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David Dickinson is interested in early literacy development, especially in the contribution of language to later reading ability. He has studied children’s language and literacy development and has developed professional development tools to demonstrate how teachers can support language development in their classrooms.

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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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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

Other Classroom Resources
• Ollie Puppet
• Ollie’s Classroom Schedule
• OWL Manipulative Kit

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!
# Unit 3 Contents

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**Quick & Easy Schedules** ................................... xxii  
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**Theme Wrap Up in English and Spanish** .......... 312  
**English Language Development Lessons** ........ ELD–367

## Week 1

### What is in our community?

- **Tradebook**
- **Tradebook in Spanish**

**Your Daily Schedule!**

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Your Week</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Literacy Circle</td>
<td>38, 40, 44</td>
<td>38, 42, 46</td>
</tr>
<tr>
<td>Center Time / Small Groups</td>
<td>16, 20, 24</td>
<td>18, 22, 30</td>
</tr>
<tr>
<td>Story Time</td>
<td>48, 52, 56</td>
<td>50, 54, 58</td>
</tr>
<tr>
<td>Science &amp; Social Studies Circle</td>
<td>60</td>
<td>62</td>
</tr>
<tr>
<td>Math Circle</td>
<td>64, 68</td>
<td>66, 69</td>
</tr>
<tr>
<td>Extend Your Day</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>Wrap Up Your Day</td>
<td>74</td>
<td>76</td>
</tr>
</tbody>
</table>

## Week 2

### What do workers in our community do?

- **Tradebook**
- **Tradebook in Spanish**

**Your Daily Schedule!**

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Your Week</td>
<td>79</td>
<td>79</td>
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<tr>
<td>Morning Meeting</td>
<td>110</td>
<td>112</td>
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<tr>
<td>Literacy Circle</td>
<td>114, 118</td>
<td>122</td>
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<tr>
<td>Center Time / Small Groups</td>
<td>116, 120, 124</td>
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</tr>
<tr>
<td>Story Time</td>
<td>126, 130, 134</td>
<td>128, 132, 136</td>
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<tr>
<td>Science &amp; Social Studies Circle</td>
<td>138</td>
<td>140</td>
</tr>
<tr>
<td>Math Circle</td>
<td>142, 146</td>
<td>144, 147</td>
</tr>
<tr>
<td>Extend Your Day</td>
<td>148</td>
<td>150</td>
</tr>
<tr>
<td>Wrap Up Your Day</td>
<td>152</td>
<td>154</td>
</tr>
</tbody>
</table>

## Week 3

### What can we do in our community?

- **Tradebook**
- **Tradebook in Spanish**

**Your Daily Schedule!**

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Your Week</td>
<td>157</td>
<td>157</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>188</td>
<td>190</td>
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<tr>
<td>Literacy Circle</td>
<td>192, 196</td>
<td>194, 198</td>
</tr>
<tr>
<td>Center Time / Small Groups</td>
<td>200, 204</td>
<td>202</td>
</tr>
<tr>
<td>Story Time</td>
<td>212, 216, 220</td>
<td>206, 210, 214</td>
</tr>
<tr>
<td>Science &amp; Social Studies Circle</td>
<td>216</td>
<td>218</td>
</tr>
<tr>
<td>Math Circle</td>
<td>223, 224</td>
<td>222, 225</td>
</tr>
<tr>
<td>Extend Your Day</td>
<td>226</td>
<td>228</td>
</tr>
<tr>
<td>Wrap Up Your Day</td>
<td>230</td>
<td>232</td>
</tr>
</tbody>
</table>
Materials & Resources

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

- Rhyming and Sounds Bingo Game
- Color Cubes
- Two-Color Counters
- Farm Animal Counters
- Geometric Solids
- Measuring Spoons
- Hand Lenses
- Musical Instruments
- Measuring Cups
- Bucket Balance
- Bills/Coin Set

Interactive Big Book

English
Spanish

eText
Trucktown Helpers,
The Amanadillo Family’s Colorful
Picnic Countdown

Juegos
Juego para aprender 3

Game
Learning Game 3

Textos electrónicos
Ajudantes de Trucktown

Digital Teacher’s Guide Plus!

