

### Correlation to CIRCLE Documents

<u>Criteria</u> (from CIRCLE Quick Check and Basic Classroom Environmental Checklist)	<u>Planning and Assessment Teacher's Guide</u>	<u>Unit 8 Teacher's Guide</u>	<u>Other Citations</u>
<b>Print Rich Environment</b>			
Environmental print displayed	Creating a Print-Rich Environment: 21		
Classroom labels visible. Most materials & shelves are neatly labeled with words & pictures/icons.	Creating a Print-Rich Environment: 21	Create Props Together: xix	<u>Units 1–7 Teacher's Guides</u> —Create Props Together: xix
Children's names visible. Names are visible in six or more places in the room. *Possible locations for names: helper chart, attendance chart, center tags, name chart, letter wall, cubbies, etc.	Creating a Print-Rich Environment: 21; Center Time/Small Groups/Choose a Centers Management System: 22; Making Every Minute Count/Attendance: 26	Set Up Your Centers/Writing: 12, 168, 246; Writing Center: 17, 173, 251; Morning Meeting/Meet and Greet: 32, 110, 188, 266, 338	<u>Unit 1 Teacher's Guide</u> — Make Every Minute Count/Alphabet Knowledge: 8, 86, 164, 242; Set Up Your Centers/ABC Fun: 12, 90, 246; ABC Fun Center: 95, 251; Small Groups/Day 2 Literacy: 24, 258; Small Groups/Day 4 Literacy: 28, 262; Morning Meeting/Begin the

			Day: 32, 110, 188, 266; Literacy Circle/If Your Name: 40, 41, 118, 197; Wrap Up Your Day/Day 2/Alphabet Knowledge: 74, 152, 308
Children’s work displayed. There is a variety (4 or more samples) of current children’s work displayed throughout the room. All children are represented. Possible examples of children’s work: art, writing, theme related projects, class books, shared writing, graphs, etc. *Children’s work in hall directly outside the classroom can be considered.	Setting Up Your Classroom/Art Center: 21	Create Props Together: xix; Wrap Up Your Week: 363	<u>Units 1–7 Teacher’s Guides</u> —Create Props Together: xix
Theme is evident	Wrap Up Your Week: 15	Concept Development: xiv–xv, Theme Launch: xviii–xix, Pretend and Learn Center: 16; Small Groups/Day 5 Literacy: 29, 107, 185, 263; Literacy Circle/Question of the Week: 36, 114, 192, 270; Literacy Circle/Expand Concepts: 37, 40, 41, 115, 118, 119, 193, 196, 197, 271, 274,	

		275; Literacy Circle/Review Concepts: 342, 346; Wrap Up Your Week: 75, 153, 231, 309, 363; Theme Wrap Up: 312	
Poems & rhymes posted		Literacy Circle/Expand Concepts: 37, 115, 193, 200, 271,	
Management charts with icons	Center Time/Small Groups/Choose a Centers Management System: 22; Making Every Minute Count/Attendance: 26	Morning Meeting/Meet and Greet: 32, 110, 188, 266, 338	•Ollie’s Classroom Schedule •Unit 1 Teacher’s Guide—Morning Meeting/Meet and Greet: 266
Library (fiction, nonfiction, theme, multicultural books)	Setting Up Your Classroom/Library and Listening Center: 20; Teaching with Little Books: 32	Set Up Your Centers/Library and Listening/: 12, 90, 168, 246, 324; Library and Listening Center: 16, 172, 328	
Meaningful Print. There is an abundance of print in the classroom including print linked to current theme/topic. Print is located to allow for child interaction. *Some examples of meaningful print: management charts, read aloud chart, shared writing, theme/topic related print, name chart, environment print, topic/theme related posters, nursery	Creating a Print-Rich Environment: 21; Center Time/Small Groups/Choose a Centers Management System: 22; Making Every Minute Count/Attendance: 26	Create Props Together: xix; Set Up Your Centers/Writing: 12, 168, 246; Writing Center: 17, 173, 251; Morning Meeting/Meet and Greet: 32, 110, 188, 266, 338; Wrap Up	

