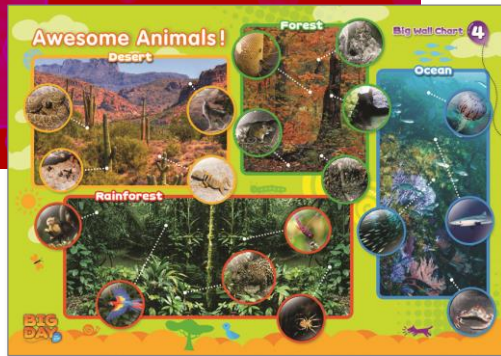
Materials

- Animal costume accessories
- Boxes and blankets
- Assorted stuffed animals



2 Meaningful Conversations

build oral language and vocabulary.

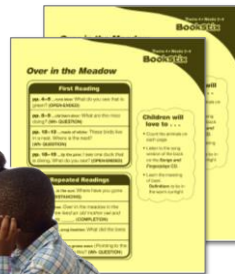


“Learning Talk”

Child: I'm the mother cat and she's the baby.
Teacher: What do we call a baby cat?
Child: A kitten!
Teacher: Can you think of another baby animal?
Child: A baby sheep.
Teacher: Yes, and what do we call a baby sheep?
Child: A lamb! Baaa! Baaa!

Connect to Curriculum

BookStix



English Language Development

Reinforce the word *attention* to help children understand directions such as, *May I have your attention?* or *Attention, please*. Say one of these commands and model an alert, attentive posture. Repeat, asking children to follow your model.

SHOWS UNDERSTANDING OF SPOKEN ENGLISH

Talk About It

Use sentence starters to help children use complete sentences in discussions about animals.

- The animal I am most like is ...
- If I could be any animal in the jungle ...
- The best pet would be ...
- An elephant and a mouse ...
- Insects can ...



BIG DAY

for prek™

3 The Best Children's Literature and Informational Text give children access to books at school and at home.



Innovative Technology engages children, teachers, and families.



4

Innovative Technology engages children, teachers, and families.



5 A NEW Comprehensive Curriculum that offers Daily Writing, Daily Math, and Extended Play activities.

Teacher Welcome Kit

Essential Tools for Getting Started



Professional Handbook



TEACHER SPACE

Technology Portfolio

- Teacher Space
- Professional Development
- Family Space
- BookFix

English & Spanish



BookStix™ Audiobooks CD

English & Spanish



Be BIG in the Classroom Routines Posters English & Spanish

BIG Theme Box THEMES 1-4

Resources for Planning and Teaching



Technology Center Books English & Spanish

Alphabet Books English & Spanish

Teaching Guides English

Read Aloud Books English & Spanish

BIG Theme Box THEMES 5-8

Resources for Planning and Teaching



Technology Center Books English & Spanish


Alphabet Books English & Spanish

Teaching Guides English

Read Aloud Books English & Spanish

BIG Book Box ENGLISH


Big Books and Lap Books for Sharing



Rabbit Cake Book

BIG Book Box SPANISH


Big Books and Lap Books for Sharing



Bibla de colores de Concha Rincón


Little Book Box ENGLISH

Little Books for Little Hands



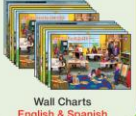
Little Book Box SPANISH

Little Books for Little Hands



BIG Wall Chart Box

Wall Charts for Building Oral Language



Wall Charts English & Spanish

BIG Learning Box

Materials for Building Language and Content-Area Knowledge



Clifford® Posters English & Spanish

Clifford® Books English & Spanish

Clifford® Puppet

Songs and Fingersplays Book and CDs English & Spanish

Healthy Foods

Manipulatives Kit

- Snap Cubes
- Attribute Blocks
- Pattern Blocks
- Balance Set and Bears
- Magnifiers
- Magnetic Healthy Food Kit
- Magnetic Numbers

Classroom Alphabet Chart including N, n

Math Mats English & Spanish

Science Posters English & Spanish

Letter Vest and Vest Pocket Letters

Magnetic Alphabet Letters including N, n

Big Day Online



English & Spanish



Teacher and Child Interactions

Use the following suggestions to guide and enhance interactions with children during the Big Experiences this week.

BIG EXPERIENCE	TEACHER FOCUS	STRATEGIES	EXAMPLE
MONDAY Candy-Candy Run	Concept	Concepts-Concepts	Invitations-Run-Up-Clap-Down

Teacher Focus on Strategies selected from Dimensions and Behavioral Markers from *Classroom Assessment Scoring System® (CLASS) Pre-K* by Robert C. Pianta, Karen M. La Paro, and Bridget K. Hamre. Copyright © 2008 by Paul H. Brookes Publishing Co., Inc. Used by permission.



RESEARCH

“Children and teachers spend relatively little time in classrooms engaged in conversations (e.g., only 17% of the time engaged in meaningful exchanges).

“Children learn to use language by engaging in dialogue; limited opportunities to talk and receive feedback will limit language development.”

(Dickinson & Tabors, 2001)



Morning Message

Good morning!

Today is June 6, 2017.

Today is a big day!

Question of the Day:

What is one thing you learned in PreK or kindergarten that applies to your life now?



Think, Turn, and Talk

Think about the question:

What is one thing you learned in PreK or kindergarten that applies to your life now?

Turn
to your elbow partner.

Talk
about your ideas.



Make A Choice

No!

PreK is important to children's future schooling success.

PreK teachers guide children's learning and development.

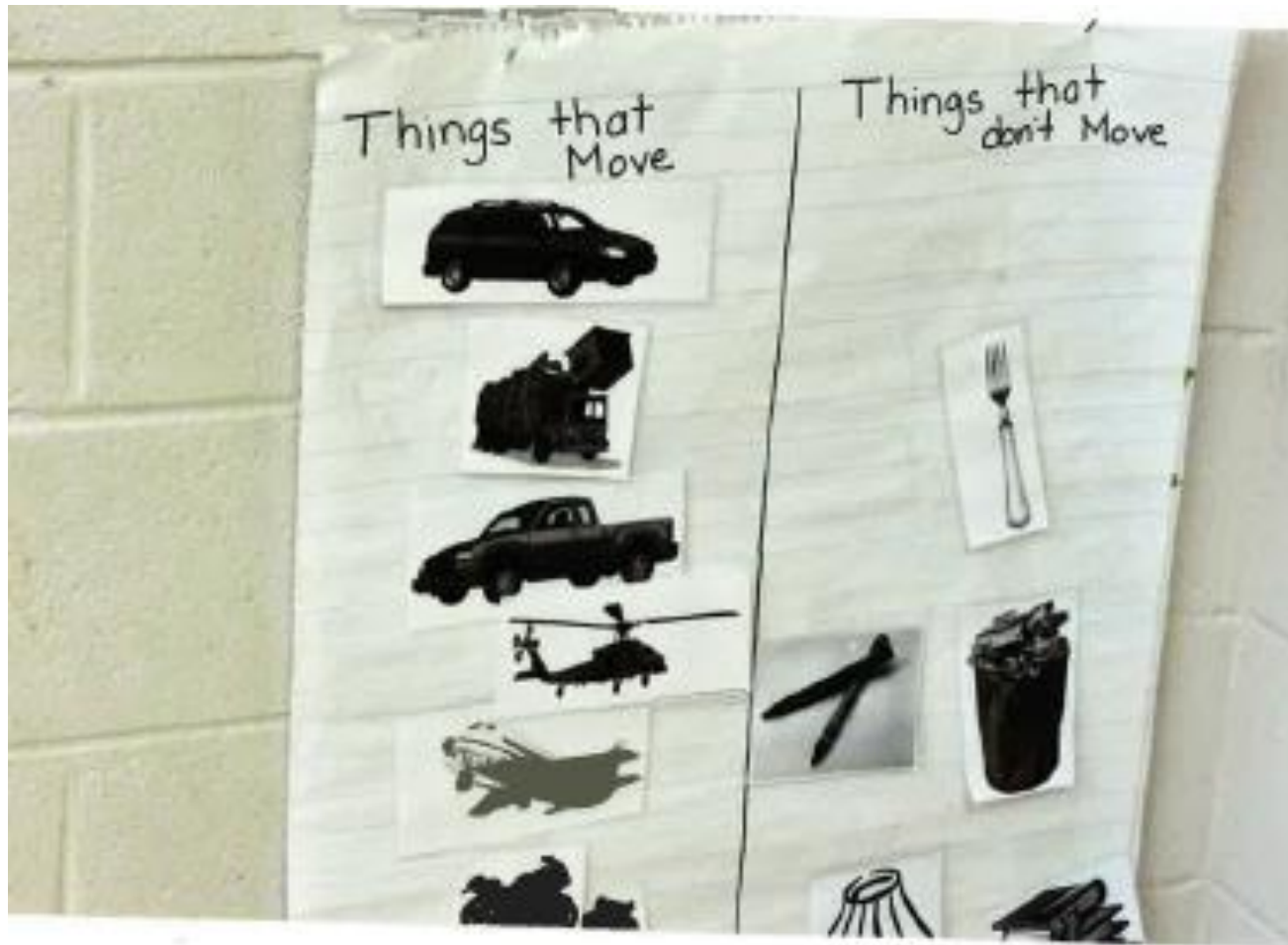
PreK teachers just play all day.