English
Spanish

Envision It! Animation 3

Imaginalo! Animados 3

Concept Development
Slide Show
Week 1 9
Week 2 10
Week 3 11
Week 4 12

Diapositiva para desarrollar el concepto
Semana 1 9
Semana 2 10
Semana 3 11
Semana 4 12

Story Sort
Week 1 The Two-Promise Walk
Week 2 A Day in the Life of a Firefighter
Week 3 The Little Red Hen
(Makes a Pizza)
Week 4 The Ugly Vegetables

Ordenacuentos
Semana 1 El paseo de dos promesas
Semana 2 Un día en la vida de un bombero
Semana 3 La gallinita roja
(hace una pizza)
Semana 4 Los vegetales feas

TexasOWL.com
Materials to Gather

**Home**

**Centers**
- grocery store
- costumes, props, and signs
- pictures of food
- paper plates
- common items in variety of solid shapes (cans, balls, etc.)
- pictures of children doing simple exercises
- pictures of children at rest
- cardboard ramps, toy cars and bridges, etc.
- bag
- variety of earth materials (rocks, sand, soil, gravel)
- children's cookbooks
- smocks or aprons
- purses and/or wallets
- treasure box
- sample thank-you note or letter
- two toys per child (wooden blocks, plastic animals)
- photographs of healthy and unhealthy foods
- 9x12 box tops

**Small Groups**
- real-world objects in the shape of a sphere, cube, and rectangular prism (kicker ball, marble, orange, crayon box, pencil case)
- photos of community places
- small box
- 5 different colored socks
- wax paper or plastic plate
- foam balls and cones
- rectangular boxes or building blocks

**Science & Social Studies Circle**
- pictures demonstrating safety rules
- small objects to touch (feather, cotton ball, plastic ball, stone, stuffed animal, toy cars)
- salt
- flour
- baking soda
- stirrers
- real-world receipt
- container with planting soil
- radish dry seeds
- small house plant
- garden gloves

**Classroom**

**Centers**
- books about people in a community
- books with simple maps
- atlas
- science logs
- poster board
- play dough
- construction paper
- blocks
- voice/sound recorder and touch screen

**Small Groups**
- nursery rhyme book
- countable classroom objects (blocks, toy cars)
- play dough

**Science & Social Studies Circle**
- pre-cut paper for sentence strips
- small objects to touch (block, pencil, ruler)

**Math Circle**
- real-world objects in sphere, cube and rectangular prism shapes (such as tennis ball, cereal box, tissue box)
- real-world three dimensional objects (such as can, cone-shaped hat)
- foam balls and cones
- buttons for art project

**Extend Your Day**
- streamers or ribbons attached to dowel rods
- carpet squares
- bedsheet or tarp
- buttons, coins, or other small manipulatives
- balls or balloons

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

### SUCCESS PREDICTORS for Kindergarten

#### Phonological Awareness

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Segment onset from rime in words</td>
<td>Reconocer y combinar sílabas/fonemas iniciales</td>
<td>Identify words that do and do not begin with the same sound</td>
</tr>
</tbody>
</table>

#### Alphabet Knowledge

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Name letters (P, p, J, j)</td>
<td>Nombrar letras (P, p, J, j)</td>
<td>Name letters (D, d, K, k)</td>
</tr>
</tbody>
</table>

#### Math

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Identify position and location</td>
<td>Identificar posición y ubicación</td>
<td>Name solid shapes</td>
</tr>
</tbody>
</table>