rhyme/song poster, etc. There should be more teacher/child-made materials than commercially made items.		Your Week: 75, 153, 231, 309, 363; Theme Wrap Up: 312	
<b>Classroom Climate</b>			
Teachers friendly and sensitive to children's needs	Morning Meeting/Let's Get Started: 4; Join Children in Play: 23	ABC Fun Center/Promote Self-Regulation: 17; Writing Center/Promote Self-Regulation: 17; Math Center/Promote Social & Emotional Development: 20; Science Lab Center/Promote Self-Regulation: 20, 98, 254; Sand, Water, and More Center/Promote Self-Regulation: 21; Pretend and Learn Center/Promote Self-Regulation: 172; Math Center/Promote Self-Regulation: 176; Art Center/Promote Self-Regulation: 255	Unit 1 Teacher's Guide—Morning Meeting/Begin the Day: 32, 110
Smooth transitions evident	Making Every Minute Count/Transitions: 26	Transitions: 8, 86, 164, 242, 322	
Clearly defined routines	Establishing Routines:	Morning Meeting/Meet	•Envision It!

	25	and Greet: 32, 110, 188, 266, 338; Literacy Circle/Team Talk: 36, 114, 192, 270, 342; English Language Development/Team Talk: ELD•369, ELD•372, ELD•375, ELD•378, ELD•381; Story Time/Vocabulary & Comprehension: 48, 52, 126, 130, 204, 208, 282, 286; Story Time/Higher Order Thinking: 49, 53, 127, 131, 205, 209, 283, 287; Story Time/Reread and Retell: 56, 134, 212, 290, 350; English Language Development/I Say, We Say, You Say: ELD•367, ELD•370, ELD•373, ELD•376, ELD•379	Learning Strips for Classroom Routines 1–12 •Routines Cards 1–12: at back of Unit 1 Teacher’s Guide
<b>Classroom Arrangement</b>			
Room is organized, clean, and all seven centers are well defined. There is a well developed circle time area with adequate	Setting Up Your Classroom: 19–21	Set Up Your Centers: 12–13, 90–91, 168–169, 246–247, 324–325	

space for all children. *Seven centers: Library/Listening, Construction, Writer’s Corner, ABC, Creativity Station, Pretend and Learn, Math/Science, other.			
<b>Children’s Daily Schedule</b>			
Schedule is visible at children’s eye level & includes words with pictures/icons.	Meet and Greet: 5	Morning Meeting/Meet and Greet/Schedule: 32, 110, 188, 266, 338	•Ollie’s Classroom Schedule •Unit 1 Teacher’s Guide—Morning Meeting/Meet and Greet/Schedule: 266
<b>Helper Chart</b>			
There is a job for every child in the class. Chart is at the children’s eye level and includes both words and pictures/icons.	Meet and Greet: 5	Morning Meeting/Meet and Greet/Classroom Jobs: 32, 110, 188, 266, 338	Unit 1 Teacher’s Guide—Morning Meeting/Classroom Jobs: 266
<b>Rules Chart</b>			
Rule chart is posted at children’s eye level with words and pictures/icons. There are a limited number of rules (3–5) and the language is positive.	Establishing Routines/Introducing Routines: 25		•Envison It! Learning Strips for Classroom Routines 6 •Unit 1 Teacher’s Guide—Morning Meeting/Begin the Day: 32, 110
<b>Daily News</b>			
Today’s daily news is displayed at children’s eye level or is accessible in a class book.	Today’s News: 5	Today’s News: 189, 339	
<b>Language Development</b>			
Teacher & assistant involved with students	During Center Time: 23	Center Time/Small	

(small groups)		Groups/Teacher and Teacher Aide: xxiii; Center Time: 16–17, 20–21, 24–25, 28–29, 94–95, 98–99, 102–103, 106–107, 172–173, 176–177, 180–181, 184–185, 250–251, 254–255, 258–259, 262–263	
Children encouraged to speak in complete sentences		Literacy Circle/Team Talk: 342	
Student talk outweighs teacher talk		Literacy Circle/Team Talk: 36, 114, 192, 270, 342	
<b>Centers</b>			
Used daily (45 min.-1 hour)	Daily Schedules: 3	Quick and Easy Overview: 4, 82, 160, 238, 318	
Clear boundaries		Pretend and Learn Center/Promote Social and Emotional Development: 16; Art Center/Promote Social and Emotional Development: 99; Pretend and Learn Center/Promote Social and Emotional	

