DIG into Demo Lessons

Louisiana Teacher Leader Summit

May 30, 2018
Abrams Learning Trends
In this session:

- **Part 1**  Welcome, Reflect, and Reconnect
- **Part 2**  Weekly Routines and Modeled Lessons
- **Part 3**  DIG Connections
- **Part 4**  DIG Active Learning
### How does DIG support CLASS?

#### CLASS Observations

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<td>• Instructional Learning Formats</td>
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A Core Pre-K Program
Think and write about the following:

- How has DIG been working for you and your students?
- What are some things you have struggled with?
- What questions do you have?

When you are ready, share your thoughts with a friend.
Morning Meeting

Theme 2

Week 1

At a Glance

What Children Are Learning

What makes us special?

- Social Studies: Appreciate the unique characteristics of each child
- Social and Emotional Development: Show an awareness of others and other feelings
- Language Development: Explore thoughts, feelings, and ideas
- Phonological Awareness: Segment sentences into words
- Comprehension: Recognize print and its letter-sound relationships
- Vocabulary: Ask and answer questions
- Emergent Writing: Write a list
- Mathematics: Count to determine quantity

Morning Meeting

Day 1 (pages 26–31)
- Gather and Greet
- Row Word of the Day: unicycle
- Sing and Move: "I Am Special"

Day 2 (pages 32–37)
- Gather and Greet
- Row Word of the Day: creative
- Sing and Move: "I Am Special"

Day 3 (pages 38–43)
- Gather and Greet
- Row Word of the Day: universe
- Children’s Bag

Day 4 (pages 44–49)
- Gather and Greet
- Row Word of the Day: precipitate
- Sing and Move: "I Am Special"

Day 5 (pages 50–55)
- Gather and Greet
- Row Word of the Day: prevent
- Sing and Move: "I Am Special"

Theme Circle

- Introduce the Theme
- Read “I Am Not a Fish”
- Introduce the Focus Question: What makes us special?

- Introduce the Theme Anchor Chart
- Practice Oral Language
- Link Vocabulary and Comprehension
- Connect to the Focus Question

- Teach the Everyday Word I
- Read The Farm

Centers and Literacy Small Groups

- Draw a Picture
- Complete a Sentence
- Create a Class Book: What We Like
- Modul the Letter P
- Develop Phonological Awareness: Segment Sentences
- Complete the Class Book

- Share Ms. P’s Meeting and Greeting Card
- Rhyme Time with Ms. P
- Letters and Sounds with Ms. P

- Develop Rhyming Patterns
- Connect to the Focus Question

Snack

- Introduce Ms. P’s Lunch
- Read a Letter from Ms. P
- Listen to Ms. P’s Song

- Read About Ms. P’s Big Book
- Explore Letters and Sounds with Ms. P
- Listen to Ms. P’s Song

- Rhyme Time with Ms. P
- Retell My N and Mr. W

- Talk About Feelings
- Sing Along with Ms. P’s Song

Literacy Circle

Outdoors/Lunch/Rest

Math Circle

- Guided Counting with a Rhyme
- Integrate Counting 1–3
- Recognize Quantities 1–3

- Guided Counting with a Rhyme
- Integrate Counting 1–4
- Recognize Quantities 1–4

- Guided Counting with a Rhyme
- Integrate Counting 1–5
- Recognize Quantities 1–5

- Review Patterns: Create a Pattern
- Rebuild a Pattern

- Guided Counting with a Rhyme

- Practice Counting 1–3
- Recognize Quantities 1–3

- Practice Counting 1–4
- Recognize Quantities 1–4

- Practice Counting 1–5
- Recognize Quantities 1–5

- Measure Progress: Counting 1–5

- Take It Home: Family Fun Letter 5
- Theme 2 Home Activity Calendar
- Woodland-unique
- Woodland-creative
- Woodland-amusing
- Woodland-amusing

- Take It Home: Children’s Bag
- Take It Home: Woodland-amusing
- Take It Home: Woodland-amusing