#### Oral Vocabulary

**Concept Words**

- hospital
- house
- library
- park
- post office
- street

**Amazing Words**

- bridge
- entrance
- fountain
- gift
- statue
- traffic

- puente
- entrada
- fuente
- regalo
- estatua
- tráfico

- alarm
- emergency
- equipment
- firefighter
- report
- train

- alarma
- emergencia
- equipo
- bombero
- reportar
- entrenarse

- delicious
- dough
- ingredient
- lovely
- sip
- stir

- delicioso
- masa
- ingrediente
- estupendo
- beber
- revolver
### Week 4

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify word pairs that rhyme</td>
<td>Identificar pares de palabras</td>
</tr>
<tr>
<td>and don’t rhyme</td>
<td>que riman y que no riman</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Name letters $N, n, X, x$</td>
<td>Nombrar letras $N, n, X, x$</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Create solid shapes</td>
<td>Crear figuras sólidas</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>city</td>
<td>ciudad</td>
</tr>
<tr>
<td>country</td>
<td>campo</td>
</tr>
<tr>
<td>farm</td>
<td>granja</td>
</tr>
<tr>
<td>neighbor</td>
<td>vecino</td>
</tr>
<tr>
<td>people</td>
<td>gente</td>
</tr>
<tr>
<td>town</td>
<td>pueblo</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>bloom</td>
<td>florecer</td>
</tr>
<tr>
<td>breeze</td>
<td>brisa</td>
</tr>
<tr>
<td>garden</td>
<td>jardín</td>
</tr>
<tr>
<td>sprinkle</td>
<td>rociar</td>
</tr>
<tr>
<td>stem</td>
<td>tallo</td>
</tr>
<tr>
<td>vine</td>
<td>enredadera</td>
</tr>
</tbody>
</table>
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.

Our Community

What is a community?

Theme Concepts

- A community is a place where people live, work, shop, and play.
- There are different kinds of communities, such as cities, suburbs, and rural communities.
- There are different places in a community. There are homes where people live and businesses where people work. There are public places such as schools and parks that everyone in a community can use.
- People in a community have needs such as food, clothing, and shelter. People in a community also want things that they don’t really need.
- Workers in a community provide the goods and services that the people in a community need and want.

WEEK 1 All Around Our Community

What is in our community?

Big Book

Concept Words

hospital  park
house  post office
library  street

Amazing Words

bridge  gift
entrance  statue
fountain  traffic
WEEK 2  On the Job

What do workers in our community do?

- **Concept Words**
  - bus driver
  - mail carrier
  - doctor
  - police officer
  - job
  - teacher

- **Amazing Words**
  - alarm
  - firefighter
  - emergency
  - report
  - equipment
  - train

A Day in the Life of a Firefighter
“Up a Tree”

WEEK 3  The Places We Go

What can we do in our community?

- **Concept Words**
  - gym
  - restaurant
  - mall
  - supermarket
  - movie theater
  - zoo

- **Amazing Words**
  - delicious
  - lovely
  - dough
  - sip
  - ingredient
  - stir

The Little Red Hen (Makes a Pizza)
“A Trip to the Supermarket”

WEEK 4  All Kinds of Communities

What kinds of communities do people live in?

- **Concept Words**
  - city
  - neighbor
  - country
  - people
  - farm
  - town

- **Amazing Words**
  - bloom
  - sprinkle
  - breeze
  - stem
  - garden
  - vine

The Ugly Vegetables
“Signs”

More Books for Concept Development

Use these books at any time during this unit to reinforce

- Science
- Social Studies
- Social and Emotional Development

Looking at Cities

Ollie Pretends

IOpeners Big Book

Ollie and Friends Reader 3
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.

Nuestra comunidad

¿Qué es una comunidad?

Conceptos del tema

- Una comunidad es un lugar donde las personas viven, trabajan, van de compras y juegan.
- Existen diferentes tipos de comunidades, tales como las ciudades, los suburbios y las comunidades rurales.
- Existen diferentes lugares en una comunidad. Hay casas donde viven las personas y negocios donde trabajan. En la comunidad hay lugares públicos que todos pueden usar, como las escuelas y los parques.
- Las personas en una comunidad necesitan alimentos, ropa y un lugar donde vivir. Las personas en las comunidades también desean cosas que no necesitan realmente.
- Los trabajadores en una comunidad producen los bienes y servicios que las personas de la comunidad necesitan y desean.

SEMANA 1 En nuestra comunidad

¿Qué hay en nuestra comunidad?

Palabras del concepto

- hospital
- casa
- biblioteca
- calle

Palabras asombrosas

- puente
- entrada
- fuente
- regalo
- estatua
- tráfico

Superlibro

El paseo de dos promesas

Mi pueblo
SEMANA 2 En el trabajo

¿Qué hacen los trabajadores en nuestra comunidad?

Palabras del concepto
- chofer
- doctor
- trabajador
- cartero
- oficial de policía
- maestro

Palabras asombrosas
- alarma
- emergencia
- equipo
- bombero
- reportar
- entrenarse

Un día en la vida de un bombero
"En un árbol"

SEMANA 3 Los lugares que visitamos

¿Qué podemos hacer en nuestra comunidad?