		Development: 250	
Management system in place	Center Time/Small Groups/Choose a Centers Management System: 22; Center Time/Small Groups/Suggested Schedules: 24		
Literacy connection (book) in each center. Books are center specific and/or theme/topic related.	Setting Up Your Classroom/Library and Listening Center		
Variety of fun and purposeful activities in each center	Center Time: 8; Setting Up Your Centers: 20–21	Set Up Your Centers: 12–13, 90–91, 168–169, 246–247, 324–325; Center Time: 16–17, 20–21, 94–95, 98–99, 172–173, 176–177, 250–251, 254–255, 328–329, 332–333	
Writing materials in each center	Setting Up Your Classroom/Pretend and Learn Center, ABC Fun Center, Writing Center, Construction Zone Center: 20–21		
Language with adult and peers		Library and Listening Center: 172; Media and Technology Center: 94, 250; Pretend and Learn	



		Center: 16, 250, 328; ABC Fun Center: 17, 173; Writing Center: 17, 329; Math Center: 176, 254; Science Lab Center: 98, 254; Art Center: 21, 177, 255; Construction Zone: 99, 255; Sand, Water, and More Center: 21, 177, 333	
Small group read alouds evident		Library and Listening Center: 16, 172	
All seven (or more) centers are labeled with words & pictures. There are places for children's name tags at each center or on a central planning board. *Seven centers: Library/Listening, Construction, Writer's Corner, ABC, Creativity Station, Pretend and Learn, Math/Science, other.	Center Time/Small Groups/Choose a Centers Management System: 22	Set Up Your Centers/Writing: 12	
<b>Circle Time</b>			
2-3 times per day (15-20 min.) (7 per week half day)	Daily Schedules: 3	Quick and Easy Overview: 4, 82, 160, 238, 318	
Calendar time 3–5 min.			
Child interaction evident	Morning Meeting: 4–5; Literacy Circle: 6–7; Story Time: 10–11; Science & Social	Morning Meeting/Meet and Greet: 32, 110, 188, 266, 338; Literacy Circle/Team Talk: 36,	

	<p>Studies Circle: 12; Math Circle: 13; Extend Your Day: 14; Wrap Up Your Day/Week: 15</p>	<p>114, 192, 270, 342; Literacy Circle/Match Sounds: 118; Literacy Circle/Spiral Review: 278; Reread and Retell: 56, 134, 212, 290, 350; Reenact: 135; Shared Writing: 57, 291; Day 4 Social Studies: 61; Day 5 Social Studies: 139; Day 2 Math: 142; Math: 221; Day 4 Math: 143; Day 5 Math: 302; Day 3; Wrap Up Your Week: 75, 153; 231, 309; Theme Wrap Up; 312</p>	
<p>Center activities explained</p>	<p>Small Groups: 9; Center Time/Small Groups/Introduce New Activities: 22</p>	<p>Center Time/Before Center Time: 16–17, 20–21, 94–95, 98–99, 172–173, 176–177, 250–251, 254–255, 328–329, 332–333; Literacy Circle Center Time/Small Groups bar: 37, 40, 41, 44, 45, 115, 118, 119, 122, 123, 193, 196, 197, 200, 201, 271, 274, 275,</p>	

		<p>278, 279, 342, 343, 346, 347; Math Circle Center Time/Small Groups bar: 64, 65, 68, 142, 143, 146, 220, 221, 224, 298, 299, 302, 357</p>	
<p>New materials introduced</p>		<p>Center Time/Before Center Time: 16–17, 20–21, 94–95, 98–99, 172–173, 176–177, 250–251, 254–255, 328–329, 332–333; Literacy Circle Center Time/Small Groups bar: 37, 40, 41, 44, 45, 115, 118, 119, 122, 123, 193, 196, 197, 200, 201, 271, 274, 275, 278, 279, 342, 343, 346, 347; Math Circle Center Time/Small Groups bar: 64, 65, 68, 142, 143, 146, 220, 221, 224, 298, 299, 302, 357</p>	

