Unit 1
Welcome, New Friends
Bienvenidos, nuevos amigos
Teacher’s Guide

UNIT 1 • Welcome, New Friends

UNIDAD 1 • Bienvenidos, nuevos amigos

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Dr. Elena Izquierdo is a linguist by training, earning her Ph.D. in Linguistics and Bilingual Education, and an educator in practice. She was an administrator for thirteen years, including principal of a nationally recognized two-way dual language school in Washington, D.C., where all children, grades Pre-K through 6, learn in two languages.

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Juanita Copley has served as a consultant for the National Head Start Bureau in Washington, D.C., working with their new mathematics initiative for young children. Most recently, she served as Chair of the Curriculum and Instruction Department in the College of Education as well as the Director of the Teacher Education Program.

Judith S. Lederman, Ph.D.
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Department of Mathematics and Science Education
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Judith S. Lederman presents and publishes on the teaching, learning, and assessing of scientific inquiry and the nature of science in both formal and informal settings. She has served on the Board of Directors of the National Science Teachers Association (NSTA) and was president of the Council for Elementary Science International (CESI).
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Judy Schickedanz has worked with a wide range of preschool programs in the area of early literacy development. She has served within the International Reading Association as past president of the Literacy Development in Young Children Special Interest Group, as a member of the Early Literacy Committee, and on the Early Childhood Commission. Dr. Schickedanz has authored numerous articles, book chapters, and books on early education.

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Lee Wright’s areas of interest and research include small-group instruction and classroom management. In his seventeen years in education, he has served in the role of Kindergarten teacher, corporate educational consultant, and campus reading specialist. Currently, Dr. Wright is a Visiting Assistant Professor at the University of Houston, where he teaches courses on early childhood education.
Components

OWL provides everything you need to ensure a high-quality Pre–K experience. All components include English and Spanish versions.

Teaching Resources

- Planning and Assessment Teacher’s Guide
- Teacher’s Guides, Units 1–8

Literature to Read Aloud

- Trade Books
- Big Books
- Little Big Books
- Read Aloud Anthology
- Read More About It Books
- Ollie and Friends Readers
Teaching Cards and Posters
- Story Time Cards
- Concept Word Cards
- Amazing Word Cards
- Alphabet Cards
- Envision It! Retelling Storyboards
- Envision It! Learning Strips for Classroom Routines
- Phonological and Phonemic Awareness Picture Cards
- Poetry Posters

Digital Resources
- Sing Along Songs and Poems Audio CD
- AudioText Audio CD
- Ollie’s Resources for Teachers and Families CD-ROM
- Texas Digital Teacher Materials DVD-ROM
- Interactive Big Books and Learning Games
- Texas Digital Teacher’s Guide Plus!

Unit Themes
1. Welcome, New Friends/Bienvenidos, nuevos amigos
2. My Family/Mi familia
3. Our Community/Nuestra comunidad
4. Life on a Farm/La vida en una granja
5. From Jungle to Desert/De la selva al desierto
6. Earth and Sky/La tierra y el cielo
7. Shadows and Reflections/Sombras y reflejos
8. Make It Move!/Muévelo!
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Week 1

What makes each of us special?
Tradebook
Tradebook in Spanish

Your Daily Schedule!

<table>
<thead>
<tr>
<th></th>
<th>English</th>
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<td>38, 40, 44</td>
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<td>64, 68</td>
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Week 2

What is a friend?
Tradebook
Tradebook in Spanish

Your Daily Schedule!

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<td>Wrap Up Your Day</td>
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Week 3

How do friends help one another?
Tradebook
Tradebook in Spanish

Your Daily Schedule!

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<tr>
<td>Wrap Up Your Day</td>
<td>230</td>
<td>232</td>
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### Materials & Resources

**Manipulatives**

Manipulatives are identified in English and Spanish at the beginning of each week.