Palabras del concepto
- gimnasio
- centro comercial
- cine
- restaurante
- supermercado
- zoológico

Palabras asombrosas
- delicioso
- masa
- ingrediente
- estupendo
- beber
- revolver

La gallinita roja (hace una pizza)
"Un viaje al supermercado"

SEMANA 4 Todo tipo de comunidades

¿En qué tipos de comunidades viven las personas?

Palabras del concepto
- ciudad
- campo
- granja
- vecino
- gente
- pueblo

Palabras asombrosas
- florecer
- brisa
- jardín
- rociar
- tallo
- enredadera

Los vegetales feos
"Las señales"
What is a community?

Introduce the Big Question  Read the Big Question. We’re going to learn about communities. We’ll learn about the people and places in a community, the types of things you can do in a community, and how communities are alike and different.

Set Up Purposeful Play

Build Background

- One of the community places we’ll learn about is a grocery store. Have you ever been to a grocery store or supermarket? What do you like to buy there? Show grocery ads to prompt some discussion.

- Let’s pretend we’re going to the grocery store today. When we get to the store, what do we do first? (Get a cart or basket.) Act out looking at your grocery list, looking for something, picking it up, and putting it in your basket. I’m checking my list and choosing what to buy. When I have everything I need, I have to pay for it.

- Ask two children to help you check out. Introduce one child as the cashier and the other as the bagger. Invite children to give suggestions on how the customer, cashier, and bagger should interact and what each person should do.

Introduce the Shop-A-Lot Store

- That was so much fun that I think we should turn part of our classroom into a grocery store! Talk with children about what will be needed to turn the Pretend & Learn Center into a grocery store. Children may suggest shelves, food, cash registers, carts, bags, and many other objects. Record their suggestions on a chart. Encourage them to suggest how those items could be created.

- Who are the people who would be in the grocery store? (Children will suggest various workers and customers.) What does the cashier do? How do I know which person in the store is a cashier? What does the cashier say? Talk together about the tasks, tools, and appearances of the various roles. Model some conversations people in the grocery store may have.
Create Props Together

**Grocery Store Products**  Ask children to cut pictures of grocery items from colorful grocery ads and glue each image to an index card. Work with children to name the objects and sort them into categories. Have children help place them around the Pretend & Learn Center.

**Cash Register**  Cut the lid of a shoebox in half. Place the lid back on the box and turn the box upside down. Cut a notch out of the shoebox to let the “money drawer” slide in and out easily. Place some play money in the drawer. Ask children to make number buttons for the cash register. Model conversations between cashiers and customers that involve counting money.

**Possible Costumes and Props**

<table>
<thead>
<tr>
<th>Role</th>
<th>Possible Costumes and Props</th>
<th>Conversation Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashier</td>
<td>Name tag, cash register, play money, register slips</td>
<td>“That will cost ten dollars.” “Will you be paying with cash or a credit card?”</td>
</tr>
<tr>
<td>Butcher or Deli Worker</td>
<td>Apron, name tag, plastic knife, plastic bags, plastic food items</td>
<td>“How much ground beef would you like today?” &quot;What kind of salad would you like with your sandwich?”</td>
</tr>
<tr>
<td>Produce Manager</td>
<td>Apron, name tag, plastic fruits and vegetables</td>
<td>“May I help you find the orangees?” “How many pounds of potatoes can I get for you?”</td>
</tr>
<tr>
<td>Stock Clerk</td>
<td>Name tag, cans, boxes</td>
<td>“Are you finding everything you need?” “May I help you put that back on the shelf?”</td>
</tr>
<tr>
<td>Shopper</td>
<td>Shopping cart or basket, shopping list, play money, play credit card</td>
<td>“Can you please tell me where the bread is?” “Can I please get five fresh apples?”</td>
</tr>
<tr>
<td>Baker</td>
<td>Apron, name tag, cake and muffin pans</td>
<td>“What flavor muffins would you like today?” “These rolls are fresh. How many would you like?”</td>
</tr>
<tr>
<td>Bagger</td>
<td>Name tag, plastic and paper bags</td>
<td>“Would you like paper or plastic bags?” “Do you need help carrying this to your car?”</td>
</tr>
</tbody>
</table>

**Shared Writing: Sign Making**  Have children help you make and decorate signs for the grocery store. Signs may include a name for the store, signs for various departments, and price signs. Children may dictate what the sign should say and then decorate it with pictures that help convey the meaning. Examples: picture of rolls and cakes on the Bakery sign, a smiling face on the Open sign, and pictures of fruits and vegetables on the Produce sign.