<p>Variety of activities based on PreK guidelines</p>		<p><u>Learning Goals</u> for—  Morning Meeting: 32–33, 110–111, 188–189, 266–267, 338–339;  Literacy Circle: 36–37, 40–41, 44–45, 114–115, 118–119, 122–123, 192–193, 196–197, 200–201, 270–271, 274–275, 278–279, 342–343, 346–347; Story Time: 48–49, 52–53, 56–57, 126–127, 130–131, 134–135, 204–205, 208–209, 212–213, 282–283, 286–287, 290–291, 350; Science &amp; Social Studies Circle: 60–61, 138–139, 216–217, 294–295; Math Circle: 64–65, 68, 142–143, 146, 220–221, 224, 298–299, 302, 356–357; Science Action Lab: 352–353; Extend Your Day/: 70–71, 148–149, 226–227, 304–</p>	
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		305, 360–361; Wrap Up Your Day/Week: 74–75, 152–153, 230–231, 308–309, 362–363	
<b>Read Alouds</b>			
Small groups	Teaching with Little Books/Ollie and Friends Readers: 32	Library and Listening Center: 16, 172	
2-3 per day (7 wk. half day)	Literacy Circle/Concepts of Print: 7; Story Time/Instruction: 11; Extend Your Day/Read Aloud: 14	Plan Your Week: 4–5, 82–83, 160–161, 238–239 <ul style="list-style-type: none"> <li>•Day 1: Poetry Poster, Trade Book, Read Aloud Anthology</li> <li>•Day 2: Poetry Poster, Trade Book, Read Aloud Anthology</li> <li>•Day 3: Read More About It Book, Read Aloud Anthology</li> <li>•Day 4: Poetry Poster, Read More About It Book, Read Aloud Anthology</li> <li>•Day 5: Big Book Trade Book, Read Aloud Anthology</li> </ul>	

Open-ended questions (student involvement)		Big Book Shared Reading: 45, 123, 201, 279; Trade Book/1 <sup>st</sup> Read: 48, 126, 204, 282; Trade Book/2 <sup>nd</sup> Read: 49, 127, 205, 282; Read More About It/1 <sup>st</sup> Read: 52, 130, 208, 286; Read More About It/2 <sup>nd</sup> Read: 53, 131, 209, 287; Trade Book/3 <sup>rd</sup> Read: 56, 134, 212, 290; Story Time/Choosing Stories: 350; Extend Your Day/Read Aloud Anthology: 70, 148, 226, 304, 360	Story Time Cards 29–32
<b>Read Aloud Chart</b>			
A read aloud chart is displayed and its use is evident. Title card and title of book, author card and name, illustrator card and name, vocabulary cards with words and pictures/icons are placed in a pocket chart or on a poster board.			
<b>Letter Knowledge</b>			
Name activities evident	Alphabet Knowledge: 7		Unit 1 Teacher's

		<p><u>Guide</u>—          Make Every Minute Count/Alphabet Knowledge: 8, 86, 164, 242; Set Up Your Centers/ABC Fun: 12, 90, 246; ABC Fun Center: 95, 251; Small Groups/Day 2 Literacy: 24, 258; Small Groups/Day 4 Literacy: 28, 262; Morning Meeting/Begin the Day: 32, 110, 188, 266; Literacy Circle/If Your Name: 40, 41, 118, 197; Wrap Up Your Day/Day 2/Alphabet Knowledge: 74, 152, 308</p>
<p>Alphabet activities evident</p>	<p>Alphabet Knowledge: 7;          Creating a Print-Rich Environment: 21</p>	<p><u>Unit 1 Teacher's Guide</u>—          What Is a Letter?: 37; Concept of Letter: 44, 118, 119; Letters: 115, 193;</p>