PreK prepares children for life.

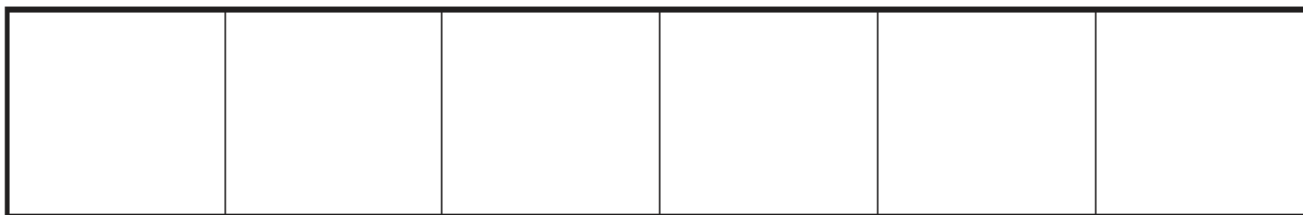
Yes!



Make A Choice



What Is the Pattern?



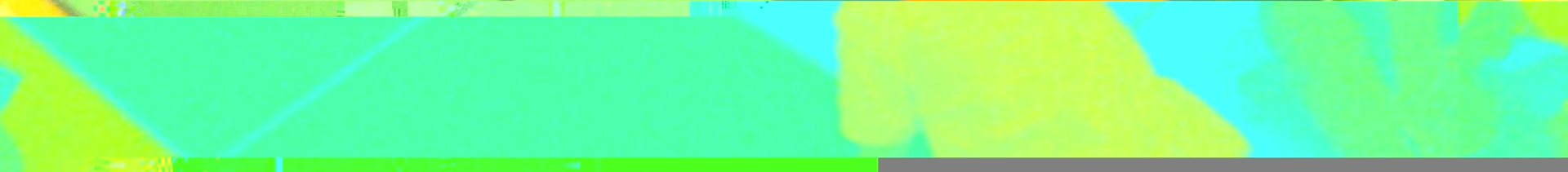
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Math Talk

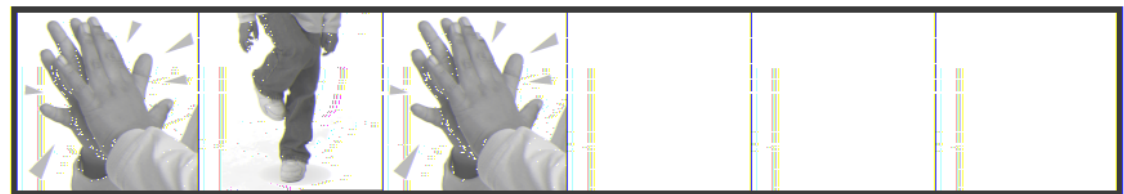
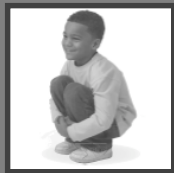
- **Side A:** A **pattern** is something that **repeats** over and over again.
- First the boy is crouching down. Then he stands up.
- Then he crouches down again. Then he stands up again.
- What do you think he'll do **next**? Let's act out this pattern together to figure it out.

- **Side B:** Look at the pictures. Try to extend the pattern. Ask yourself: *What comes next?*
- Now make your own pattern.

Side B



What Is the Pattern?



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SCHOLASTIC



Our Community

Big wall Chart 3

neighborhood

community



building

hospital

sidewalk

park

BIG DAY
 Vocabulary Cutouts
 Theme 3: Our Community, Week 1

apartments	hospital
block	library
building	neighborhood
community	park
firehouse	sidewalk

BIG DAY
 Palabras del vocabulario recordables
 Tema 3: Nuestra comunidad, Semana 1

acera	cuadra
apartamentos	edificio
barrio	estación de bomberos
biblioteca	hospital
comunidad	parque

BIG DAY

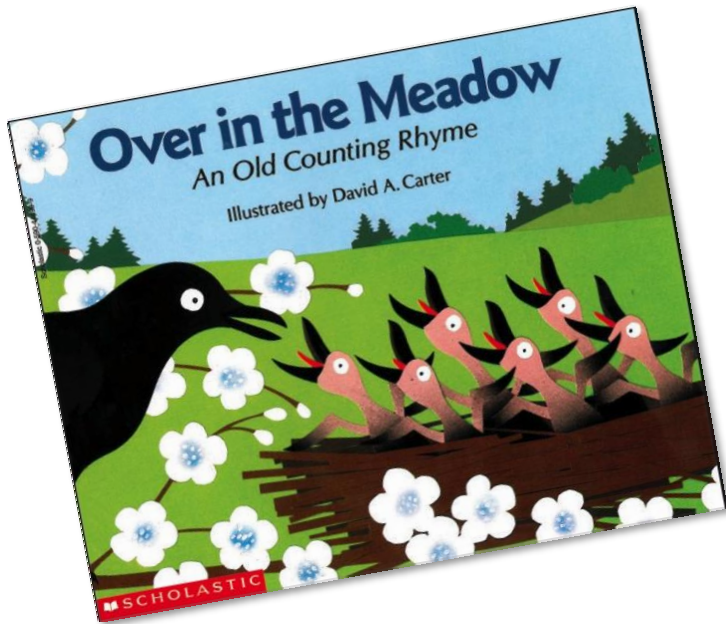
firehouse	
hospital	

library	
market	



2 Meaningful Conversations

build oral language and vocabulary.



En aquel prado

Primera lectura

págs. 4 y 5 (...) corre salta: ¿Qué cosas verdes ven? (EXPLICAR)

págs. 8 y 9 (...) puerta del establo: ¿Qué hacen los ratones? (PREGUNTAS)

págs. 12 y 13 (...) como vea: Estos cuervos viven en un nido. ¿Dónde está el nido? (PREGUNTAS)

págs. 18 y 19 (...) pino verde: Vio un pato con la cabeza en el agua. ¿Qué ve usted? (EXPLICAR)

Lecturas adicionales

págs. 2 y 3 (...) en la duna: ¿Dónde haré un hoyo ustedes alguna vez? (DISTANCIAMIENTO)

pág. 6 (...) el ciprés: En aquel prado, ¡el roble y el ciprés, vivía mamá buho con polluelitos, ... (RELLENAR)

págs. 10 y 11 (...) entre briznas: ¿Qué hicieron estas abejas? (ACORDARSE)

págs. 14 y 15 (...) suave orosa: (Señale mamá rana). ¿Quién es? (PREGUNTAS)

Over in the Meadow

First Reading

pp. 4-5 ...runs blue: What do you see that is green? (OPEN-ENDED)

pp. 8-9 ...old barn door: What are the mice doing? (WH-QUESTION)

pp. 12-13 ...made of sticks: These birds live in a nest. Where is the nest? (WH-QUESTION)

pp. 18-19 ...by the pine: I see one duck that is diving. What do you see? (OPEN-ENDED)

Repeated Readings

pp. 2-3 ...in the sun: Where have you gone digging? (DISTANCING)

p. 6 ...oak tree: Over in the meadow in the wide oak tree lived an old mother owl and her little owls. (COMPLETION)

pp. 10-11 ...singing bees: What did the bees do? (RECALL)

pp. 14-15 ...grass grows even: (Pointing to the mother frog, ...? (WH-QUESTION)

Children will love to . . .

- Count the animals on each page.
- Listen to the song version of the book on the Songs and Fingerplays CD.
- Learn the meaning of *ask*.

Definition: to lie in the warm sunlight



Dialogic Reading

Dialogic reading is a way of creating a dialogue between readers and listeners that helps **children become active participants** in read alouds.



Dialogic Reading

In dialogic reading the **child** learns to become the **storyteller**. The **adult** assumes the role of an **active listener** while increasing the sophistication of the child's oral language development.

- asking questions

- adding information

- prompting the child

PEER Sequence

Prompt

Evaluate

Expand

Repeat



PEER Sequence

Prompt. (e.g., pointing to a bear illustration, ask the child *What is this?*)

Evaluate. (e.g., the child says, *Bear*, and the teacher follows with, *Yes, a bear!*)

Expand. (e.g., *It's a big, brown bear.*)

Repeat. (e.g., *Can you say big, brown bear?*)