- Color Cubes
- Measuring Cups
- Measuring Worms
- Farm Animal Counters
- Snap Cubes
- Bills Set
- Two-Color Counters
- Measuring Spoons
- Hand Lenses
- Funnels
- Musical Instruments
- Magnetic Letters

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**Interactive Big Book**

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<tr>
<td><strong>eText</strong></td>
<td>My Friends, Our ABC Friends, The Armadillo Family's Colorful Picnic</td>
<td>Mis amigos</td>
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<tr>
<td><strong>Game</strong></td>
<td>Learning Game 1</td>
<td>Juegos</td>
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**Digital Teacher's Guide Plus!**

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<td><strong>Imaginalo! Animados</strong></td>
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**Concept Development**

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<td>Week 3 3</td>
<td>Semana 3 3</td>
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<td>Week 4 4</td>
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**Story Sort**

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<td><strong>Week 1 Call Me Alex!</strong></td>
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<tr>
<td><strong>Week 2 Corduroy</strong></td>
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<tr>
<td><strong>Week 3 Oscar is Cold</strong></td>
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<tr>
<td><strong>Week 4 Matthew and Tilly</strong></td>
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**Diapositiva para desarrollar el concepto**

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<td>Semana 1 Liébreme Alex!</td>
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<td>Semana 2 Corduroy</td>
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<td>2</td>
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<td>Semana 3 Oscar tiene frío</td>
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<td>Semana 4 Mateo y Muli</td>
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**TexasOWL.com**

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*Listo para el píxarón digital!*

Approved for use with your whiteboard.
Materials to Gather

Materials are identified in English and Spanish at the beginning of each week.

### Home
- Centers
  - dress-up items (plastic hard hat, crossing guard’s vest, bus driver’s hat, crown, purses, shoes, badges, firefighter’s hat, police officer’s hat)
  - greeting cards
  - small objects (buttons, beads, gravel)
  - brown paper lunch bags with small objects inside
  - plastic bottles with tops
  - stickers
  - cotton swabs
  - containers
  - kitchen items
  - toy tools
  - children's clothing (coat, hat, mittens, boots, shorts, t-shirt)
- **Small Groups**
  - spoons
  - tub of sand
  - advertisements
  - empty cereal boxes
  - empty detergent jugs
  - red, green, yellow, and blue boxes
  - magazines
  - pom-poms
  - buttons
- **Morning Meeting**
  - scarves
  - streamers
- **Science & Social Studies Circle**
  - bag for small classroom objects
  - two puppets or dolls
  - toy bear and other stuffed animals
  - play cash register (optional)
  - children’s clothing or pictures of children’s clothing (sweatshirts, sandals, shorts, mittens)
  - photographs of school workers at work
  - pictures of animals in summer and winter
  - toothbrush
  - toothpaste
  - pictures of objects that appeal to the five senses
  - pictures of people eating
- **Math Circle**
  - pillow
  - long pieces of yarn
- **Extend Your Day**
  - carpet squares

### Classroom
- Centers
  - variety of books
  - index cards
  - classroom signs
  - markers, crayons, pencils, chalk
  - building blocks
  - science logs
  - drawing paper
  - tempera or finger paints
  - paint brushes
  - educational computer game
  - books about friends helping each other
- **Small Groups**
  - craft material (beads, glue, straws,chenille sticks, wood craft sticks)
  - chart paper and marker
  - small classroom objects, including writing instruments to be used for sorting practice
  - foam blocks
  - drawing paper
  - crayons, pencils, markers
  - set of cards with matching pairs (smiley face, star, heart)
- **set of 12 red cards made with pairs, picturing stars, smiling faces, hearts, moons, suns, hands (create similar sets using yellow, blue and green cards)**

### Books to Gather from the Library

**English**

- [Leo the Late Bloomer](#) by Robert Kraus, Harper-Collins, 1994
- [Frog and Toad Are Friends](#) by Arnold Lobel, HarperCollins, 1979
- [The Lion and the Mouse](#) by Jerry Pinkney, Little, Brown Books for Young Readers, 2009
- [Enemy Pie](#) by Derek Munson, Chronicle Books, 2000

**Spanish**

- [De la cabeza a los pies](#) por Eric Carle, Scott Foresman, 2000
- [Mis amigos](#) por Taro Gomi, Chronicle Books, 2000
- [El regreso a clases de Roberta](#) por Silvia Francia, Ediciones Ekaré, 2004
- [El chiquero](#) por Mark Teague, Scholastic, 2002

More suggested read alouds are listed at the beginning of each week.
Monitor Progress for

Monitor children’s progress on success predictors—math and literacy skills that have been identified by research to be predictive of success in school.