Alphabet activities evident	Alphabet Knowledge: 7; Creating a Print-Rich Environment: 21		<u>Unit 1 Teacher's Guide</u> — What Is a Letter?: 37; Concept of Letter: 44, 118, 119; Letters: 115, 193; Uppercase Letters: 197, 271
Letter wall sequenced & continuous from A-Z	Creating a Print-Rich Environment: 21		
Word then icon on vocabulary cards	See CIRCLE FAQs for how to respond.		
Letter wall reflects theme & read alouds	See CIRCLE FAQs for how to respond.		
Children's names and pictures on letter wall	Creating a Print-Rich Environment: 21		
<b>Letter Wall</b>			
There is a letter wall at children's eye level and all words have pictures/icons. There is a variety of words including children's names and theme/topic related words.	Creating a Print-Rich Environment: 21		
<b>Emergent Writing</b>			
Evidence of shared writing (daily news, response to literature, etc.)	Today's News: 5	Create Props Together/Shared Writing: Sign Making: xix; Small Groups/Day 5 Literacy: 29, 185; Morning Meeting/Today's News: 189, 339; Story Time/Shared Writing:	



Daily opportunities for individual writing	Setting Up Your Classroom/Writing Center: 20	Writing Center: 17, 95, 173, 251; Small Groups/Day 5 Literacy: 29, 107, 185, 263	
Children made class books		Center Time/Writing: 329	<u>Nita's Notebook 4<sup>th</sup> Read</u> : Unit 8, Week 1; Unit 8, Week 2; Unit 8 Week 3; Unit 8, Week 4
<b>Journals</b>			
Journals are accessible to children and are used on a regular basis with 3 current dated entries per week. Some entries include dictation.	Setting Up Your Classroom/Science Lab Center: 20	Set Up Your Centers/Science Lab: 13, 91, 169, 247; Set Up Your Centers/Art: 91; Science Lab Center: 20, 98, 176, 254; Art Center: 99; Science Action Lab/Magnets and Movement: 353	
<b>Lesson Plan</b>			
Theme related activities		Unit 8 Contents: viii–ix; Plan Your Week: 4–5, 82–83, 160–161, 238–239, 318–319;	
Daily phonological awareness activities		Plan Your Week: 4–5, 82–83, 160–161, 238–239, 318–319	
Lesson plan is accessible to visitors. It		Unit 8 Contents: viii–ix;	

includes large group lessons, small group activities, and center activities. Plan is based on adopted curriculum and theme/topic is evident.		Plan Your Week: 4–5, 82–83, 160–161, 238–239, 318–319	
<b>Portfolios</b>			
One for every child. There are portfolios for each child with current dated materials from most suggested areas.	See CIRCLE FAQs.		
Children’s work included			
Anecdotal notes			
Assessments			
<b>Math</b>			
Hands on activities that support one or more of the five math strands. <i>Involve children in organized hands on activities that support one or more conceptual areas in math (e.g., number, arithmetic, space and geometry, patterns, measurement, and graphing).</i>	Math Circle: 13; Setting Up Your Classroom/Math Center: 20	Transitions/Math: 164, 242, 322; Set Up Your Centers/Math: 13, 91, 169, 246, 325; Math Center: 20, 98, 176, 254, 332; Small Groups/Day 1 Math: 24, 102, 180, 258; Small Groups/Day 2 Math: 24, 102, 180, 258; Small Groups/Day 3 Math: 25, 103, 181, 259; Small Groups/Day 4 Math: 28, 106, 184, 262; Small Groups/Day 5 Math: 29, 107, 185, 263; Math Circle/Day 1: 64, 142,	

		220, 298, 356; Math Circle/Day 2: 64, 142, 220, 298, 356; Math Circle/Day 3: 65, 143, 221, 299, 356; Math Circle/Day 4: 65, 143, 221, 299, 357; Math Circle/Day 5: 68, 146, 224, 302, 357	
Math incorporated into daily routines	Math Circle: 13; Morning Meeting/Today's News: 5	Transitions/Math: 164, 242, 322; Meal Time/Math: 86	
Engage in math-oriented talk with children who were using the manipulatives		Math Center: 20, 98, 176, 254, 332; Small Groups/Day 1 Math: 24, 102, 180, 258; Small Groups/Day 2 Math: 24, 102, 180, 258; Small Groups/Day 3 Math: 25, 103, 181, 259; Small Groups/Day 4 Math: 28, 106, 184, 262; Small Groups/Day 5 Math: 29, 107, 185, 263	
Involve children in hands on activities across different types of domains/core concepts (breadth)	Math Circle: 13	Math Center/Promote Social & Emotional Development: 20; 98,	