C-R-O-W-D

C Completion

R Recall

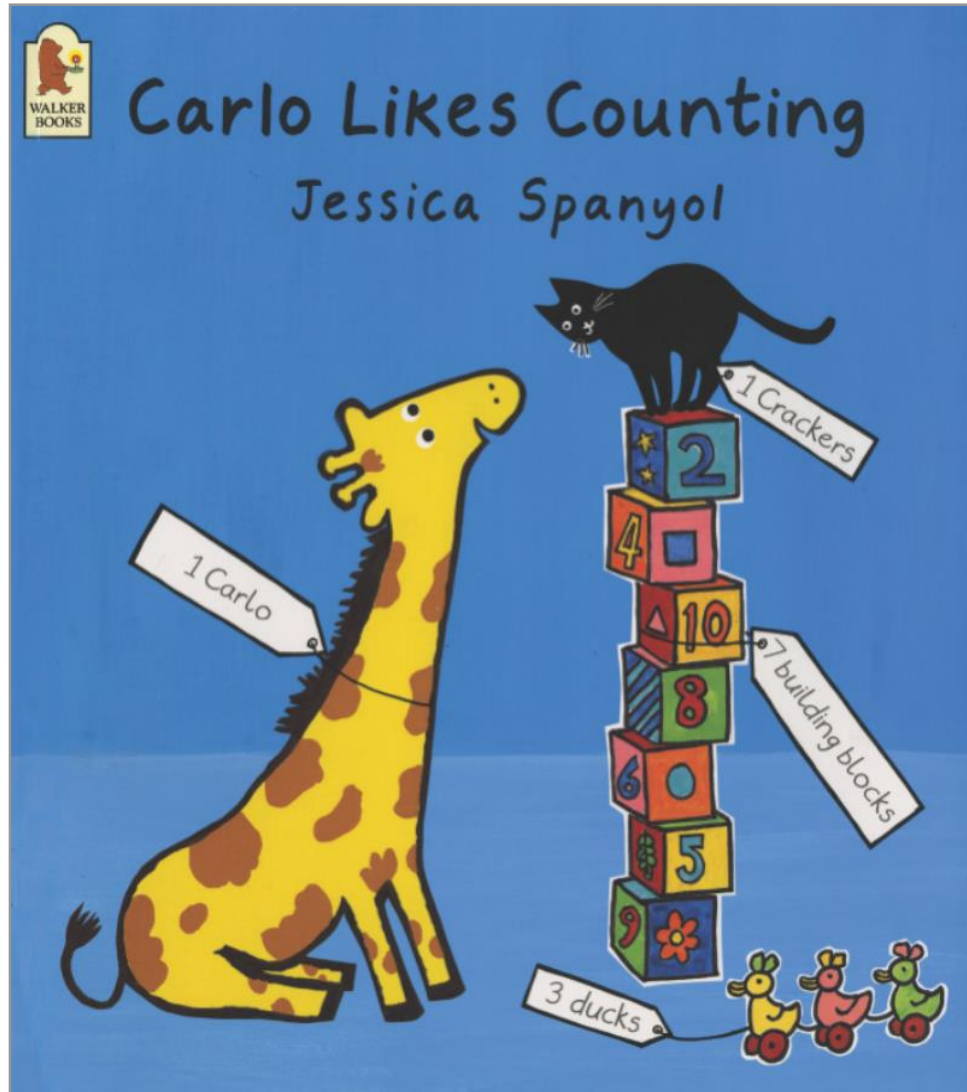
O Open-ended

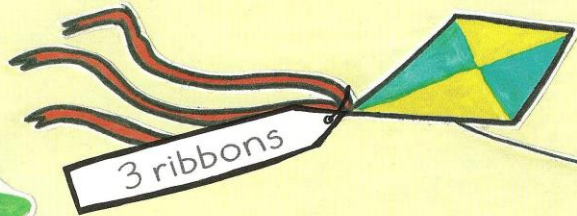
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D Distancing