- Take It Home: Woodland-amusing
- Take It Home: Woodland-amusing

- Take It Home: Woodland-amusing

- Take It Home: Woodland-amusing

Home Connections

- Encourage family involvement by sending home the following:
  - Theme 2 Home Activity Calendar
  - Family Fun Letter 5
  - Woodland-unique, creative, ethereal
  - Children’s Bag and Family Activity Letter
  - Ms. P’s Meeting and Greeting Card
  - Take Home Books: The Farm

- Encourage families to access the following for more ebooks and interactive learning games:
  - MDOGbett.com

Vocabulary

- Wow Words: unique, creative, persistent
- Concept and Story Words: angry, glad, pattern, three
- Beautiful: important, sad
- Count: most
- Special: one, case
- Girl: patches, two
Morning Meeting

Gather and Greet
Greet children and start the day using one or more of the opening routine options on page 9.

Wow Word of the Day
Introduce children to the Wow Word unique using the instruction on the back of Vocabulary Card 21.
understands and uses complex vocabulary

Sing and Move
Before beginning Theme Circle, give children a chance to stretch and move by singing the following song. Have children mimic your actions and sing along. sings new and familiar songs

I Am Special (to the tune of “Good Night, Ladies”)

I am special. (point to self)

So, so special. (march in place)

What Children Are Learning
language development
- engages in conversation
- expresses thoughts, feelings, and ideas
- understands and uses complex vocabulary
- uses and increases speaking vocabulary
cognitive development
- sings new and familiar songs

Vocabulary

unique

actions and repeat each familiar song.

Good-bye, friends.
Time to go.
We had fun learning.
Time to go.
Options for Opening Routines

**Attendance**
Children can begin to be responsible for taking attendance as soon as they recognize their own names. Draw a circle in the middle of a magnetic board, and attach magnets with each child’s name around the outside of the circle. Have children move their names to the inside of the circle as they arrive.

**Pledge of Allegiance**
Have children locate the United States flag and recite the Pledge of Allegiance with you. Children may place their right hands over their hearts or use hand motions to support the meaning of each phrase. Later in the year, you may also choose to display your state flag and learn a state song, pledge, or motto.

**Morning Message**
Model the writing process by writing a short message each day—a sentence or two about something important that is happening that day. Later in the year, invite one or two children to contribute their own sentences. You may wish to write your messages on chart paper and combine them into a weekly classroom newspaper.

**Classroom Helpers**
Children love to help in the classroom, and jobs help them learn responsibility. Make a special bulletin board or pocket chart with children’s job assignments and change them daily or weekly.

- **Calendar and Weather**
  - Ask a calendar helper to identify the day of the week and the date each day. You can also use the calendar for quick ways to reinforce the following skills:
    - Clap syllables in words, such as September and Tuesday.
    - Point to the numbers on the calendar as children count the days in the month so far.
    - Create patterns using different colors of clocks. Make the patterns more complex as the year progresses.
    - Ask what day it was yesterday and what day it will be tomorrow.
    - Record the weather each day. At the end of the month, count the sunny days, rainy days, etc. and make a weather graph.
  - Snacks (distribute snacks to each table)
  - Drinks (pick up, count, and distribute milk, juice, or water)
  - Tables (wipe off tables at the end of snack or lunch time)
  - Line Leader (lead the class to and from special activities)
  - Door Holder (hold the door for the line to pass through)
  - Attendance (make sure everyone has checked in)
  - Calendar (identify the day and date each day)
  - Weather (check the weather each day)
  - Pet (feed the class pet)
  - Library (straighten books)
Morning Meeting

Gather and Greet
Greet children and start the day using one or more of the opening routine options on page 9.

Wow Word of the Day
Introduce children to the Wow Word unique using the instruction on the back of Vocabulary Card 21. understands and uses complex vocabulary

Sing and Move
Before beginning Theme Circle, give children a chance to stretch and move by singing the following song. Have children mimic your actions and sing along. sings new and familiar songs

I Am Special (to the tune of “Good Night, Ladiess”)
I am special (point to self)
So, so special (march in place)
There’s no one (march in place; then hug self)
Just like me!

Vocabulary

unique

Guiding Questions

- Give each child a Wowband for unique and encourage them to share their Wow Word with their families. understands and uses complex vocabulary

- Discuss the importance of being unique. engages in conversation

- What are some ways to show that you are unique?