- Monitor progress informally each week
- Use formal progress monitoring assessments every eight weeks
- Track progress, regroup, and make instructional decisions

<table>
<thead>
<tr>
<th>SUCCESS PREDICTORS for Kindergarten</th>
<th>English</th>
<th>Spanish</th>
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<td>No hay índices del progreso para Unidad 1, Semana 1</td>
<td>Segment sentences</td>
<td>Segmentar oraciones</td>
<td>Blend and segment two-syllable compound words</td>
<td>Segmentar y combinar palabras compuestas</td>
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<td><strong>Alphabet Knowledge</strong></td>
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<td>What is a letter?</td>
<td>¿Qué es una letra?</td>
<td>Uppercase letters</td>
<td>Letras mayúsculas</td>
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<td><strong>Math</strong></td>
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<tr>
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<td>Count from 1 to 10</td>
<td>Contar de 1 a 10</td>
<td>Count from 1 to 10</td>
<td>Contar de 1 a 10</td>
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<td>friend</td>
<td>amigo</td>
<td>class</td>
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<td>classroom</td>
<td>salón de clases</td>
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<td>divertido</td>
<td>give</td>
<td>ayudar</td>
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<td>different</td>
<td>diferente</td>
<td>game</td>
<td>juego</td>
<td>help</td>
<td>ayudar</td>
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<tr>
<td>girl</td>
<td>niña</td>
<td>laugh</td>
<td>reir</td>
<td>listen</td>
<td>escuchar</td>
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<td>grow</td>
<td>crecer</td>
<td>play</td>
<td>jugar</td>
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<td>compartir</td>
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<td>together</td>
<td>junto</td>
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<td><strong>Concept Words</strong></td>
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<td><strong>Amazing Words</strong></td>
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<td>pestañear</td>
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<td>preguntarse</td>
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<td>Blend and segment familiar</td>
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<td>Classify and sort objects</td>
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</table>

Use these resources in Unit 1.

- Observation Checklists in English and Spanish ........ 41
- Screening Assessment .................. 47
- Using the Results of the Assessment ............... 55
- Spanish Screening Assessment ................. 57
- Using the Results of the Spanish Assessment ....... 65
Concept Development

Children develop their understanding of the concept by listening to stories, participating in discussions, engaging in concept-related play, and learning new vocabulary. The Amazing Words and Concept Words in every unit help children develop a large and rich vocabulary, an important step in preparing them for academic success.

Welcome, New Friends

How can we be good friends?

Theme Concepts

- A friend is someone we like and want to spend time with.
- Friends often have interests in common and often do things together.
- Friends usually share with and help one another.
- School is a place where we can make friends.
- We choose our friends. We choose people who say and do nice things.
- Each friend is special in his or her own way. Friends are alike in some ways and different in others.
- We can make new friends and also keep old friends.
- Friends may have arguments and get mad at one another. Friends can work out their problems and continue to be friends.

WEEK 1 You and Me

What makes each of us special?

Concept Words
- boy
- girl
- classroom
- grow
- different
- same

Amazing Words
- confuse
- exciting
- frown
- favorite
- grin
- nervous

Big Book

Call Me Alex!

“Good Friends Are Special”
**WEEK 2  Let’s Be Friends**

**What is a friend?**

Concept Words
- friend
- laugh
- fun
- play
- game
- together

Amazing Words
- admire
- blink
- comfortable
- customer
- enormous
- wonder

*Corduroy*  “Friends Share, Friends Care”

**WEEK 3  Friends to the Rescue**

**How do friends help one another?**

Concept Words
- class
- listen
- give
- school
- help
- share

Amazing Words
- arrive
- icy
- company
- shiver
- exclaim
- thick

*Oscar is Cold*  “We Are Friends!”

**WEEK 4  Friends Working and Playing Together**

**How do friends get along?**

Concept Words
- afraid
- mean
- happy
- nice
- mad
- sad

Amazing Words
- accident
- brave
- apologize
- business
- argue
- rescue

*Matthew and Tilly*  “Oh, No!”

---

**More Books for Concept Development**

Use these books at any time during this unit to reinforce:

- Science
- Social Studies
- Social and Emotional Development

*Honey*  10Openers Big Book

*We Are Friends*  Ollie and Friends Reader 1
Desarrollar los conceptos

Los niños desarrollan la comprensión del concepto al escuchar los cuentos, participar con sus comentarios, involucrarse en los juegos relacionados con el concepto y al ampliar su vocabulario. Las Palabras asombrosas y las Palabras del concepto de cada unidad ayudan a los niños a desarrollar un vocabulario amplio y rico, paso importante en su preparación para el éxito académico.