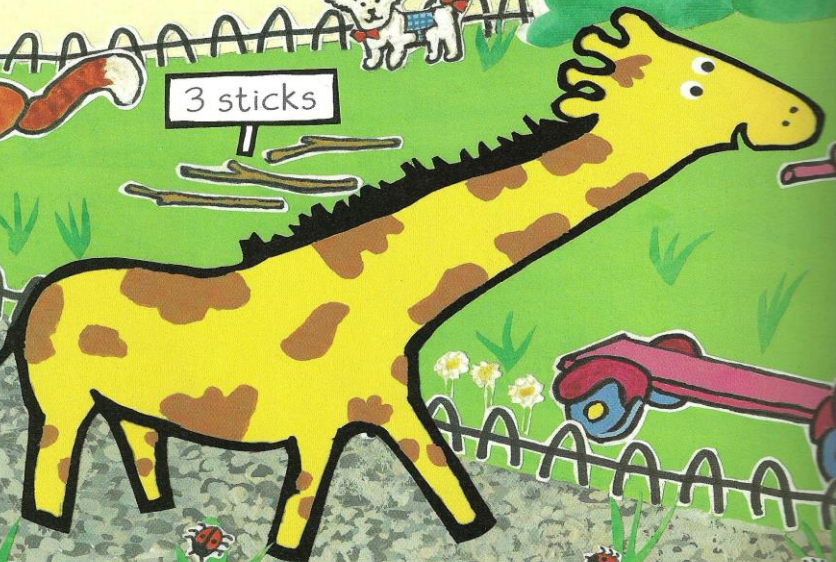


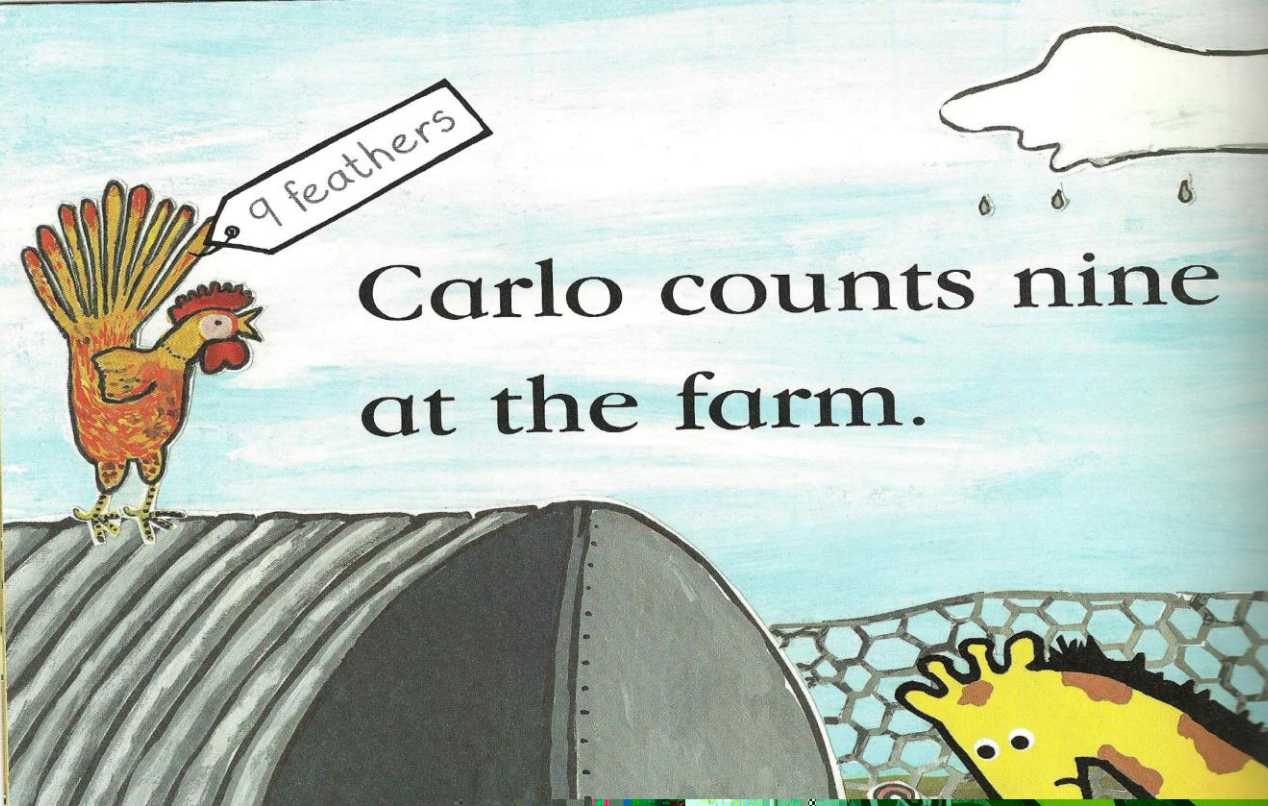
Reading Beyond the Book





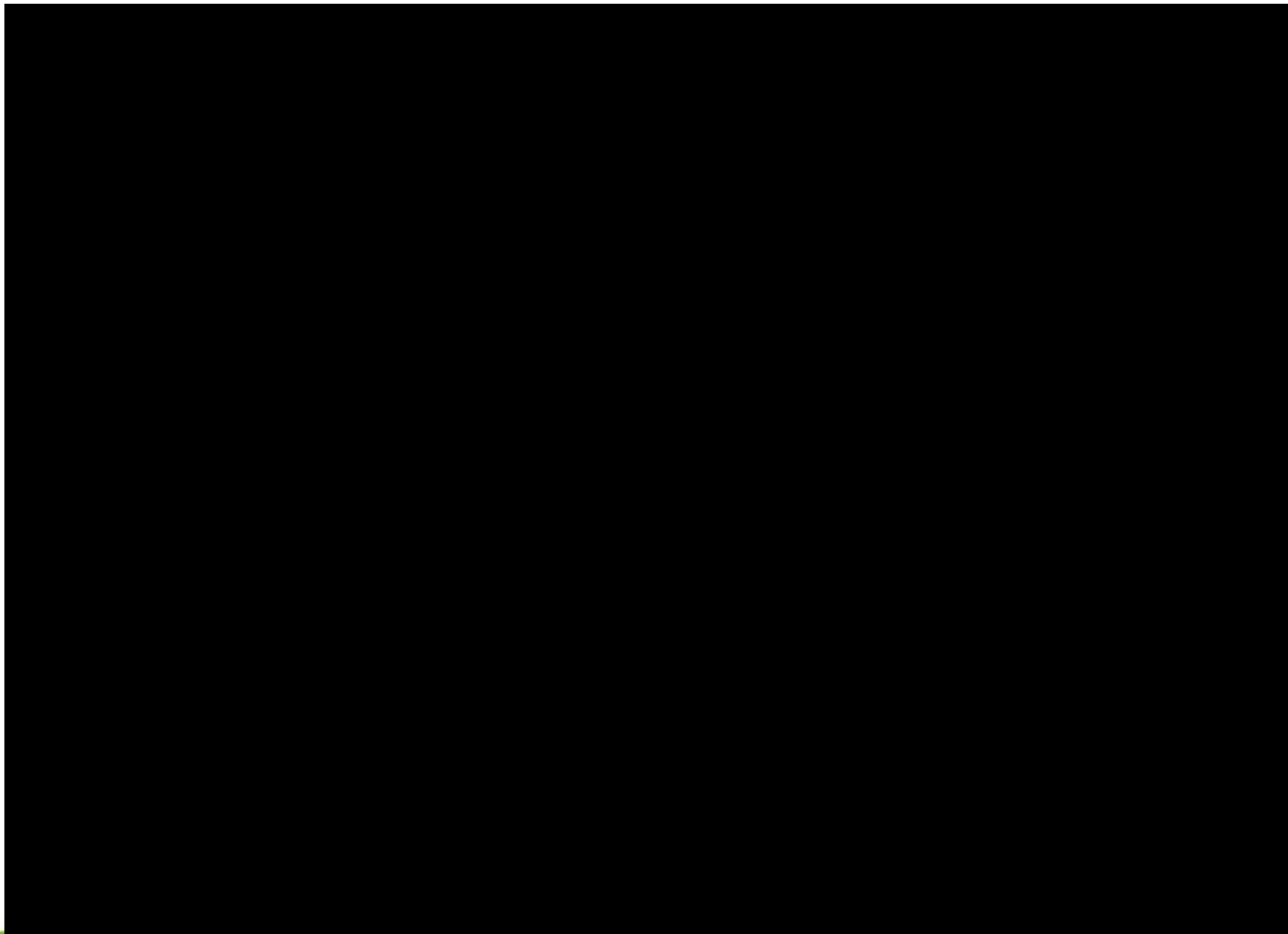
Carlo counts
three in the
park.





Carlo counts nine
at the farm.





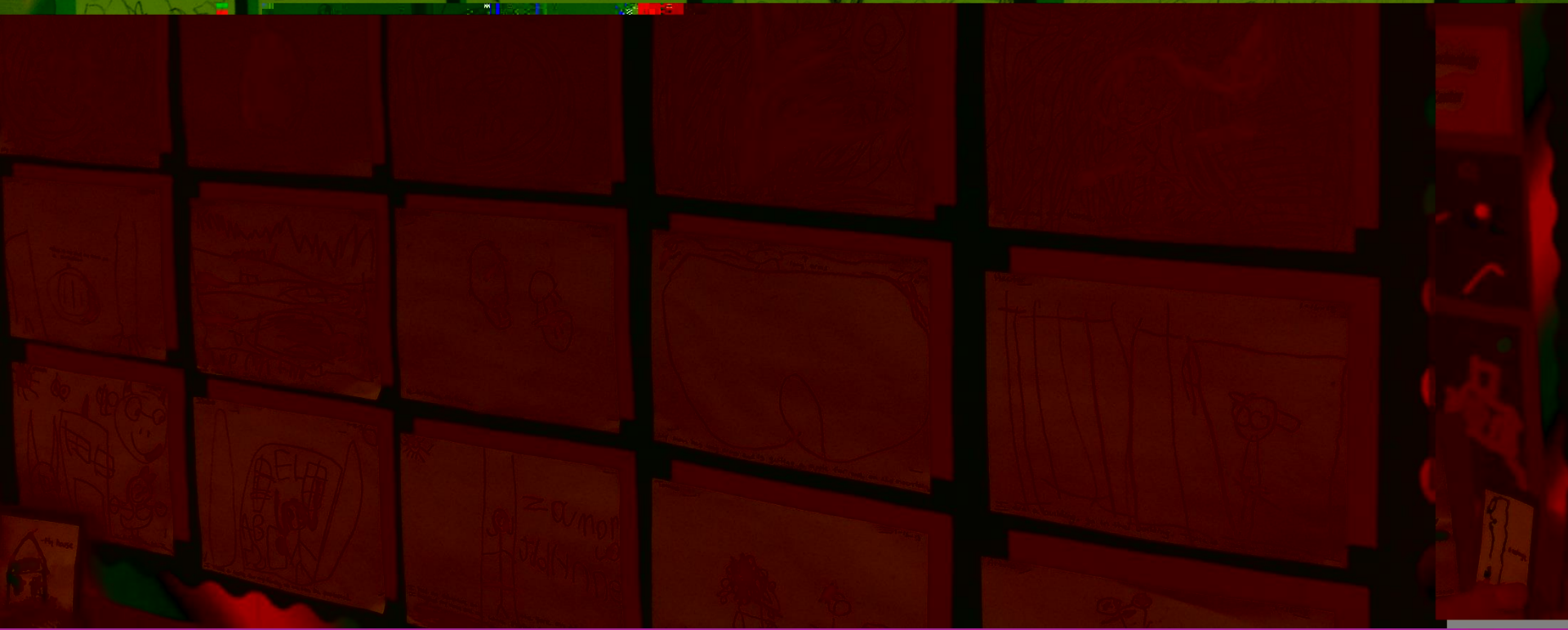
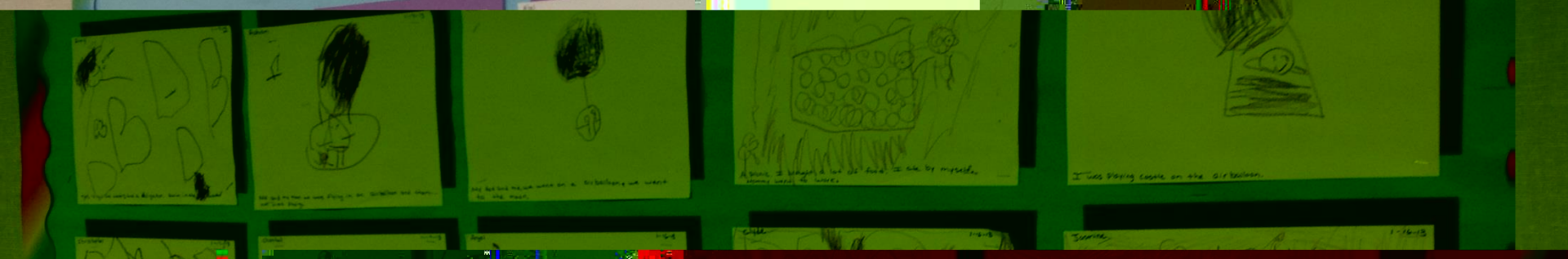
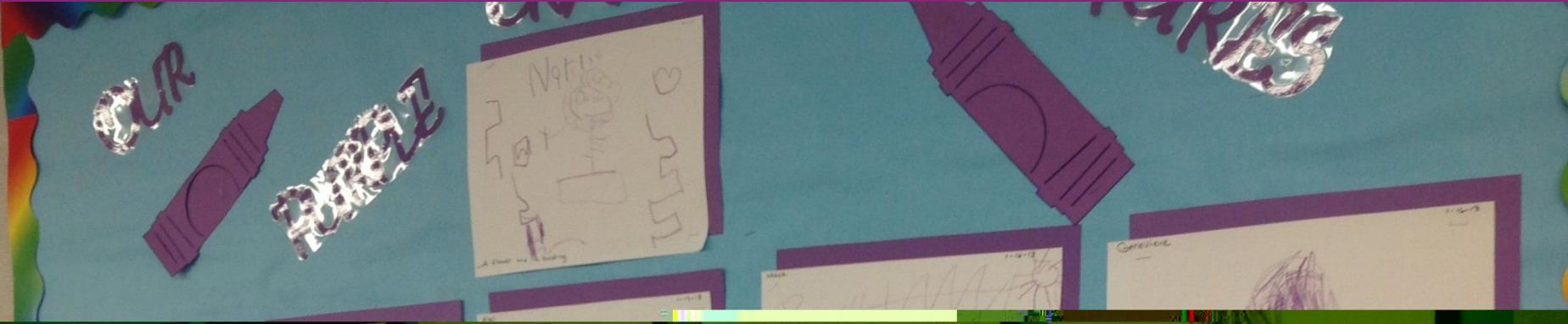
Mrs. Jud's Class

and their Crayons



Our own story adapted from
Harold and the Purple Crayon.