Day 1

What Children Are Learning

- Language development: engages in conversation

- Expresses thoughts, feelings, and ideas: understands and uses complex vocabulary

- Uses and increases speaking vocabulary

- Creative arts: sings new and familiar songs

- Cognitive development: uses play to explore and learn
Morning Meeting

Gather and Greet
Greet children and start the day using one or more of the opening routine options on page 9.

Wow Word of the Day
Introduce children to the Wow Word "athletic" using the instruction on the back of Vocabulary Card 23. understands and uses complex vocabulary

Children's Me Bag
Invite the child who took the Me Bag home to share it with the class. Encourage the use of complete sentences and descriptive language. shares appropriate information

What Children Are Learning
language development
- engaged in conversation
- shares appropriate information
- understands and uses complex vocabulary

science and health
- identifies parts of the body

creative arts
- sings new and familiar songs

physical development
- develops body coordination

Vocabulary
athletic

Lunch/Snack
During lunch, encourage children to ask the child who brought the Me Bag questions about the items in the bag. engages in conversation

Closing Song
Have children mimic your actions and repeat each line after you, sings new and familiar songs

Word with Good-Bye, Friends

Good-bye, friends. (wave good-bye)
Time to go. (point to wristwatch)
We had fun learning. (pretend to read a book)
Time to go.
Theme Circle: Launch the Theme
Theme 2, Week 1, Day 1
**Theme Circle**

**Theme 2: **
**Week 1:**

**At a Glance**

What Children Are Learning:

- **Social Studies:** Appreciates the unique characteristics of each child.
- **Social and Emotional Development:** Shows an awareness of others and their feelings.
- **Language Development:** Expresses thoughts, feelings, and ideas.
- **Phonological Awareness:** Segments sentences into words.
- **Comprehension:** Reads and answers questions.
- **Responding to Texts:** Makes connections.
- **Emergent Writing:** Writes a list.
- **Mathematics:** Counts to determine quantity.

**Morning Meeting**

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<tr>
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**Literacy Circle**

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**Snack**

- Introduce the theme letter - P
- Read a letter - P, Ms. P's song
- Listen to Ms. P's song

**Literary Small Groups**

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**Math Circle**

- Guiding Counting with a Rhyme
- Guiding Counting 1-3
- Guiding Counting with a Rhyme
- Guiding Counting 1-3

**Centers and Math Small Groups**

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**Outdoors/Lunch/Rest**

- Guiding Counting with a Rhyme
- Guiding Counting 1-3
- Guiding Counting with a Rhyme
- Guiding Counting 1-3

**Vocabulary**

- Wow Words: awesome, persistent, happy, sad, five
- Concept and Story Words: angry, glad, pattern, three, beautiful, boy, important, sad, five, count, math, special, sure, feel, self, girl, patches, two

**Home Connections**

- Encourage family involvement by sending home the following:
  - Theme 2 Home Activity Calendar
  - Family Fun Letter S
  - Wordsearch for unique, creative, athletic, expressive, and personality
  - Children’s Big Bag and Family Activity Letter
  - Ms. P’s Meeting and Greeting Card
  - Take Home Books: The Farm, Wordsearch, “I am special”

**Theme Library**

- Gather a selection of theme-related literature from your classroom or school library for this week. Choose a book each day to read aloud. Add the books to the theme library center.
  - All the Colors of the Earth by Susan L. Roth
  - Dinosaurs, Beasts! A Safety Guide by Alan Brown and Stephen Jenkins
  - The Family Book by Todd Parr
  - The Five Senses by Nola Ross
  - If I Can Be Little, A First Book at Safety by Pat Thomas
  - Like Me! Like You! A Book of Preschool Feelings by Mandy Low
  - Learning the Week by Ann Blumberg
  - Lots of Questions by Michael Rosen and Sheila Rolfe
  - My Five Senses by Bobbi Kates
  - Wheels My Little by Carrie Lee Curtis
  - Where’s the Air? by Mem Fox
  - Who’s in a Family? by Robert Beach

pp. 22–23
Theme Circle: Talk About It
Theme 2, Week 1, Day 3
**Talk About It**

**Focus Question:** What makes us special?

**Introduce the Theme Anchor Chart**

- Display the Theme 2 Anchor Chart and invite children to describe what they see in the picture. As volunteers describe what they see, restate their comments in complete sentences, such as: Yes, there are a lot of people at the park. Yes, there is a gazebo in the park. makes relevant comments – uses complete sentences