Bienvenidos, nuevos amigos

¿Cómo podemos ser buenos amigos?

Conceptos del tema

- Un amigo es aquél que nos cae bien y con quien queremos estar.
- Los amigos tienen intereses comunes y suelen hacer cosas juntos.
- Los amigos comparten sus cosas y se ayudan entre ellos.
- La escuela es un lugar donde podemos hacer amigos.
- Nosotros escogemos a nuestros amigos. Escogemos a los que hacen y dicen cosas agradables.
- Cada amigo es especial a su manera. Los amigos son parecidos en algunas cosas y diferentes en otras.
- Podemos hacer nuevos amigos y conservar a los viejos amigos.
- Los amigos pueden discutir y molestarse entre ellos. Los amigos pueden resolver sus problemas y continuar siendo amigos.

SEMENA 1 Tú y yo

¿Qué nos hace a cada uno ser especiales?

Palabras del concepto

- niño
- niña
- salón de clases
- diferente
- igual

Palabras asombrosas

- confundir
- emocionante
- sonreír
- nervioso

Superlibro
**SEMANA 2  Seamos amigos**

¿Qué es un amigo?

Palabras del concepto
- amigo
- divertido
- juego
- risa
- jugar
- junto

Palabras asombrosas
- admirar
- pestañear
- cómodo
- cliente
- enorme
- preguntarse

*Corduroy* “Los amigos comparten”

**SEMANA 3  Amigos al rescate**

¿Cómo se ayudan los amigos?

Palabras del concepto
- clase
- dar
- ayudar
- escuchar
- escuela
- compartir

Palabras asombrosas
- llegar
- compañía
- exclamar
- helado
- tirar
- grueso

*Oscar tiene frío* “¡Somos amigos!”

**SEMANA 4  Amigos que juegan y trabajan juntos**

¿Cómo se llevan los amigos?

Palabras del concepto
- asustado
- contento
- enojado
- malo
- bueno
- triste

Palabras asombrosas
- accidente
- disculparse
- discutir
- valiente
- negocio
- rescatar

*Mateo y Matí* “¡Ay, No!”

**Más libros para desarrollar el concepto**

Use los Superlibros iOpeners y los Libritos de Oli y sus amigos para reforzar y desarrollar los conceptos de ciencias y estudios sociales de esta unidad.
How can we be good friends?

**Introduce the Big Question**  Read the Big Question. Explain that a *question* is a thing asked in order to find out something. Model familiar questions: *What is your name? Where do you live?* Discuss that questions usually have answers. Explain that in Pre-K, children will ask and try to answer lots of questions. Reread the Big Question. *We’re going to learn about friends. We’ll learn what makes each of us special and how good friends help one another and get along.*

**Set Up Purposeful Play**

**Build Background**
- We’ll have some fun pretending to be other people. Have you ever pretended to be a princess or a firefighter? Did you dress up? Show a picture of a princess and firefighter to prompt discussion.
- Let’s pretend we’re going to play house. What things would we need to play house? Model being an adult at home and using a block as an iron. Look at all the clothes that need to be ironed! Ask a volunteer to play being a child and chat with him or her about going to school or eating breakfast.
- Let’s think about pretending to be other people in other places. We will want to make sure we wear the right clothes to act like the people we want to pretend to be. We also need to have some things that help us pretend. We call those things props.

**Introduce the Pretend and Learn Center**
- It will be fun to keep pretending to be other people in other places. We can do that here in the Pretend and Learn Center! Talk with children about who they would like to pretend to be and what props would be needed for each role. For example, children may suggest pretending to be a prince or princess using dress-up clothes and a crown.
- How would you pretend to be a teacher? What things or props would you need to play the part of a teacher? How would you dress? What would you say? Talk together about the tasks, tools, and appearances of this role. Model some conversations school teachers may have.