Instructional Overview



Theme 1 Organization



Getting Started Off Right



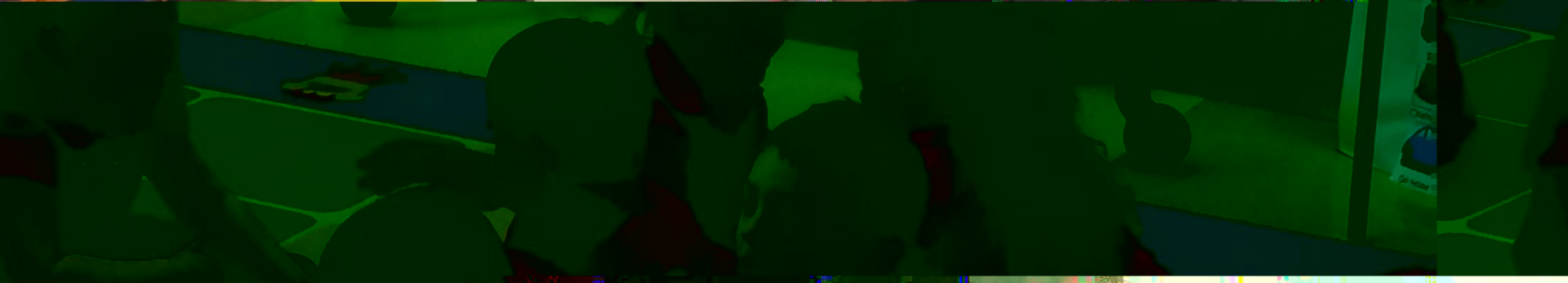
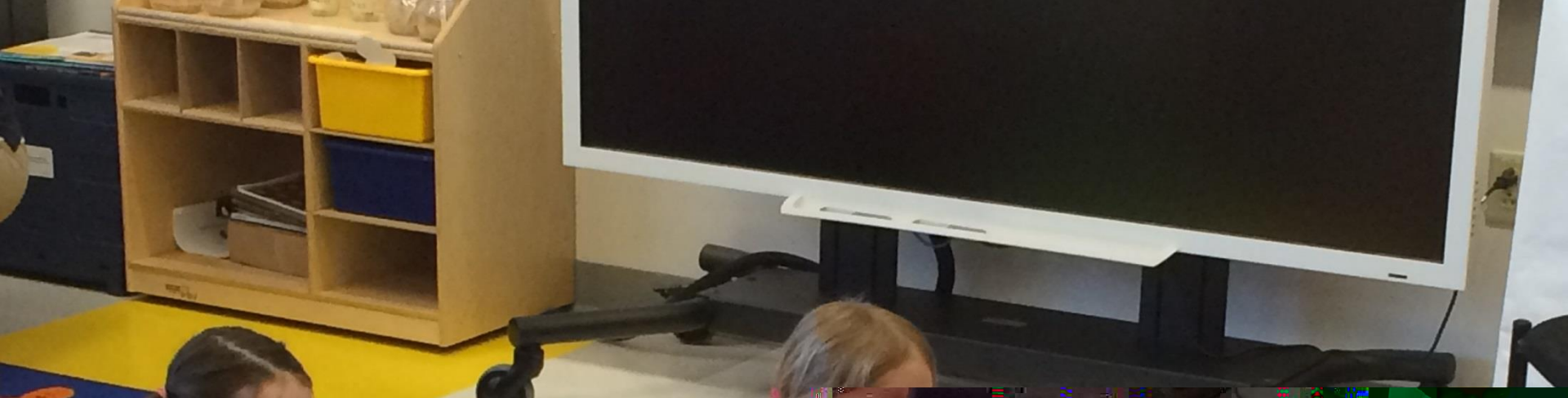
Be BIG in the Classroom

Ready, Set, Listen!
1 Quiet mouth.

Keep Trying!

Ways to Solve a Problem





Lesson Plan Organization

WEEK **3** OVERVIEW **Creepy, Crawly Insects**

Awesome Animals!

BIG Idea:
I am very curious about bugs.

Knowledge Focus:
Children learn about life science through the exploration of animals and animal life cycles.

Social-Emotional Focus: Attention



Vocabulary

- Theme Words**
bug stinger
crawl stings
insect swarm
pinch wings
- Story Words**
carry hunt
creeping meadow
flutter mossy
fuzzy survive
gnaw
- Math Words**
column
grid
row
- Social Studies Words**
groceries
market



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Literature	<p>Read Aloud <i>Bugs! Bugs! Bugs!</i></p>	<p>Big Book <i>Over in the Meadow</i></p> <p>Songs and Fingerplays "Ladybug, Ladybug"</p> <p>Read Aloud <i>Bugs! Bugs! Bugs!</i></p>	<p>Read Aloud <i>What Do Insects Do?</i></p>	<p>Songs and Fingerplays "Buzzy Bee"</p> <p>Read Aloud <i>What Do Insects Do?</i></p>	<p>ABC Book <i>Click, Clack, Quackity-Quack</i></p>
Phonological Awareness	<ul style="list-style-type: none"> • Small Groups Review: Segments words into their onsets and rimes 	<ul style="list-style-type: none"> • Review: Identifies rhyming words 	<ul style="list-style-type: none"> • Small Groups Introduce: Delete the onset from a spoken word • Review: Blends onsets and rimes to form words 	<ul style="list-style-type: none"> • Practice: Delete the onset from a spoken word 	<ul style="list-style-type: none"> • Practice: Delete the onset from a spoken word
Alphabet Knowledge	<ul style="list-style-type: none"> • Review: Kk and /k/ 	<ul style="list-style-type: none"> • Introduce: Ll and /l/ 	<ul style="list-style-type: none"> • Practice: Ll and /l/ 	<ul style="list-style-type: none"> • Practice: Ll and /l/ 	<ul style="list-style-type: none"> • Small Groups Practice/Write/Assess: Ll and /l/ • Review: Aa-Ll
Concepts of Print and Comprehension	<ul style="list-style-type: none"> • Comprehension: Uses Book Information 	<ul style="list-style-type: none"> • Comprehension: Uses Book Information • Concepts of Print: Parts of a Book 	<ul style="list-style-type: none"> • Comprehension: Asks and Answers Questions 	<ul style="list-style-type: none"> • Comprehension: Uses Book Information 	<ul style="list-style-type: none"> • Comprehension: Extends a Story
Emergent Writing	<ul style="list-style-type: none"> • Shared: Makes Books, Labels Pictures 	<ul style="list-style-type: none"> • Independent: Forms Letters 	<ul style="list-style-type: none"> • Independent: Print as Meaning 	<ul style="list-style-type: none"> • Independent: Writes Name, Uses Writing Conventions, Completes a Sentence 	<ul style="list-style-type: none"> • Independent: Makes Books • Shared: Contributes Ideas for Writing (Narrative), Dictates a Sentence (Info.-Expl.)
Oral Language	<ul style="list-style-type: none"> • Vocabulary: Uses Verb Tenses 	<ul style="list-style-type: none"> • Speaking and Listening: Speaks in Complete Sentences 	<ul style="list-style-type: none"> • Speaking and Listening: Makes Relevant Comments 	<ul style="list-style-type: none"> • Vocabulary: Uses and Increases Spoken Vocabulary 	<ul style="list-style-type: none"> • Speaking and Listening: Uses Verb Tenses
	<ul style="list-style-type: none"> • Introduce: Problem Solving • Review: Compares Lengths 	<ul style="list-style-type: none"> • Small Groups Practice: Problem Solving 	<ul style="list-style-type: none"> • Practice: Problem Solving • Review: Counts Objects 	<ul style="list-style-type: none"> • Small Groups Practice: Problem Solving 	<ul style="list-style-type: none"> • Practice/Draw/Assess: Problem Solving, Shapes

BIG DAY Online

For Families

Remind families to share in their child's learning by exploring the Big Day Online Family Space for:

- Big Day BookFix videos, multimedia books, and activities
- Tip of the Week
- Theme Letter
- Online Fun and Games
- Learn and Play Downloadables
- Family Resources and more!

AND access the **Teacher Space** to customize lesson plans, get resources, set up family tips, and more.

Learning Centers

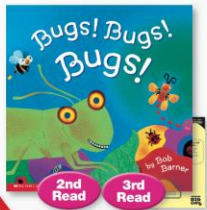
- Blocks & Building Center**
 - Make ant hills for "ants" to move through.
- Creativity Center**
 - Create butterflies and other insects for a display.
- Dramatic Play Center**
 - Move from place to place like a bug.
- Math Center**
 - Play card games with picture cards of two-dimensional shapes.
- Reading & Listening Center**
 - Act out favorite theme animal books.
- Science Center**

Revisit the Story Ask children which of the bugs in the book they have seen and where they have seen them.

TUESDAY
3 Circle Time

What We Are Learning

- Social-Emotional**
 - Pays attention
- Comprehension**
 - Uses book information
- Emergent Writing**
 - Forms letters
- Oral Language**
 - Uses describing words
 - Shows understanding of spoken English
- Mathematics**
 - Counts objects
- Physical Development**
 - Uses fine motor skills
 - Uses gross motor skills



Pay Attention to Bugs

Revisit the Story

Reread *Bugs! Bugs! Bugs!* and talk about bugs children have seen and their experiences with them. Ask children which of the bugs in the book they have seen and where they have seen them.

USES BOOK INFORMATION

Play "I Spy"

Ask children to review what it means to pay attention and look closely at something.