**Keep It Fresh**

- **Week 2**  Add child-created sale signs and child-created food items.
- **Week 3**  Add purses and wallets filled with child-created play money.
- **Week 4**  Add child-created grocery lists.

Child-created items are made during Center Time in the Writing and Art Centers.
¿Qué es una comunidad?

Presentar la Pregunta principal
Lea la Pregunta principal. Vamos a aprender cosas de las comunidades. Aprenderemos sobre las personas y lugares de una comunidad, sobre las cosas que pueden hacer en una comunidad y en qué se parecen y diferencian las comunidades.

Juego con un propósito

Desarrollar el contexto
- Vamos a aprender cosas sobre algunos lugares de la comunidad, como la tienda. ¿Han estado alguna vez en una tienda o un supermercado? ¿Qué les gusta comprar allí? Muestre folletos de tiendas para iniciar la conversación.
- Imaginen que hoy vamos a la tienda. ¿Qué es lo primero que hacemos al llegar a la tienda? (Agarrar una cesta o carrito). Haga como que mira la lista de la compra, busca algo, lo agarra y lo pone en la cesta. Voy a revisar mi lista para elegir qué comprar. Cuando lo tenga todo, tendré que pagar.
- Pida a dos niños que le ayuden a pasar por caja. Presente a una niña como cajera y a un niño como el que embolsa las cosas. Pídales que sugieran qué debe hacer cada persona, y cómo deben relacionarse entre sí.

Presentar el Mercadillo
- ¡Lo hemos pasado tan bien que vamos a convertir una parte de la clase en una tienda de alimentos! Comente con los niños qué necesitarán para convertir el Centro de Juego y aprende en una tienda de alimentos. Los niños podrían sugerir estantes, comida, cajas registradoras, carritos, bolsas y muchos otros objetos. Anote sus sugerencias en una tabla. Anímelos a sugerir cómo crearían esos artículos.
- ¿Qué personas hay en una tienda de alimentos? (Los niños dirán clientes y ciertos tipos de empleados). ¿Qué hace la cajera? ¿Cómo sé qué persona de la tienda es una cajera? ¿Qué dice la cajera? Hablen sobre las tareas, los accesorios y el aspecto de varios roles. Represente conversaciones que podrían tener las personas en una tienda de alimentos.
Crear accesorios juntos

**Productos de tiendas** Pida a los niños que recorten alimentos de folletos de tiendas y que peguen cada imagen en tarjetas de fichero. Pida a los niños que nombren cada artículo y que los clasifiquen en categorías. Pídeles que los pongan por el Centro de Juego y aprende.

**Caja registradora** Corte la tapa de una caja de zapatos por la mitad. Vuelva a poner la tapa sobre la caja y póngala boca abajo. Haga un corte en la caja para que el “cajón de dinero” pueda abrirse y cerrarse fácilmente. Ponga dinero de juguete en el cajón. Pida a los niños que hagan los números de los botones de la caja registradora. Interprete conversaciones de contar dinero entre una cajera y sus clientes.

**Escritura comentada: Hacer carteles**

Pida a los niños que le ayuden a hacer y decorar carteles para la tienda de alimentos. Los carteles podrían ser el nombre de la tienda, los nombres de varios departamentos y precios de productos. Pida a los niños que den qué deben decir los carteles y que los decoren con dibujos que ilustren su significado. Ejemplos: dibujo de panecillos y pasteles en el cartel de Panadería; una sonrisa en el cartel de Abierto, y dibujos de frutas y verduras en la señal de Frutas y verduras.