		332; Math Center/Promote Self-Regulation: 176, 254	
Provide daily intentional small group instruction around a math concept		Small Groups/Day 1 Math: 24, 102, 180, 258; Small Groups/Day 2 Math: 24, 102, 180, 258; Small Groups/Day 3 Math: 25, 102, 181, 259; Small Groups/Day 4 Math: 28, 106, 184, 262; Small Groups/Day 5 Math: 29, 107, 185, 263	
Teacher encourages use of specific math manipulatives, and other math materials in centers	Setting Up Your Classroom/Math Center: 20	Set Up Your Centers/Math: 13, 91, 169, 247, 325; Math Center: 20, 98, 176, 254, 332	
Impromptu—Teach mathematical concepts in response to children’s comments, questions or work samples		Math Circle/Day 2 Feedback: 64, 142, 220, 298; Math Circle/Day 3 Feedback: 65, 143, 221, 299; Math Circle/Day 5 Feedback: 68, 146, 224, 302	
<b>Counting Skills</b> – Teacher draws attention to counting objects, models counting sequence, provides counting opportunities with objects,	Math Circle: 13	Small Groups/Day 4 Math: 106, 262	<u>Unit 1 Teacher’s Guide</u> – Transitions/Math: 8,

<p>and tells children the difference between letters and numerals. Teacher asks children to count and tell how many objects they counted.</p>			<p>86, 242; Meal Time/Math: 8, 86; Set Up Your Centers/Math: 91, 169, 247; Math Center: 98, 176, 254; Small Groups/Day 1 Math: 24, 102, 180; Small Groups/Day 2 Math: 24, 102, 180; Small Groups/Day 3 Math: 25, 103, 181; Small Groups/Day 4 Math: 262; Small Groups/Day 5 Math: 29, 107, 185; Math Circle/Day 1: 64, 142, 220; Math Circle/Day 2: 64, 142, 220; Math Circle/Day 3: 65, 143, 221; Math Circle/Day 5: 68, 146, 224; Wrap Up Your Day/Day 3 Math: 74, 152, 230</p>
<p><b>Adding To/Taking Away Skills</b> – Teacher provides materials for children to use while</p>	<p>Math Circle: 13</p>		<p><u>Unit 2 Teacher's Guide</u> — Meal Time:</p>

<p>working with simple word problems (e.g., “There is 1 bear in a cave. If 2 more bears walk in the cave, how many bears are in the cave altogether?”)</p>			<p>242; Set Up Your Centers/Math: 247; Math Center: 254; Small Groups/Day 1 Math: 258; Small Groups/Day 2 Math: 258; Small Groups/Day 3 Math: 259; Small Groups/Day 4 Math: 262; Small Groups/Day 5 Math: 185, 263; Math Circle/Day 1: 220, 298; Math Circle/Day 2: 220, 298; Math Circle/Day 3: 221, 299, 356; Math Circle/Day 4: 221, 299, 357; Math Circle/Day 5: 224, 302, 357; Wrap Up Your Day/Day 3 Math: 230, 308</p>
<p><b>Geometry and Spatial Sense Skills –</b> Teacher uses common objects to model shapes and provides opportunities for children to identify and create shapes. Teacher</p>	<p>Math Circle: 13</p>	<p>Set Up Your Centers/Math: 325; Math Center: 332; Math Circle/Day 1: 356; Math</p>	<p><u>Unit 3 Teacher’s Guide –</u> Transitions/Math: 86, 164; Outdoor</p>