- Have children play "I Spy." Give four children magnifiers.
- Read the book again, pausing after each page. Have volunteers say, "I spy with my little eye _____." Encourage each child with a magnifier to look closely at the illustrations and tell about the details they see. For instance, "I spy with my little eye an insect with colorful wings." Challenge children to guess the insect. **USES DESCRIBING WORDS**

Daily Writing: Our Big Bug Spy Chart

Create a chart of the items that children spied in the book. At the top, write "I spy with my little eye _____." Let's make a list of the things we spied in the book! Have children dictate their findings and help you write the letters for any easy-to-sound-out words.

- When each child has had a turn, read the chart aloud. Invite children to chant, "I spy with my little eye _____," and point to the child who provided each ending as you, he, or she says it. **FORMS LETTERS**

Remember Details

On a table or the rug, set up a collection of toy bugs. Invite children to be bug watchers and to look at the bugs very carefully. Try to remember what each bug looks like and where it is.

- Ask children to close their eyes while you move or remove an insect. Open your eyes, bug watchers! One of the bugs has flown/run away! Which bug is missing/has moved?
- Invite volunteers to take turns moving a bug while the other children have their eyes closed. Have them open their eyes and again tell which bug has moved. **PAYS ATTENTION**

Observe Observe whether children can remain focused on engaging group activities for up to 10–15 minutes.



Make Learning Bigger

Play "I Spy"

Ask children to review what it means to pay attention and look closely at something.

- Have children play "I Spy." Give four children magnifiers.
- Read the book again, pausing after each page. Have volunteers say, "I spy with my little eye _____." Encourage each child with a magnifier to look closely at the illustrations and tell about the details they see. For instance, "I spy with my little eye an insect with colorful wings." Challenge children to guess the insect. **USES DESCRIBING WORDS**

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Then ...

- In general, provide breaks within group activities and give children the opportunity to move. Increase time between breaks to build children's attention spans.
- With this activity, help children by talking through what they see on the table after opening their eyes, for example, *I know there was a leaf next to the ladybug, but it's not there anymore. Is it somewhere else on the table?*

Differentiate Instruction to

Use photos from the Internet to help children recognize the difference between real and illustrated bugs. Compare the photos to the illustrated insects in the read-aloud book. During the memory game, you might also limit the number of objects in the collection for younger children.

Special Needs
For the memory game, provide objects with bright, contrasting colors and a variety of textures. Invite children to feel as well as observe the objects before moving an object.

Enrichment
While children's eyes are closed, move or remove more than one object from the array of bug-related items. Encourage children to say what has changed. Invite pairs to take turns moving items and guessing which items have been moved or removed.

bug paths in the sand for others to follow.
USES FINE MOTOR SKILLS

TRANSITION TIME

Physical Development

Hop! Hop! Hop!

Before going to the next activity, read the page that has the grasshopper hopping. Tell children to hop like a grasshopper to stand in line before beginning their next activity.
USES GROSS MOTOR SKILLS



One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe	If ...	Then ...
<p>Over in the Meadow Observe whether children can regulate behavior while acting out a verse through dance.</p>	<p>A child needs support to regulate behavior while acting out a verse through dance.</p>	<p>Talk about appropriate behaviors before the group activity.</p>

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe	If ...	Then ...
<p>Over in the Meadow Observe whether children can regulate behavior in a group. SOCIAL-EMOTIONAL</p>	<p>A child needs support to regulate behavior while acting out a verse through dance ...</p>	<p>Talk about appropriate behaviors before the group activity. Teacher: <i>When we sing and dance, we want to have fun. But sometimes we can get too silly. This makes it hard for everyone to have a good time. What can we do to make sure everyone has fun and stays on the dance?</i></p>

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Before beginning the book, have children count slowly to ten on their fingers with you. Let them know that they will be listening for some special words that rhyme with numbers. Have them repeat with you the rhyming pairs such as *one and sun, two and blue, three and tree*, and so on.

Special Needs

If children have problems identifying rhyming words in the text, assist by clapping twice to signal a rhyming pair. Tell children to join in and choral-read the words when they hear your signal.

Enrichment

As you read the book, invite children to come up and count how many baby animals are on each page. If the child is able, ask him/her to also locate the number word in the text.

Oral Language

Look Around the Meadow

To gather children for the next activity, pretend to look around, and ask, *What animal does (Ivan) see in the meadow?* Prompt the child to respond by naming an animal and saying, "I see a _____ in the meadow." Continue naming children one at a time and letting them go to the next activity after they answer.

SPEAKS IN COMPLETE SENTENCES

Modification

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Before beginning the book, have children count slowly to ten on their fingers with you. Let them know that they will be listening for some special words that rhyme with numbers. Have them repeat with you the rhyming pairs such as *one and sun, two and blue, three and tree*, and so on.

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Enrichment

As you read the book, invite children to come up and count how many baby animals are on each page. If the child is able, ask him/her to also locate the number word in the text.



Extended Play My Meadow

Provide children with a green sheet or blanket as well as tissue paper, chenille sticks, and colored paper. Work together to make flowers, grass, and other items that might be found in a meadow. Encourage children to play in the meadow; they might pretend to be animals in the meadow, or meadow explorers. If possible, have a picnic in the meadow during snack or lunch. Save the items to use when you revisit the book next week.

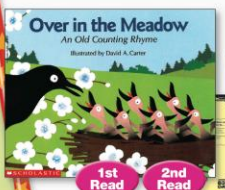
TUESDAY 2 Story Time

What We Are Learning

- Phonological Awareness**
 - Identifies rhyming words
- Concepts of Print**
 - Parts of a book
- Comprehension**
 - Uses book information
- Oral Language**
 - Speaks in complete sentences
 - Uses math words
- Mathematics**
 - Shapes in the real world
- Science and Health**
 - Investigates the environment
- Fine Arts**
 - Creative expression through dance/art

Vocabulary

Story Words
gnaw
meadow
mossy



1st Read 2nd Read

Big Book Over in the Meadow

Get Ready to Read

Ask children to identify the words *gnaw* and *mossy*. Explain that a *meadow* is a grassy area near or in a meadow. Ask children to think of what animals you think children to pretend to be.

Read Together

Read the book aloud.

- Review the verses aloud. Demonstrate the words *gnaw* and *mossy*, using the pictures for support.
- Reread the book, this time asking children to join in and chorally read the rhyming words with you.
- Ask children to look at the illustration to tell you why the meadow is a good place for bees to live. Provide clues, such as *Bees are insects that get their food from flowers.*

Sing and Dance

Play the music for the song "Over in the Meadow," or sing the song to children. Invite pairs to act out each verse through dance, starting with the mother turtle and little turtle. Have additional pairs interpret the verses through dance as the song progresses.

Observe Observe whether children can regulate behavior in a group.

Extended Play My Meadow

Provide children with a green sheet or blanket as well as tissue paper, chenille sticks, and colored paper. Work together to make flowers, grass, and other items that might be found in a meadow. Encourage children to play in the meadow; they might pretend to be animals in the meadow, or meadow explorers. If possible, have a picnic in the meadow during snack or lunch. Save the items to use when you revisit the book next week.

USES MATH WORDS

Shapes cut out of construction paper, glue, and sheets of paper. Invite children to use them to create the bodies of different bugs that might be found in a meadow.

SHAPES IN THE REAL WORLD

Fine Arts



Who Is in the Barn?

Help children to make a "barn door" by folding the two edges of a piece of brown construction paper to meet in the middle. Have each child draw an insect or other animal inside the barn. As each child presents his/her artwork, have the others ask, *Who's in your barn?* Invite the child to "open" the barn doors and name the animal that he/she has drawn.

CREATIVE EXPRESSION THROUGH ART



Oral Language

Look Around the Meadow

To gather children for the next activity, pretend to look around, and ask, *What animal does (Ivan) see in the meadow?* Prompt the child to respond by naming an animal and saying, "I see a _____ in the meadow." Continue naming children one at a time and letting them go to the next activity after they answer.

SPEAKS IN COMPLETE SENTENCES

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe	If ...	Then ...
Over in the Meadow Observe whether children can regulate behavior in a group. SOCIAL-EMOTIONAL	A child needs support to regulate behavior while acting out a verse through dance ...	Teacher: <i>When we sing and dance, we want to have fun. But sometimes we can get too silly. This makes it hard for everyone to have a good time. What can you do to have fun and stay safe while we dance?</i> Child: <i>not touch other people</i> Teacher: <i>That's a great rule! Let's start a list and put that on the list first.</i> Continue the discussion, creating a short list of appropriate behaviors that you can illustrate and post in the room.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Before beginning the book, have children count slowly to ten on their fingers with you. Let them know that they will be listening for some special words that rhyme with numbers. Have them repeat with you the rhyming pairs such as *one and sun, two and blue, three and tree*, and so on.

Special Needs

If children have problems identifying rhyming words in the text, assist by clapping twice to signal a rhyming pair. Tell children to join in and choral-read the words when they hear your signal.

Enrichment

As you read the book, invite children to come up and count how many baby animals are on each page. If the child is able, ask him/her to also locate the number word in the text.



Daily Writing: Our Big Bug Spy Chart

Create a chart of the items that children spied in the book. At the top, write “I spy with my little eye_____.” *Let’s make a list of the things we spied in the book!* Have children dictate their findings and help you write the letters for any easy-to-sound-out words.

- When each child has had a turn, read the chart aloud. Invite children to chant, “I spy with my little eye_____.” and point to the child who provided each ending as you, he, or she says it.