### Rol | Ropa y accesorios posibles | Textos para conversar
--- | --- | ---
Cajera | Etiqueta con nombre, caja registradora, dinero de juguete, recibos de compra | “Eso cuesta diez dólares.” “¿Ya a pagar en efectivo o con tarjeta de crédito?”
Carnicero | Delantal, etiqueta con nombre, cuchillo de plástico, bolsas de plástico, comida de plástico | “¿Cuánta carne molida desea hoy?” “¿Qué clase de ensalada le pongo en su sándwich?”
Encargado de frutas y verduras | Delantal, etiqueta con nombre, frutas y verduras de plástico | “¿Le ayudo a buscar las naranjas?” “¿Cuántos libras de papas le pongo?”
Encargado de la tienda | Etiqueta con nombre, lentas y cajas | “¿Tiene todo lo que necesita?” “¿Le ayuda a poner eso en su sitio del estante?”
Cliente | Carrito o cesta de compras, lista de compras, dinero de juguete, tarjeta de crédito de juguete | “¿Puede decirme dónde está el pan?” “¿Puede darme cinco manzanas frescas?”
Panadero | Delantal, etiqueta con nombre, moldes de tarta y pasteles | “¿Qué clase de pastelitos quiere hoy?” “Estos panecillos están frescos. ¿Cuántos quiere?”
Encargado de embolsar la compra | Etiqueta con nombre, bolsas de plástico y de papel | “¿Quiere bolsas de papel o de plástico?” “¿Quiere que le ayude a llevar esto a su auto?”

Que todo sea nuevo

**Semana 2**
Añada alimentos y carteles de oferta creados por los niños.

**Semana 3**
Añada monederos y carteras con dinero de juguete hecho por ellos.

**Semana 2**
Añada listas de compras hechas por los niños.

Los niños crean los objetos durante los Centros en los Centros de Escritura y Arte.
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.

<table>
<thead>
<tr>
<th>Your Full-Day Schedule!</th>
<th>Your Half-Day Schedule!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15 min</strong></td>
<td><strong>15 min</strong></td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>15 min</strong></td>
</tr>
<tr>
<td>Literacy Circle</td>
<td>Literacy Circle</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>60 min</strong></td>
<td><strong>60 min</strong></td>
</tr>
<tr>
<td>Center Time / Small Groups</td>
<td>Center Time / Small Groups</td>
</tr>
<tr>
<td><strong>25 min</strong></td>
<td><strong>25 min</strong></td>
</tr>
<tr>
<td>Snack Time</td>
<td>Snack Time</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>15–20 min</strong></td>
<td><strong>15–20 min</strong></td>
</tr>
<tr>
<td>Story Time</td>
<td>Story Time</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>15–20 min</strong></td>
<td><strong>15–20 min</strong></td>
</tr>
<tr>
<td>Outdoor Time</td>
<td>Outdoor Time</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>15 min</strong></td>
</tr>
<tr>
<td>Science &amp; Social Studies Circle</td>
<td>Science &amp; Social Studies Circle</td>
</tr>
<tr>
<td><strong>40 min</strong></td>
<td><strong>15 min</strong></td>
</tr>
<tr>
<td>Meal Time</td>
<td>Math Circle</td>
</tr>
<tr>
<td><strong>45 min</strong></td>
<td><strong>15 min</strong></td>
</tr>
<tr>
<td>Rest Time</td>
<td>Wrap Up Your Day / Week</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>15 min</strong></td>
</tr>
<tr>
<td>Extend Your Day</td>
<td>Extend Your Day</td>
</tr>
<tr>
<td>Movement &amp; Music</td>
<td>Read Aloud</td>
</tr>
<tr>
<td><strong>15 min</strong></td>
<td><strong>10 min</strong></td>
</tr>
<tr>
<td>Math Circle</td>
<td>Wrap Up Your Day / Week</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>60 min</strong></td>
<td><strong>60 min</strong></td>
</tr>
<tr>
<td>Center Time / Small Groups</td>
<td>Center Time / Small Groups</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>15–20 min</strong></td>
<td><strong>15–20 min</strong></td>
</tr>
<tr>
<td>Outdoor Time</td>
<td>Outdoor Time</td>
</tr>
<tr>
<td>Transition</td>
<td>Transition</td>
</tr>
</tbody>
</table>

**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.

Ollie’s Resources for Teachers and Families CD-ROM

**Personalize Centers and Small Groups!**
**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></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><strong>Morning</strong></td>
<td>Literacy</td>
<td>Literacy</td>
<td>Literacy</td>
<td>Literacy</td>
<td>Literacy</td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</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></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><strong>Day 1</strong></td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
</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></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><strong>Morning</strong></td>
<td>Uninterrupted Center Time</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
</tr>
</tbody>
</table>

**Personalize Your Schedule!**

**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