**Possible Materials**

**Materials**
- Dress-up clothes
- Old shoes, hats, and scarves
- Purses, bags, keys, and other accessories
- Dolls and doll clothes
- Fabric scraps that can be used as blankets, tablecloths, towels, laundry, or rags
- Empty boxes of various sizes

**Opportunities for Print**
- Labels
- Newspapers, magazines
- To-do lists
<table>
<thead>
<tr>
<th>Role</th>
<th>Possible Costumes and Props</th>
<th>Conversation Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Books, papers, chalk, chalkboard, report cards</td>
<td>“Who knows what this book is about?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Is everyone ready to go outside?”</td>
</tr>
<tr>
<td>Principal</td>
<td>Dress-up clothes, briefcase, telephone, clipboard</td>
<td>“What time does the parents’ meeting start?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Why are so many children late to school today?”</td>
</tr>
<tr>
<td>Bus driver</td>
<td>Dress-up clothes, name tag, hat, keys, walkie-talkie</td>
<td>“Please stay in your seats.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Who gets off at this stop?”</td>
</tr>
<tr>
<td>Custodian</td>
<td>Brooms, mops, buckets, pretend cleaning supplies, plastic tools and toolbox</td>
<td>“Where is the spill you’d like me to mop up?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I’ll fix the cafeteria table this afternoon.”</td>
</tr>
<tr>
<td>Crossing guard</td>
<td>Outdoor dress-up clothes, crossing guard sash or vest, crossing flag</td>
<td>“Stop! Don’t cross the street until I wave my flag.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Please stay in the crosswalk.”</td>
</tr>
<tr>
<td>Parent</td>
<td>Dress-up clothes, plastic food items and cooking utensils, dolls and baby items, car</td>
<td>“Who wants some eggs for breakfast?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“It’s time to give the baby a bath.”</td>
</tr>
<tr>
<td>Characters from books and movies</td>
<td>Dress-up clothes, make-up, character masks</td>
<td>“Who wants to play with me?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Can I be your friend?”</td>
</tr>
</tbody>
</table>

Create Props Together

**Model Using Props**  Demonstrate how to use common objects as props. For example, show how a yardstick can be a broom, how a rectangular block can be a clothes iron, and how an empty box can be a car, a cash register, or a mailbox. Show how a fabric scrap can be a blanket or a scarf, or a cloth that needs to be ironed.

**Shared Writing: Things to Play List**  Have children dictate a list of things to play in the Pretend and Learn Center and record their ideas on chart paper. Suggestions may include school, house, restaurant, store, and doctor’s office.

**Shared Writing: Label Making**  Have children help you make and decorate labels for items in the Pretend and Learn Center. Invite children to discuss what kinds of things should be labeled and why. Children will discuss what class activities might require labels such as art supplies, toys, and so on. Children may dictate what the labels should say and then add meaningful pictures to illustrate each label.

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**Keep It Fresh**

**Week 1**  Add a few simple dress-up items.

**Week 2**  Add a few additional simple dress-up items.

**Week 3**  Add play clothes children can use to dress up like a character from a book.

**Week 4**  Add clothes that children can use to dress up like family members.
¿Cómo podemos ser buenos amigos?

Presentar la Pregunta principal
Lea la pregunta principal. Explique que las preguntas se usan para averiguar algo. Haga una demostración con preguntas conocidas: ¿Cómo te llamas? ¿Dónde vives? Digales que las preguntas suelen tener respuestas. Explíquenle que los niños de Pre-K hacen muchas preguntas e intentan responderlas. Vuelva a leer la Pregunta principal. Vamos a aprender cosas sobre nuestros amigos. Aprendemos qué nos hace especiales a cada uno de nosotros y qué hacen los buenos amigos para ayudarse y para llevarse bien.

Juego con un propósito

Desarrollar el contexto
- Vamos a jugar que somos otra persona. ¿Has jugado alguna vez a ser una princesa o un bombero? ¿Se han disfrazado? Muestre un dibujo de una princesa o de un bombero para iniciar la conversación.
- Vamos a pretender que jugamos a los papás. ¿Qué cosas necesitamos para jugar a los papás? Represente a un adulto en casa y use un cubo a modo de plancha. ¡Miren todo lo que tengo que planchar! Pida a un voluntario que interprete al hijo y hable sobre ir a la escuela o comerse el desayuno.
- Vamos a pensar sobre cómo pretendemos que somos otra persona y que estamos en otro lugar. Debemos asegurarnos de usar la ropa apropiada para representar a las personas que pretendemos ser. También debemos tener algunas cosas que nos ayuden en la representación. A esas cosas les llamaremos accesorios.