**Practice Oral Language**

- Ask children to identify things they see happening in the picture. Offer guidance, as needed, such as: I see a lot of boys and girls enjoying their day at the park. I see a girl running with her dog. I see a boy looking at a butterfly. Have children find other boys and girls in the park scene and tell what each boy or girl is doing. provides descriptions – uses and increases speaking vocabulary

**Link Vocabulary and Comprehension**

- Ask children to describe or point to the following in the chart:
  - someone being athletic
  - something that is unique
  - someone being creative
  understands and uses complex vocabulary – observes characteristics of people

**Read the Class Book: What We Like**

- Share the class book created in small groups this week. Invite each child to read his or her page aloud. Discuss how the things we like to do are part of what makes us special and unique. compares and contrasts self to others – engages in conversation – presents to peers

**Differentiated Instruction**

**3-Year-Olds**

Focus the discussion on the Theme 2 Anchor Chart and on reading the classbook.

**Special Needs**

**Visual Support**

Draw or attach small pictures of park activities to a piece of paper that children can hold. Children may use the pictures as visual support when answering questions. Encourage children to expand their answers into sentences.

**Enrichment**

Ask children what they like to do at the park. Encourage them to add details about how they might feel as they participate in that activity.
### Theme Circle

#### Theme 2

**Week 1 at a Glance**

**What Children Are Learning?**

<table>
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<th>Language Development</th>
<th>Social and Emotional Development</th>
<th>Phonological Awareness</th>
<th>Comprehension</th>
<th>Responding to Texts</th>
<th>Emergent Writing</th>
<th>Mathematics</th>
</tr>
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<tbody>
<tr>
<td>Appreciates the unique characteristics of each child</td>
<td>Shows awareness of others and other feelings</td>
<td>Expresses thoughts, feelings, and ideas</td>
<td>Segments sentences into words</td>
<td>Makes connections</td>
<td>Writes a list</td>
<td>Counts to determine quantity</td>
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**What makes us special?**

- **Theme Circle**
  - Introduce the Theme
  - Read/Write Aloud
  - Introduce the Focus Question: What makes us special?

- **Center and Literacy Small Groups**
  - Draw a Picture
  - Complete a Sentence
  - Create a Class Book: What We Like

- **Snack**
  - Introduce the Theme
  - Read/Write Aloud

- **Literacy Circle**
  - Read a Letter from Ms. P.
  - Explore Letters and Sounds with Ms. P.
  - Listen to Ms. P’s Song

### Vocabulary

- **Wow Words**
  - unique
  - appreciated
  - patient
  - angry
  - glad
  - pattern
  - three
  - beautiful
  - key
  - coat
  - math
  - special
  - case
  - girl

- **Story Words**
  - five
  - important
  - feet

### Home Connections

- **Encourage family involvement by**
  - sending home the following:
    - Theme 2 Home Activity Calendar
    - Family Fun Letter S
    - Word Hunt for unique, creative, artistic, aesthetic, and persistant
    - Children’s Big Bag and EmBag Family Activity Letter
    - Ms. P’s Meeting and Greeting Card
    - Home Book: The Farm
  - Encourage families to access: PBS.org/kids for more eBooks and interactive learning games.

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**Day 1 (pages 22-23)**

- **Morning Meeting**
  - Gather and Greet
  - Row Word of the Day: unique
  - Sing and Move: “I Am Special”

- **Theme Circle**
  - Introduce the Theme
  - Read/Write Aloud
  - Introduce the Focus Question: What makes us special?

- **Math Circle**
  - Practice Counting 1-3
  - Recognize Quantities 1-3
  - Recognize Quantities 1-4

- **Outdoors**
  - Take It Home: Family Fun Letter S, Theme 2 Home Activity Calendar, Word Hunt: unique, creative, artistic, aesthetic, and persistant
  - Take It Home: Children’s Big Bag, EmBag Family Activity Letter, Word Hunt: unique, creative
  - Take It Home: Ms. P’s Meeting and Greeting Card, Word Hunt: artistic
  - Take It Home: Song “Good Bye, Friends”

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**Day 2 (pages 22-23)**

- **Morning Meeting**
  - Gather and Greet
  - Row Word of the Day: creative
  - Sing and Move: “I Am Special”

- **Theme Circle**
  - Introduce the Theme
  - Read/Write Aloud
  - Introduce the Focus Question: What makes us special?