FORMS LETTERS

Social-Emotional Pay Attention

Revisit the Story

Reread *Bugs! Bugs!* and their experience with the book they have used. **USES BOOK INFORMATION**

Play “I Spy”

Ask children to play “I spy” closely at some of the items.

- Have children
- Read the book

say, “I spy with my little eye _____.” Encourage each child with a magnifying glass to look closely at the illustrations and tell about the details they see. For instance, “I spy with my little eye an insect with colorful wings.” Challenge children to guess the insect. **USES DESCRIBING WORDS**

Daily Writing: Our Big Bug Spy Chart

Create a chart of the items that children spied in the book. At the top, write “I spy with my little eye_____.” *Let’s make a list of the things we spied in the book!* Have children dictate their findings and help you write the letters for any easy-to-sound-out words.

- When each child has had a turn, read the chart aloud. Invite children to chant, “I spy with my little eye_____.” and point to the child who provided each ending as you, he, or she says it. **FORMS LETTERS**

Remember Details

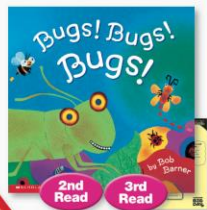
On a table or the rug, set up a collection of toy bugs. Invite children to be bug watchers and to look at the bugs very carefully. *Try to remember what each bug looks like and where it is.*

- Ask children to close their eyes while you move or remove an insect. *Open your eyes, bug watchers! One of the bugs has flown/run away! Which bug is missing/has moved?*
- Invite volunteers to take turns moving a bug while the other children have their eyes closed. Have them open their eyes and again tell which bug has moved. **PAYS ATTENTION**

Observe Observe whether children can remain focused on engaging group activities for up to 10–15 minutes.

attention to help children understand directions such as, *May I have your attention? or Attention, please.* Say one of these commands and model an alert, attentive posture. Repeat, asking children to follow your model.

SHOWS UNDERSTANDING OF SPOKEN ENGLISH



2nd Read

3rd Read

Physical Development



Bug Paths

At the sand table, trace a path along which children can move a plastic bug. First, trace a simple line. Next, create more complicated paths with twists and turns. Finally, brush the sand flat and invite children to take turns creating their own bug paths in the sand for others to follow.

USES FINE MOTOR SKILLS



Physical Development

Hop! Hop! Hop!

Before going to the next activity, read the page that has the grasshopper hopping. Tell children to hop like a grasshopper to stand in line before beginning their next activity.

USES GROSS MOTOR SKILLS

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today’s learning during Learning Center time or other times.

Observe	If ...	Then ...
<p>Pay Attention to Bugs Observe whether children can remain focused on engaging group activities for up to 10–15 minutes. SOCIAL-EMOTIONAL</p>	<p>A child needs more support to stay focused while guessing the changes to the array of objects ...</p>	<ul style="list-style-type: none"> • In general, provide breaks within group activities and give children the opportunity to move. Increase time between breaks to build children’s attention spans. • With this activity, help children by talking through what they see on the table after opening their eyes, for example, <i>I know there was a leaf next to the ladybug, but it’s not there anymore. Is it somewhere else on the table?</i>

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

When you revisit the story, use photos from the Internet to help children recognize the difference between real and illustrated bugs. Compare the photos to the illustrated insects in the read-aloud book. During the memory game, you might also limit the number of objects in the collection for younger children.

Special Needs

For the memory game, provide objects with bright, contrasting colors and a variety of textures. Invite children to feel as well as observe the objects before moving an object.

Enrichment

While children’s eyes are closed, move or remove more than one object from the array of bug-related items. Encourage children to say what has changed. Invite pairs to take turns moving items and guessing which items have been moved or removed.



1 **Circle Time**

TUESDAY

Alphabet Knowledge
This Is

What We Are Learning

- Social/Emotional**
 - Cooperates and plays with others
- Phonological Awareness**
 - Segments onset and rime
- Alphabet Knowledge**
 - Produces correct letter sounds
 - Identifies letter sounds
- Emergent Writing**
 - Forms letters
- Mathematics**
 - Identifies shape attributes
- Social Studies**
 - Animal helpers

Words to Use
land
leaf

Introduce

Help toddlers and explain
• Ask children to touch the tall letter
• Help children touch the upper
• Explain the difference between
• Card for spelling words
LETTER

Observe
sound for

Daily Math: Ladybug Landings

Place on the rug one cone, sphere, cube, and rectangular prism. Make your fingers a flying ladybug that lands on a shape. Pass the shape around the circle for children to touch. Name the shape using informal names (*cone, ball, box, brick*). Guide children to identify shape attributes. *How many corners? How many sides?* Let different children take turns flying their ladybugs to the next shape and repeat the activity. **NAMES SHAPES/ IDENTIFIES SHAPE ATTRIBUTES**

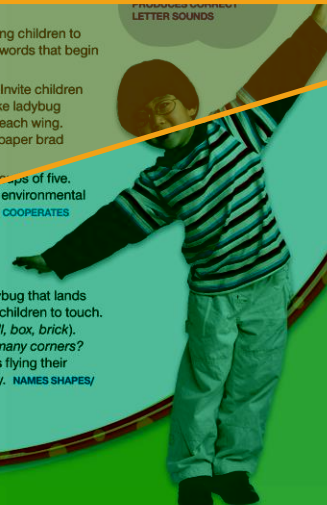
Make Ladybug Wings

Perform the fingerplay "Ladybug, Ladybug," asking children to listen for the /l/ sound. Help children identify the words that begin with the /l/ sound, such as *ladybug* and *land*.

- Provide each child with two paper-plate halves. Invite children to use markers or crayons to decorate halves like ladybug wings. Encourage them to write the letter *L* on each wing. Then fasten together each child's wings with a paper bread fastener or a stapler. **FORMS LETTERS**
- Then have children fly their ladybug wings in groups of five. As they fly, invite them to look for the letter *L* in environmental print and objects that begin with the /l/ sound. **COOPERATES AND PLAYS WITH OTHERS, IDENTIFIES LETTER SOUNDS**

Daily Math: Ladybug Landings

Place on the rug one cone, sphere, cube, and rectangular prism. Make your fingers a flying ladybug that lands on a shape. Pass the shape around the circle for children to touch. Name the shape using informal names (*cone, ball, box, brick*). Guide children to identify shape attributes. *How many corners? How many sides?* Let different children take turns flying their ladybugs to the next shape and repeat the activity. **NAMES SHAPES/ IDENTIFIES SHAPE ATTRIBUTES**



Social Studies

Farmers and Ladybugs

Explain that ladybugs are helpful to farmers because they eat other bugs. Invite half of the class to be ladybugs and the other half to be farmers. The "ladybugs" act out gobbling other bugs that are harmful to farmers' crops, and the "farmers" thank them for their help. **ANIMAL HELPERS**

Alphabet Knowledge

Listen Ladybugs

Have children make an *L* shape with an index finger and thumb for each /l/ sound they hear and then line up to go to the next activity.
*Listen, little ladybugs
For the sound of letter L.
Lovely little ladybugs love bugs for lunch.
/l/, /l/, /l/, Ladybugs!* **IDENTIFIES LETTER SOUNDS**

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe	If ...	Then ...
This is Letter L! Observe whether children can produce the correct sound for the target letter.	A child needs support to produce the sound /l/ ...	Take a walk around the classroom to look for <i>L</i> . • Guide the child to find the letter <i>L</i> in classroom print, such as posters and book covers. • As you find examples of <i>L</i> , have the child hold up a magnetic letter <i>L</i> to match it to the letters he or she finds and then make the /l/ sound.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Write the uppercase letter *L* on paper and then show children how their left index finger and thumb can be made into the same *L* shape. Repeat the word *left* (emphasizing the /l/ sound), and then raise your right hand and say *right*. Then call out *left* as you encourage children to repeat the word and make the *L* shape with their left hands.