Presentar el Centro de juego y aprende
- ¡Lo hemos pasado tan bien que creo que vamos a seguir jugando a ser otras personas en el Centro de juego y aprende! Comente con los niños a quién les gustaría representar y qué necesitaran para cada rol. Por ejemplo, si sugieren ser un principe o una princesa, quizá pidan usar disfraces y una corona.
- ¿Cómo harían que son maestros? ¿Qué cosas necesitarían para hacer el papel de maestro? ¿Qué prendas se pondrían? ¿Qué dirían? Hablen sobre las tareas, los instrumentos y la apariencia asociadas con este papel. Represente una conversación propia de maestros.

Materiales posibles

Materiales
- Prendas de vestir
- Sombreros, bufandas y zapatos viejos
- Monederos, bolsas y otros accesorios
- Muñecas y ropa para muñeca
- Trozos de tela que puedan usarse como mantas, manteles, toallas, ropa sucia o trapos
- Cajas vacías de varios tamaños

Oportunidades para imprimir
- Etiquetas
- Señales escolares
- Listas de tareas
<table>
<thead>
<tr>
<th>Rol</th>
<th>Ropa y accesorios posibles</th>
<th>Textos para conversar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maestra</td>
<td>Libros, papeles, tiza, pizarrón, informe escolar</td>
<td>“¿Quién sabe de qué trata este libro?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“¿Están todos listos para ir afuera?”</td>
</tr>
<tr>
<td>Director</td>
<td>Prendas de vestir, maletín, teléfono, tabilla con sujetapapeles</td>
<td>“¿A qué hora empieza la reunión con los padres?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“¿Por qué están llegando tantos niños con retraso?”</td>
</tr>
<tr>
<td>Conductor de autobús</td>
<td>Prendas de vestir, etiqueta con nombre, sombrero, llaves, radioteléfono</td>
<td>“Por favor, todo el mundo en su asiento”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“¿Quién baja en esta parada?”</td>
</tr>
<tr>
<td>Celador</td>
<td>Escobas, fregonas, cubetas, artículos de limpieza de juguete, herramientas y caja de herramientas de plástico</td>
<td>“¿Dónde tengo que ir a fregar?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Esta tarde arreglaré la mesa de la cafetería”.</td>
</tr>
<tr>
<td>Guardia de peatones</td>
<td>Prendas de vestir en la calle, chaleco de guardia de peatones, banderín de cruce</td>
<td>“¡Alto! No crucen hasta que saque el banderín.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Por favor, no se salgan del paso de cebra”.</td>
</tr>
<tr>
<td>Padre o madre</td>
<td>Prendas de vestir, comida de plástico y utensilios de cocina de plástico, muñecas, artículos de bebé, auto</td>
<td>“¿Quién quiere huevos para desayunar?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Creo que ya es hora de bañar al bebé”.</td>
</tr>
<tr>
<td>Personajes de libros y películas</td>
<td>Prendas de vestir, maquillaje, máscaras de personajes</td>
<td>“¿Quién quiere jugar conmigo?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“¿Puedo ser tu amigo?”</td>
</tr>
</tbody>
</table>

**Crear utilerías juntos**

**Demostrar cómo usar utilerías**

Demuestre cómo representar utilerías con objetos comunes. Por ejemplo, puede hacer una escoba con una regla de una yarda; una plancha con un bloque rectangular, y un auto, una caja registradora o un buzón con una caja vacía. Demuestre cómo con un trozo de tela puede hacer una manta, una bufanda o una sábana que hay que planchar.

**Escritura comentada: Cosas para jugar**

Pida a los niños que dicten una lista de cosas para jugar en el Centro de juego y aprende, y que anoten sus ideas en una hoja de cartelón. Algunas ideas podrían ser escuela, casa, restaurante, tienda y consulta del doctor.

**Escritura comentada: Hacer etiqueta**

Pida a los niños que le ayuden a hacer y decorar etiquetas de objetos en el Centro de juego y aprende. Invíte a los niños a comentar qué tipos de cosas deberían etiquetar y por qué. Los niños podrían sugerir etiquetas para el Centro de juego y aprende, como muñecas, ropa de muñecas, prendas para vestir, etcétera. Los niños podrían dictar lo que debe poner en las etiquetas e incorporar dibujos significativos para ilustrar cada etiqueta.