- **Math Circle**
  - Practice Counting 1-3
  - Recognize Quantities 1-3
  - Recognize Quantities 1-4

- **Outdoors**
  - Take It Home: Family Fun Letter S, Theme 2 Home Activity Calendar, Word Hunt: unique, creative, artistic, aesthetic, and persistant
  - Take It Home: Children’s Big Bag, EmBag Family Activity Letter, Word Hunt: artistic
  - Take It Home: Song “Good Bye, Friends”

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**Day 3 (pages 22-23)**

- **Morning Meeting**
  - Gather and Greet
  - Row Word of the Day: artistic
  - Sing and Move: “I Am Special”

- **Theme Circle**
  - Introduce the Theme
  - Read/Write Aloud
  - Introduce the Focus Question: What makes us special?

- **Math Circle**
  - Practice Counting 1-3
  - Recognize Quantities 1-3
  - Recognize Quantities 1-4

- **Outdoors**
  - Take It Home: Family Fun Letter S, Theme 2 Home Activity Calendar, Word Hunt: unique, creative, artistic, aesthetic, and persistant
  - Take It Home: Children’s Big Bag, EmBag Family Activity Letter, Word Hunt: artistic
  - Take It Home: Song “Good Bye, Friends”

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**Day 4 (pages 22-23)**

- **Morning Meeting**
  - Gather and Greet
  - Row Word of the Day: persistent
  - Sing and Move: “I Am Special”

- **Theme Circle**
  - Introduce the Theme
  - Read/Write Aloud
  - Introduce the Focus Question: What makes us special?

- **Math Circle**
  - Practice Counting 1-3
  - Recognize Quantities 1-3
  - Recognize Quantities 1-4

- **Outdoors**
  - Take It Home: Family Fun Letter S, Theme 2 Home Activity Calendar, Word Hunt: unique, creative, artistic, aesthetic, and persistant
  - Take It Home: Children’s Big Bag, EmBag Family Activity Letter, Word Hunt: artistic
  - Take It Home: Song “Good Bye, Friends”

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**Day 5 (pages 23-24)**

- **Morning Meeting**
  - Gather and Greet
  - Row Word of the Day: persistent
  - Sing and Move: “I Am Special”

- **Theme Circle**
  - Introduce the Theme
  - Read/Write Aloud
  - Introduce the Focus Question: What makes us special?

- **Math Circle**
  - Practice Counting 1-3
  - Recognize Quantities 1-3
  - Recognize Quantities 1-4

- **Outdoors**
  - Take It Home: Family Fun Letter S, Theme 2 Home Activity Calendar, Word Hunt: unique, creative, artistic, aesthetic, and persistant
  - Take It Home: Children’s Big Bag, EmBag Family Activity Letter, Word Hunt: artistic
  - Take It Home: Song “Good Bye, Friends”
Theme Circle: Make Connections
Theme 2, Week 1, Day 5
Learning Centers

Options for Week 1

Learning Centers

The activities below provide ways to integrate the week's learning goals into center time activities. Choose the options that work best with your center routines.

Ms. P's Letter Play
Have children create their own Ms. P stick puppet and then form the letters Pp by using play dough. Invite children to trace P and p on the letter forms page and fill them in with playdough patches.

What You Need
- Tracing Letters
- Ms. P Stick Puppet
- Ms. P's song
- Play Dough
- Pencil
- Eraser
- Glue

A Book About Me
Provide children with a pre-made book to illustrate and write why they are special. Invite children to draw pictures and write letters, symbols, or scribbling that show what special features they have, what they are good at, and what they like to do. Encourage children to share their books.

What You Need
- Pre-made book
- Pencil
- Crayons

Penny Match
Invite children to count the pennies in each of five counting jars and then choose the correct dot card and numeral card from Teacher Time Savers 12 and 33 to match the quantity of pennies in the jar. Encourage children to share their discoveries with friends.

