Early Childhood Education
August 8, 2017

Expect great things.

Pittsburgh Public Schools
Big Day for PreK
Five Big Elements of Success

1. **Big Experiences** launch learning in every lesson.
2. **Meaningful Conversations** build oral language and vocabulary.
3. **Children’s Literature and Informational Text** give children access to books and school or home.
4. **Innovative Technology** engages children, teachers, and families.
5. **Comprehensive Curriculum** that offers daily writing, daily math, and extension activities.
1. Big Experiences Launch Learning

Big Book

Over in the Meadow

Get Ready to Read
Ask children to bring the book of the book. Then read the title of the book, which is "Over in the Meadow." This book has a caramel scent and children enjoy smelling it. Discuss the theme of the book: animals in nature. Ask children to read the book together and follow the pictures.

Read Together
Before reading the book, discuss with the children what animals they think might be in a meadow. Encourage children to point to the animals they might see in the book. Have fun with the book!

Vocabulary
- Grass
- Meadow
- Nature

Sing and Dance
Play a music for the story "Over in the Meadow." Children can use the music to dance and follow the rhythm of the story. The music is in nature, and children can move to the rhythm.

Daily Math: Ladybug Landings
Print out a ladybug pattern on cardstock. Children can color the ladybugs and cut them out. Children can then place the ladybugs on a large sheet of paper and count the number of ladybugs that land on the specific area. This activity helps children develop counting and observation skills.

Daily Writing: Our Big Bug Spy Chart
Create a chart where children can record the different bugs they see. This chart can help children develop observational skills and encourage them to notice the small details in nature.

Social-Emotional
Pay Attention to Bugs
Play "I Spy" to help children develop observational skills. "I Spy" is a fun game where children try to find specific items or objects in their environment. Ask children to look for different bugs and observe their behavior.

Remember Details
Observe how children respond to the various bugs. Notice any patterns or preferences children have for certain bugs. Children might be more interested in bugs that move quickly or those that are colorful.

Guide children to identify the differences between the various bugs. Ask children to describe the bugs they see and what they might be doing. This helps children develop observational skills and understanding of the natural world.
Small Groups Instruction

Materials
What You Have
• Bear counters
• Math Mat 14
What to Prepare
• Copies of downloadable Math Mat 14
• Toy animals

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.

Observe
If . . .
A child has trouble answering “how many” . . .
Then . . .
Provide additional examples and practice, reminding children that the last number they count tells how many. See below for additional reinforcement suggestions.
Learning Centers Extend Big Experiences

Dramatic Play Center

Learning Focus: Act out animal scenes and games.

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

Writing Connection
Write letters and turn them into animals.

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
Provide props, such as boxes and blankets, so children can role-play animals tucked away in their homes.

Play Scenarios: be wild animals in nature; put on an animal puppet show

Week 3: Move Like Bugs
Let children crawl, fly, wiggle, and hop like different kinds of bugs and make up games for the bugs to play.

Play Scenarios: play “Simon Says”; play “Guess Who I Am?”

Week 4: Play Mother and Baby Animals
Have children work in pairs to act out scenes with mother and baby animals. Encourage children to switch roles.

Problem Solving: How can you make the sounds animals make?

“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

Expect great things.
Differentiating Learning

One-to-One Follow-Up

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

<table>
<thead>
<tr>
<th>Observe</th>
<th>If ...</th>
<th>Then ...</th>
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</thead>
<tbody>
<tr>
<td><strong>Over in the Meadow</strong></td>
<td>A child needs support to regulate behavior while acting out a verse through dance...</td>
<td>Talk about appropriate behaviors before the group activity. <strong>Teacher:</strong> 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? <strong>Child:</strong> not touch other people <strong>Teacher:</strong> 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.</td>
</tr>
</tbody>
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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 choralead 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.

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.

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.

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.

Extend key concepts and skills across the curriculum.

Shapes in the Real World

Creative Expression Through Art

Speaks in Complete Sentences

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**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

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**Literature**
- Monday: Read About: Bugs! Bugs! Bugs!
- Tuesday: Big Book: Over in the Meadow
- Wednesday: Read About: Bugs! Bugs! Bugs!
- Thursday: Songs and Fingerplays: "Buzzy Bee"
- Friday: Read About: What Do Insects Do?

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**Phonological Awareness**
- Monday: Verbal: Reviews Segments words into their sounds and rhymes
- Tuesday: Reviews Identifies rhyming words
- Wednesday: Introduces: Delete the onset from a spoken word
- Thursday: Practice: Deletes the onset from a spoken word

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**Alphabet Knowledge**
- Monday: Reviews, Xk and /j/
- Tuesday: Introduces: Li and /v/
- Wednesday: Practice: Li and /v/
- Thursday: Practice: Li and /v/

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**Concepts of Print and Comprehension**
- Monday: Shared: Makes Books, Labels Pictures
- Tuesday: Independent: Forms Letters
- Wednesday: Independent: Print as Meaning
- Thursday: Independent: Writes Names, Uses Writing Conventions, Completes a Sentence

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**Emergent Writing**
- Monday: Vocabulary: Uses Verb Tenses
- Tuesday: Speaking and Listening: Makes Relevant Comments
- Wednesday: Speaking and Listening: Makes Relevant Comments
- Thursday: Vocabulary: Uses and Increases Spoken Vocabulary

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**Oral Language**
- Monday: Introduction: Problem Solving
- Tuesday: Practice: Problem Solving
- Wednesday: Practice: Problem Solving
- Thursday: Practice: Problem Solving

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**Mathematics**
- Monday: Science and Health: Explores Living Things
- Tuesday: Physical Development: Uses Gross Motor Skills
- Wednesday: Fine Arts: Engages in Dramatic Play
- Thursday: Science and Health: Explores Living Things

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**Content Areas**
- Monday: Science and Health: Explores Living Things
- Tuesday: Physical Development: Uses Gross Motor Skills
- Wednesday: Fine Arts: Engages in Dramatic Play
- Thursday: Science and Health: Explores Living Things

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**Vocabulary**
- Themes: Words
- Bug: stinger, wings, scales
- Insect: wings, ants, bees
- Story: Bird, Butterfly, Moth, Mosquito
- Math: Addition, Subtraction, Division, Multiplication
- Science: Energy, Force, Motion, Matter

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**Expected great things.**

**For Families**
- Articles on their child's learning by visiting the Big Day Online Family Space
- Big Book: Over in the Meadow
- Theme Letter: Insects
- Learning Ideas: Insects
- Special Events: Insects

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**BIGDAY Online**
- Links to articles and resources
- Access to the Teacher Space to customize lessons, add resources, and more.
Professional Development

- Training
- Individual Coaching
- Team Coaching
- Support
Big Day!