**Qué todo sea nuevo**

- Semana 1: Añada varias prendas de vestir sencillas.
- Semana 2: Añada otras prendas de vestir sencillas.
- Semana 3: Añada prendas de vestir que permitan a los niños disfrazarse de un personaje de cuento.
- Semana 4: Añada prendas que permitan a los niños vestirse como familiares suyos.
Quick and easy schedules allow you to see, in just a glance, where you’ve been and where you are about to go. A predictable daily schedule provides structure and allows children to anticipate what will come next in their day.

### Your Full-Day Schedule!

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>15 min</td>
<td>Literacy Circle</td>
</tr>
<tr>
<td>60 min</td>
<td>Center Time / Small Groups</td>
</tr>
<tr>
<td>25 min</td>
<td>Snack Time</td>
</tr>
<tr>
<td>15-20 min</td>
<td>Story Time</td>
</tr>
<tr>
<td>15-20 min</td>
<td>Outdoor Time</td>
</tr>
<tr>
<td>15 min</td>
<td>Science &amp; Social Studies Circle</td>
</tr>
<tr>
<td>40 min</td>
<td>Meal Time</td>
</tr>
<tr>
<td>45 min</td>
<td>Rest Time</td>
</tr>
<tr>
<td>15 min</td>
<td>Extend Your Day</td>
</tr>
<tr>
<td>15 min</td>
<td>Math Circle</td>
</tr>
<tr>
<td>60 min</td>
<td>Center Time / Small Groups</td>
</tr>
<tr>
<td>15-20 min</td>
<td>Outdoor Time</td>
</tr>
<tr>
<td>15 min</td>
<td>Extend Your Day</td>
</tr>
<tr>
<td>10 min</td>
<td>Wrap Up Your Day / Week</td>
</tr>
</tbody>
</table>

### Your Half-Day Schedule!

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Morning Meeting</td>
</tr>
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<tr>
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<td>Story Time</td>
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<tr>
<td>15-20 min</td>
<td>Outdoor Time</td>
</tr>
<tr>
<td>15 min</td>
<td>Science &amp; Social Studies Circle</td>
</tr>
<tr>
<td>15 min</td>
<td>Math Circle</td>
</tr>
<tr>
<td>10 min</td>
<td>Wrap Up Your Day / Week</td>
</tr>
</tbody>
</table>

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**Personalize Your View!**

OWL Digital Teacher’s Guide Plus! in English and Spanish

See it all by day or by strand online at TexasOWL.com
Center Time / Small Groups

Before Center Time
- **Maximize learning** by introducing and briefly demonstrating activities from Centers.
- **Facilitate management** by assigning or helping children choose the Center(s) they will visit; create a Turns List if necessary.

During Center Time

**Children**

**Small Groups**
Meet with the teacher or aide for Small-Group instruction.

**Independent**
Visit Centers.

**One-on-One**
Meet with the teacher or aide for Personalized Practice.

Teacher and Teacher Aide

Meet with Small Groups to provide differentiated instruction.
10 minutes per group

Meet with Small Groups or individuals to deliver English Language Development instruction.
10 minutes per group or individual

Provide Personalized Practice to children who are still working toward benchmarks.
5 minutes per individual

Scaffold children’s play and learning by working with them in Centers.
As time allows
Small-Group Schedules

**Schedule A • Full Day**
2 Center Time / Small Group Sessions

- Meet with two to four Small Groups per Center Time / Small Group session, as outlined below. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Afternoon</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- Use your remaining time to provide Personalized Practice or to scaffold children’s play and learning in Centers.

**Schedule B • Half Day**
1 Center Time / Small Group Session

- Meet with two to four Small Groups per day. Choose between literacy and math instruction based on children’s needs. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Math</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Afternoon</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>or Math</td>
<td></td>
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</tr>
</tbody>
</table>

- Use your remaining time to provide Personalized Practice or to scaffold children’s play and learning in Centers.

**Schedule C • Full Day**
1 Center Time Session and 1 Small Group Session

- During the morning session, scaffold children’s play and learning in Centers, or meet with individual children to provide Personalized Practice.

- During the afternoon session, meet with two to four Small Groups. Choose between literacy and math instruction based on children’s needs. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uninterrupted Center Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Afternoon</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
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<td></td>
</tr>
<tr>
<td>or Math</td>
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</tr>
</tbody>
</table>

**Change it up,**
*but don’t skip Days 3, 4, and 5!*

These Small Group activities have built-in progress-monitoring assessments that let you know if children are on track for success in K.

- Literacy Day 3
- Literacy Day 4
- Math Day 5