What You Need
- Five counting jars with 1 to 5 pennies in each jar
- Interactive Resources
  - Teacher Time Savers 12, 33

This Is Me!
Encourage children to create a self-portrait using yarn, paint, and other drawing materials. Provide mirrors for children to use. Challenge children to focus on what makes them unique. Invite them to add a title for their self-portrait.

What You Need
- Yarn
- Paint
- Utensils
- Glue
- Unavailable mirrors

Tips for Center Support
- Messy Centers: If children are leaving a center in a mess, then model how children can return materials to their proper places at the center. Talk about why it is important to leave the center cleaned up.
- Using Props: If you notice that some children are less receptive to role-playing then model acting out a scene using the props in the Dramatic Play Center. Encourage one or two volunteers to join you as you demonstrate.
- Artist's Gallery: Create an Artist's Gallery or Wall of Fame near your Art Studio. Give children their own spaces in the gallery and let them choose their art to display.

Focus Question
What makes us special?
Literacy Circle

Theme 2
Week 1
at a Glance

What Children Are Learning?

Morning Meeting

- Gather and Greet
- Row Word of the Day: unique
- Sing and Move: "I Am Special"

Theme Circle

- Introduce: The Theme
- Read: The Kids Are Alright
- Introduce the Focus Question: What makes us special?

Centers and Literacy Small Groups

- Draw a Picture
- Create a Sentence
- Create a Class Book: What We Like

Snack

- Introduce: The Kids Are Alright
- Read a Letter from Ms. P., The Big Book
- Listen to Ms. P.'s Song

Literate Circle

- Read About Ms. P., The Big Book
- Explore Letters and Sounds with Ms. P.
- Listen to Ms. P.'s Song

Outdoors/Lunch Rest

Math Circle

- Guided Counting with a Rhyme: 1-3
- Guided Counting with a Rhyme: 4-6
- Guided Counting with a Rhyme: 7-9
- Guided Counting with a Rhyme: 10-12
- Guided Counting with a Rhyme: 13-15
- Guided Counting with a Rhyme: 16-18

Centers and Math Small Groups

- Practice Counting: 1-3
- Practice Counting: 4-6
- Practice Counting: 7-9
- Practice Counting: 10-12
- Practice Counting: 13-15
- Practice Counting: 16-18

Outdoors

- Take It Home: Children’s Big Bag, The Kids Are Alright, Word Bank: creative
- Take It Home: Book: The Big Book, Word Bank: apprehensive
- Take It Home: The Kids Are Alright, Word Bank: apprehensive
- Take It Home: The Kids Are Alright, Word Bank: apprehensive

Closing

- Take It Home: The Kids Are Alright, Word Bank: unique
- Take It Home: The Kids Are Alright, Word Bank: creative
- Take It Home: The Kids Are Alright, Word Bank: apprehensive
- Take It Home: The Kids Are Alright, Word Bank: apprehensive
- Take It Home: The Kids Are Alright, Word Bank: apprehensive

Theme Library

- Gather and Greet
- Row Word of the Day: prehistoric
- Sing and Move: "I Am Special"

- Introduce the Action Rhyme: Romaine Is a Star
- Read The Farm
- Teach the Everyday Word: I

- Read About Ms. P., The Big Book
- Explore Letters and Sounds with Ms. P.
- Listen to Ms. P.'s Song

- Romaine Is a Star
- Ms. P.'s Word Play
- Meet Mr. N and Mr. W.

- Talk About Feelings
- Sing Along with Ms. P., Ms. P.'s Song

- Guided Counting with a Rhyme: 1-3
- Guided Counting with a Rhyme: 4-6
- Guided Counting with a Rhyme: 7-9
- Guided Counting with a Rhyme: 10-12
- Guided Counting with a Rhyme: 13-15
- Guided Counting with a Rhyme: 16-18

- Build a Pattern
- Build a Pattern
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- Build a Pattern
- Build a Pattern

- Guide Counting with a Rhyme: 1-3
- Guide Counting with a Rhyme: 4-6
- Guide Counting with a Rhyme: 7-9
- Guide Counting with a Rhyme: 10-12
- Guide Counting with a Rhyme: 13-15
- Guide Counting with a Rhyme: 16-18