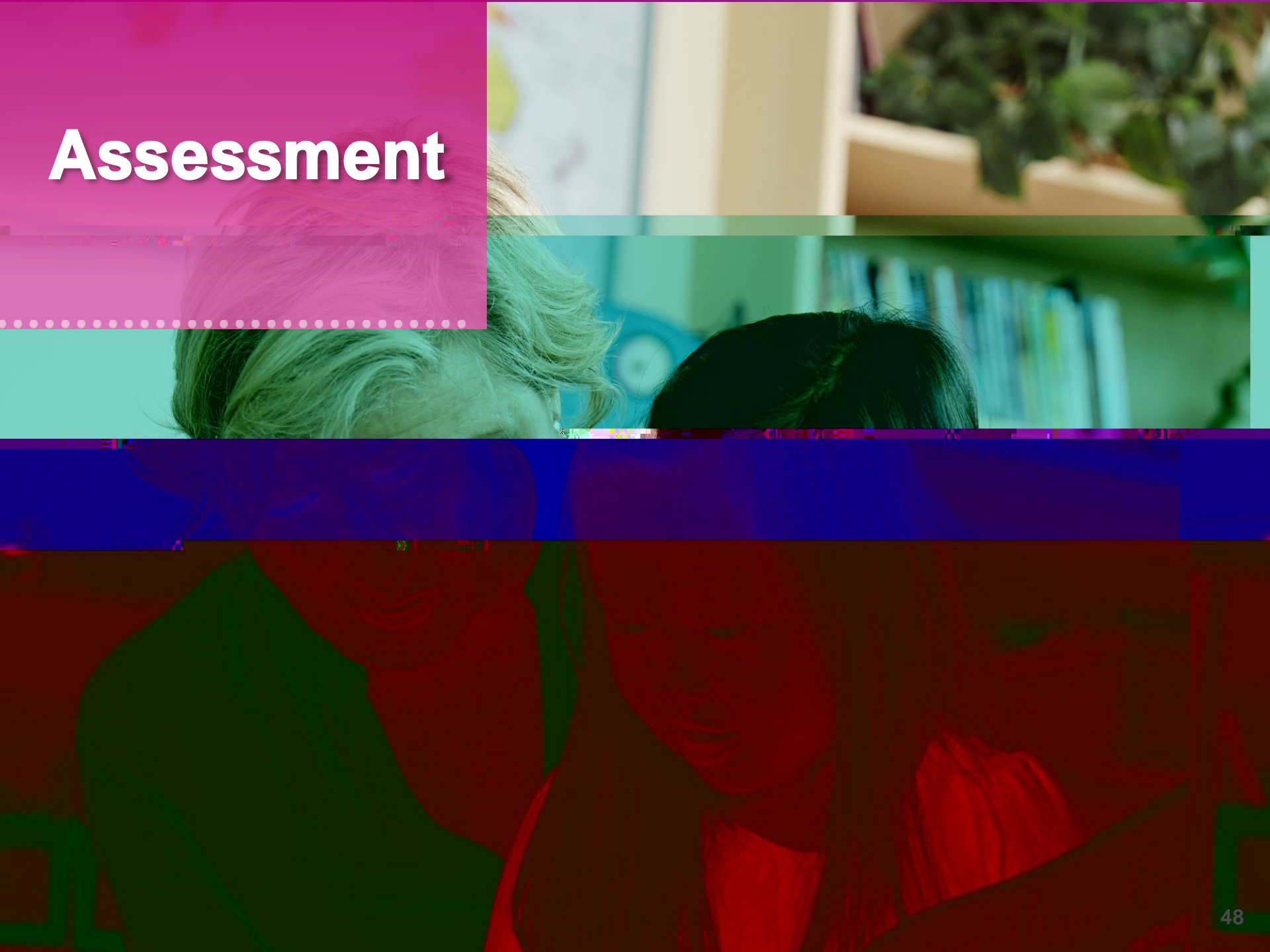
Special Needs

To make the art supplies easier to grasp, provide wide markers and large block crayons for children with motor control issues to use as they decorate the ladybug paper-plate halves.

Enrichment

Encourage children who are able to do so to copy onto a list the *L* words their group finds in environmental print.

Assessment





Child _____ Teacher _____ **BIGDAY**

Anecdotal Record

Directions: Write a description of the child's behavior, language, and interactions with peers and/or adults. Then provide a brief explanation of what this reflects about the child's growth and development.

Enter and save anecdotal records online at the Big Day Teacher Site.

Date & Time: _____

Context: _____

Observed Event and Behaviors: _____

Teacher _____ Child _____

PreK 360 Record

Directions: Note your observations about the strengths and needs of the whole child in the 10 key areas shown below.

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Teacher _____ Class: _____

Circle Time/Story Time Observation

Theme 4: Awesome Animals! Week 3: Creepy, Crawly Insects

Observe **Directions:** For each Observe feature in the Teaching Guide, enter names of children who demonstrated the skill or who may need follow-up. Provide intervention as needed using each day's One-to-One Follow-Up suggestions.

LEVEL 1	LEVEL 2	LEVEL 3
Creepy, Crawly Bugs Observe whether children show understanding by responding appropriately to varied types of questions about a story or picture. Oral Language Skill Observed _____ Needs Follow-Up _____	Bugs! Bugs! Bugs! Observe whether children can use newly learned words when retelling stories, describing pictures, or responding to specific questions. Oral Language Skill Observed _____ Needs Follow-Up _____	Bug Puzzles Observe whether children can use language groups and use language groups are similar and different. Oral Language Skill Observed _____ Needs Follow-Up _____



Formal Assessment Tools



Oral Language Development

Phonological Awareness

Alphabet Knowledge

Mathematics

Social-Emotional Development



BIG DAY Progress Report **ECI** Early Childhood Inventory

Teacher: Mr. Martinez
Class: Morning Class
Student: Rodriguez, Cris
Date: 05/21/15

	Beginning of Year	Middle of Year	End of Year
Oral Language Development			
Vocabulary	P	E	D
Sentence Structure	P	B	E
Phonological Awareness			
Rhyme Identification	P	D	D
Sound Matching	B	E	D
Segmentation	P	B	E
Blending	P	B	E
Alphabet Knowledge			
Letter Recognition	—	E	D
Letter Naming Fluency	—	D	D
Letter Sounds	—	E	D
Mathematics			
Number Sense	P	B	E
Geometry	P	B	D
Sorting	B	D	D
Patterns	—	B	E
Social-Emotional Development			
Self-Awareness	P	B	E
Self-Regulation	P	B	E
Social-Competence	B	E	D
Social-Awareness	B	E	E

Using This Report
Use this report to share information about this child's growth.

Legend
P Pre-Emergent B Beginning E Emerging D Developed

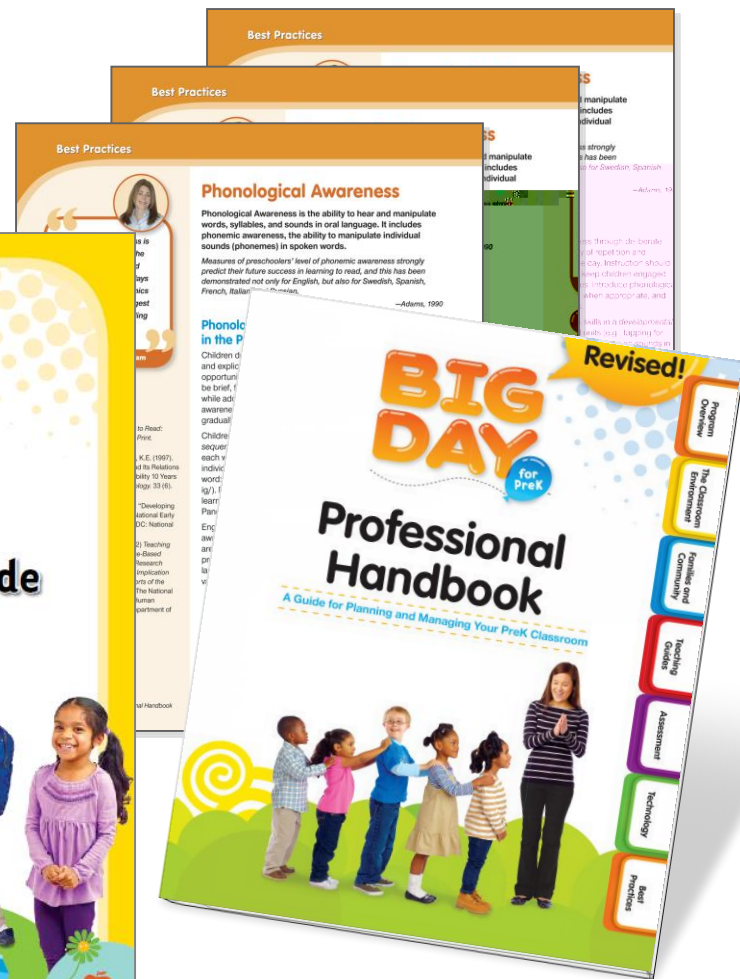
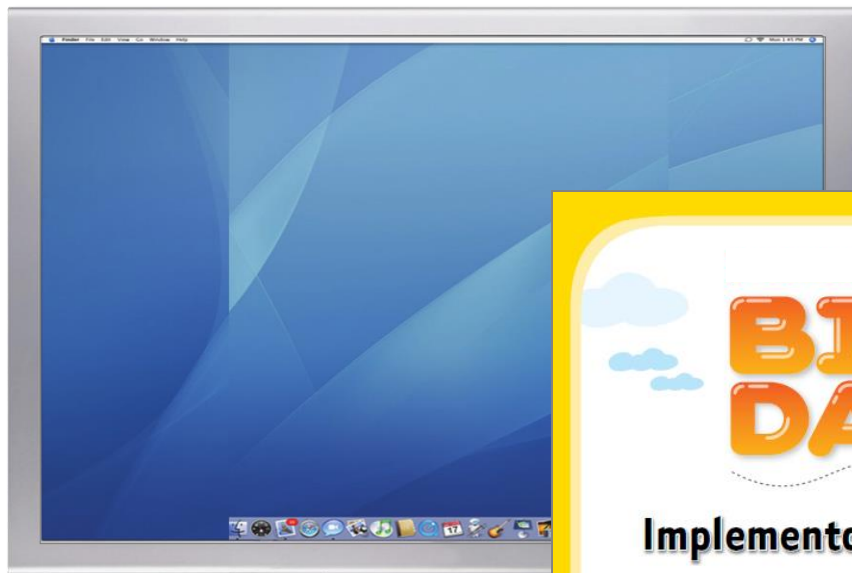
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