<p>intentionally uses positional words to describe location of an object. (e.g., “The balls for outside time are under the sign-in table.”)</p>		<p>Circle/Day 2: 356; Math Circle/Day 4: 65; Meal Time/Math: 86; Wrap Up Your Day/Day 3 Math: 362</p>	<p>Play/Math: 86; Set Up Your Centers/Math: 13, 91, 169, 247; Math Center: 20, 98, 176, 254; Small Groups/Day 1 Math: 24, 102, 180, 258; Small Groups/Day 2: 24, 102, 180, 258; Small Groups/Day 3: 25, 103, 181, 259; Small Groups/Day 4 Math: 106, 184, 262; Small Groups/Day 5 Math: 29, 107, 185, 263; Math Circle/Day 1: 64, 142, 220; Math Circle/Day 2: 64, 142, 20; Math Circle/Day 3: 65, 143, 221, 299; Math Circle/Day 4: 143, 221, 299; Math Circle/Day 5: 146, 302; Wrap Up Your Day/Math: 74, 152, 230</p>
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<p><b>Measurement Skills</b> – Teacher compares the height of children, uses measurement vocabulary, encourages children to predict how many, provides opportunities to use a balance scale to compare weight, and engages children in discussions around the passing of time (e.g., “Yesterday we played in the wet sand outside. Let’s see if the sand is still wet today.”)</p>	<p>Math Circle: 13</p>	<p>Transitions/Math: 164, 242; Morning Math: 267; Set Up Your Centers/Math: 13, 91, 169, 247; Math Center: 20, 98, 176, 254; Small Groups/Day 1 Math: 24, 102, 180, 258; Small Groups/Day 2 Math: 24, 102, 180, 258; Small Groups/Day 3 Math: 25, 103, 181, 259; Small Groups/Math: Day 4: 184 Small Groups/Day 5 Math: 29, 107, 185, 263; Math Circle/Day 1: 64, 142, 220, 298; Math Circle/Day 2: 64, 142, 220, 298; Math Circle/Day 3: 65, 143, 221, 299, 356; Math Circle/Day 4: 143, 221, 299, 357; Math Circle/Day 5: 68, 146, 224, 302, 357; Wrap Up Your Day/Day 3 Math: 74, 152, 230, 308, 362</p>	
<p><b>Classification and Pattern Skills</b> – Teacher asks children to sort objects by attributes,</p>	<p>Math Circle: 13</p>	<p>Morning Meeting/Morning Math:</p>	<p>(Classification) <a href="#">Unit 1 Teacher’s Guide</a>—</p>



<p>models collecting information for a graph and discusses data, provides opportunities for children to make and describe patterns. (e.g., Analyzing data on graph – “Look, boys and girls, our class eats more fruit than vegetables!” Patterns – After making an AA, BB, AA, BB pattern, teacher asks “Can anyone tell me what the unit of our pattern is? Yes, AA, BB.”)</p>		<p>33</p>	<p>Small Groups/Day 1 Math: 258; Small Groups/Day 2 Math: 258; Small Groups/Day 3 Math: 259; Small Groups/Day 4 Math: 28, 106, 184; Small Groups/Day 5 Math: 263; Math Circle/Day 1: 298; Math Circle/Day 2: 298; Math Circle/Day 3: 299; Math Circle/Day 4: 65, 143, 221; Math Circle/Day 5: 302; Wrap Up Your Day/Day 3 Math: 308</p> <p>(Classification) <u>Unit 2 Teacher’s Guide</u>— Morning Meeting/Morning Math: 33</p> <p>(Patterns) <u>Unit 5 Teacher’s Guide</u> —</p>
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			Meal Time/Math: 164; Set Up Your Centers/Math: 13, 91, 169, 247; Math Center: 20, 98, 176, 254; Small Groups/Day 1 Math: 24, 102, 180; Small Groups/Day 2 Math: 24, 102, 180; Small Groups/Day 3 Math: 25, 103, 181; Small Groups/Day 4 Math: 106, 184, 262; Small Groups/Day 5 Math: 29, 107, 185; Morning Meeting/Morning Math: 111, 189; Math Circle/Day 1: 64, 142, 220; Math Circle/Day 2: 64, 142, 220; Math Circle/Day 3: 65, 143, 221; Math Circle/Day 4: 143, 221, 299; Math Circle/Day 5: 68, 146, 224; Wrap Up
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			Your Day/Day 3: 74, 152, 230
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