- Review Patterns: Create a Pattern
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- Guide Counting with a Rhyme: 1-3
- Guide Counting with a Rhyme: 4-6
- Guide Counting with a Rhyme: 7-9
- Guide Counting with a Rhyme: 10-12
- Guide Counting with a Rhyme: 13-15
- Guide Counting with a Rhyme: 16-18

- Matching Quantities
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- Matching Quantities

Home Connections

- Encourage family involvement by sending home the following:
  - Theme 2 Home Activity Calendar
  - Family Fun Letter S
  - Word Banks for unique, creative, ethereal, apprehensive, and persistent
  - Children’s Big Bag and Ms. P. Activity Letter
  - Ms. P.’s Meeting and Greeting Card

- Take Home Book: The Farm
- Take Home Book: The Farm
- Take Home Book: The Farm

- Encourage families to access: MyDG@PPL.com
- Use home for more eBooks and interactive learning games.
Literacy Circle:
Learn More About the Letter Person
Theme 2, Week 1, Day 2
# Math Circle & Small Groups

## Theme 2 - Week 1

### Theme Circle
- **Day 1 (pages 26-31)**
  - Introduce the Theme
  - Read “Me & My Group”
  - Introduce the Focus Question: What makes us special?

- **Day 2 (pages 32-37)**
  - Revise Mad Libs
  - Link Vocabulary and Comprehension
  - Connect to the Focus Question

- **Day 3 (pages 38-43)**
  - Introduce the Theme Anchor Chart
  - Practice Oral Language
  - Link Vocabulary and Comprehension
  - Read the Class Book

- **Day 4 (pages 44-49)**
  - Introduce the Action Rhyme: “Revise Me & My Group”

- **Day 5 (pages 50-55)**
  - Teach the Everyday Word of the Day: “Revise Me & My Group”

### Literacy Circle
- **Day 1 (pages 26-31)**
  - Read a Picture
  - Complete a Sentence
  - Create a Class Book: What We Like
  - Read “Me & My Group”
  - Revise Mad Libs

- **Day 2 (pages 32-37)**
  - Explore Letters and Sounds with Ms. P.
  - Listen to Ms. P’s Song
  - Read About Me, P’s Big Book
  - Revise “Me & My Group”

- **Day 3 (pages 38-43)**
  - Explore Letters and Sounds with Ms. P.
  - Listen to Ms. P’s Song
  - Revise “Me & My Group”

- **Day 4 (pages 44-49)**
  - Talk About Feelings
  - Sing Along with Ms. P’s Song

### Math Circle
- **Day 1 (pages 26-31)**
  - Guide Counting with a Rhyme
  - Introduce Counting 1-3
  - Recognize Quantities 1-3

- **Day 2 (pages 32-37)**
  - Guide Counting with a Rhyme
  - Introduce Counting 1-4
  - Recognize Quantities 1-4

- **Day 3 (pages 38-43)**
  - Guide Counting with a Rhyme
  - Introduce Counting 1-5
  - Recognize Quantities 1-5

- **Day 4 (pages 44-49)**
  - Review Patterns: Create a Pattern
  - Revise Patterns
  - Build a Pattern

### Vocabulary
- **Wow Words**
  - unique
  - appreciate
  - persistent
  - athletic

- **Concept and Story Words**
  - angry
  - glad
  - pattern
  - three
  - beautiful
  - happy
  - sad
  - five
  - important
  - good
  - special
  - myself
  - one
  - two

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**Home Connections**
- Encourage family involvement by sending home the following:
  - Theme 2 Home Activity Calendar
  - Family Fun Letter S
  - Workbooks for unique, creative, athletic, appreciate, and persistent
  - Children’s Big Bag and Me Bag Family Activity Letter
  - Ms. P’s Meeting and Greeting Card
  - Take-Home Books: The Farm

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**Theme Library**
- Gather a selection of theme-related literature from your classroom or school library for this week. Choose a book each day to read aloud. Add the books to the “Theme Library” center.
- “All the Colors of the Earth” by Stuart J. Murphy
- “The Family Book” by Todd Parr
- “The Five Senses” by Patricia Hegarty
- “If You Can Be Safe & Feel Safe At School” by Pat Thomas
- “Like Being No: Poems for Children About Feeling Special, Appreciating Others, and Getting Along with a Baby Brother” by Mindy Brumfield
- “Like Me Myself” by Karen Beaumont
- “Love to Learn” by Anna F. Jane
- “The Listening Walk” by Paul B. Janeczko
- Lots of Leprechauns and Other Poems by Anna F. Jane
- “My Five Sensory by Alix Brown
- “Wheel Has Little” by Jamie Lee Curtis
- “Whoever You Are” by Mac Barnett
- “When I’m in a Family” by Robert Reinhard

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**Math Circle & Small Groups**
- pp. 22–23
Every Minute Counts

Lunch/Snack
Suggest that children talk to each other about things they like to eat. Encourage them to find some likes that are the same and some that are different. engages in conversation

Every Minute Counts!

Transitions
Lead children in singing a version of “If You’re Happy and You Know It,” replacing the word happy with special words and increasing speaking vocabulary - sings new and familiar songs

Outdoors
Use children’s characteristics, likes, or dislikes to play a version of “Simon Says.” For example: If your favorite color is red, jump up and down, uses play to explore and learn

Lunch/Snack
Suggest that children talk to each other about things they like to eat. Encourage them to find some likes that are the same and some that are different. engages in conversation

Closing
Take It Home
• Give each child a copy of Family Fun Letter 5 and the Theme 2 Home Activity Calendar. Read the letter aloud and talk about the suggested activities. Ask children which activities they would enjoy doing with their families this week. expresses thoughts, feelings, and ideas
• Give each child a Wowband for unique and encourage them to share their Wow Word with their families. understands and uses complex vocabulary

Closing Song
Have children mimic your actions and repeat each line after you. sings new and familiar songs

Good-Bye, Friends (to the tune of “Where Is Thumbkin?”)
Good-bye, friends,
Time to go,
We had fun learning.
Time to go.

Good-Bye
Point to wristwatch
Wave good-bye
Pretend to read a book
Point to wristwatch
**Closing**

**Closing Song**

Have children mimic your actions and repeat each line after you. *sings new and familiar songs*

**Good-Bye, Friends** *(to the tune of “Where Is Thumbkin?”)*

When something is **unique**, it is the only one. There is nothing else like it.
People don’t care how much you know, until they know how much you care.
Shake a Hand, Touch a Heart
Connections in Action
Children learn naturally when they are **active**.

The more senses you activate, the more likely it is that the message will get to the brain.
What is Active Learning?
Active Learning in Action
### How does DIG support CLASS?

#### CLASS Observations

<table>
<thead>
<tr>
<th>DOMAIN/DIMENSIONS</th>
<th>How'd We Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Support</strong></td>
<td>✓</td>
</tr>
<tr>
<td>• Concept Development</td>
<td>✓</td>
</tr>
<tr>
<td>• Quality of Feedback</td>
<td>✓</td>
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<tr>
<td>• Language Modeling</td>
<td>✓</td>
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<tr>
<td><strong>Emotional Support</strong></td>
<td>✓</td>
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<tr>
<td>• Positive Climate</td>
<td>✓</td>
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<tr>
<td>• Negative Climate</td>
<td>✓</td>
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<tr>
<td>• Teacher Sensitivity</td>
<td>✓</td>
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<tr>
<td>• Regard for Child Perspectives</td>
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<tr>
<td><strong>Classroom Organization</strong></td>
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<tr>
<td>• Behavior Management</td>
<td>✓</td>
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<tr>
<td>• Productivity</td>
<td>✓</td>
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<tr>
<td>• Instructional Learning Formats</td>
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</tbody>
</table>
Your Implementation Resources

- Program Overview
- Research into Practice
- Getting Started
- DIG into the Teacher’s Guide

- Getting Started
- Demo Lessons
- Component Close-up
- Implementation Checklist
Your Next Thing

We have answers for you.

Zena Carter  Loretta Ault

800-227-9120
contactus@abramslearningtrends.com
Think and write about the following:

- What was a “Wow” for me today?
- What strategies, tips, techniques can I share?
- What will I try? Let go? Continue?

When you are ready, share your thoughts with the group.
A Message from Dr. Jean