



Theme	Amazing Nature	Week	Insects, Bees, and Wiggly Worms	Day	
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### Social and Emotional Development

- I.C.1. Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.
- I.C.6. Child demonstrates empathy and caring for others.
- I.C.7. Child interacts with a variety of playmates and may have preferred friends.

### Language and Communication

- II.B.3. Child provides appropriate information for various situations.

### Emergent Literacy

- Reading - III.C.1. Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.

### Mathematics

- V.A.5. Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.

### Science

- VI.C.2. Child identifies, observes, and discusses objects in the sky.
- VI.C.3. Child observes and describes what happens during changes in the earth and sky.

**The Very Hungry Caterpillar** written and illustrated by Eric Carle  
**Bob and Otto** by Robert O. Bruel and illustrated by Nick Bruel

worm, caterpillar, butterfly

### Classroom Materials

- Teacher-made welcome display
- Attendance chart
- Morning message visual
- Visual daily schedule
- Visual of class rules
- Centers Materials (see Center Time for lists)

### Teacher Assessment Materials

- Notebook/Journal or method for recording observations
- Camera for photos

### Center Time 1: Small Group Literacy - Letter E

- Large uppercase letter E cut out of brightly colored paper
- Small lowercase letter e cut out of brightly colored paper
- Name chart
- Children's journals
- Pencils

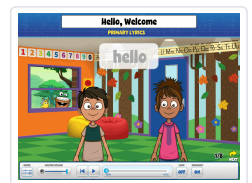
### Snack Time: Caterpillar Celery Stalks

- Celery
- Peanut butter
- Cream cheese
- Grapes
- Candy eyes
- Blueberries
- Grape tomatoes

## Opening

10  
mins

- Welcome and greet each child at the door.
  - Play music from the Transitions Playlist, if desired, to set the mood for arrival. *See Supporting Resources*
  - As children arrive at school, they will place lunch boxes, coats, and snuggle toys for Rest Time in their designated areas. Children who arrive early will then proceed to the assigned locations until class begins.
- 
- Begin your opening routine by gathering children and listening, singing, and moving to an engaging song.
  - Screen Tips: Select Mixer to mute and unmute voices or tracks. Use Master Volume, Play, Pause, Rewind, Highlight, and Loop buttons, as desired.



- Identify both the Texas State Flag and the Flag of the United States of America.
- Remind children that when we say the pledges, we stand up and hold our hands over our heart as a sign of respect.
- Be sure to continue helping children recite one new line per day of the pledge several times before standing up and saying the whole pledge together.
- Do this until the group is generally able to say the Pledge all the way through with you, with minimal prompting.
- Follow the pledges with a moment of silence. *VII.D.2, VII.D.1.*



- Ask for a volunteer to count how many children are absent today. Repeat for the children who are present. Count with them if they are unsure. *V.A.3, V.A.4, V.A.5.*
- Say a few encouraging words about absences such as, "We look forward to seeing (name) when he/she returns to school!" Model mindfulness of others for children, and invite them to do the same. *I.D.1.*
- Ask children to observe the helper chart as you point to it. Tell them to notice what their job is for the week. Ask a few children in random order to tell you their job and what it means. Ask for questions and check for understanding. *I.C.2, II.A.1, II.A.3, II.B.3, II.C.1, II.D.2, II.D.3, III.A.1, III.A.3, III.E.1, VII.B.3.*
- Thank them for being great school helpers!

• **Transitions Playlist**

- Use this playlist to create a positive atmosphere for children when transitioning between activities.
- Create a welcoming atmosphere for children with background music.
- Select a song title and press Play to listen.



• **Emotion Flash Cards**

- Use this as an additional, or alternative, activity during Opening.
- Invite children to share how they are feeling this morning.
- Select emotion flash cards to highlight them as they are discussed.



Circle Time 1

15 mins

- Introduce the Morning Message for the day: "Today we are learning about worms and caterpillars."
- Write and read your own personal message to children. Introduce the main learning theme, goals, or activities for the day which have to do with how insects, bees, butterflies, spiders, worms, and other creatures help plants to grow and provide food.
- Discuss how caterpillars and worms play an important role in growing plants and food. Have children raise their hands if they know what a caterpillar is, then have them raise hands if they know what a worm is. Have everyone say "caterpillar" and "worm."
- When discussing the morning message, encourage children to show understanding by matching their language to social contexts. Encourage children to share about a time they saw a caterpillar or worm. Observe how children use the vocabulary in their responses. *II.C.3*
- Children should be following 2-step and 3-step oral directions. *I.C.1., I.C.6., I.C.7., II.A.1., II.A.2., II.A.3., II.B.1., II.B.2., II.B.3., II.B.4., II.B.5., II.B.6., II.C.1., II.C.2., II.C.3., II.D.1., II.D.2., II.D.3., II.D.4., II.D.5., II.D.6.*

### General Tip:



- Defining roles before teaching together is an incredibly valuable process that will save a lot of time throughout the year.
- Instead of stepping on each other's toes and doing the same work twice, make sure you discuss which parts of the job you want to take on each.

### Teacher Tip:



- The teacher should model concepts of print and "think out loud" while writing in front of the children (top left starting place, moving left to right, leaving a space between words, return sweep, top to bottom, punctuation mark, and point out punctuation marks). *IV.C.4., IV.C.5.*

### Assessment Tip:



- Most of the assessment in Pre-K is observed by the teacher as the child develops across the year of learning.
- The Quaver Assessment Tool has been specifically designed to aid teachers in observational assessment.
- The tool allows you to select the child, the standard, and then to quickly mark the level of attainment for that child.
- All of the information is saved and can be updated any time of the day.
- For more in-depth help go to the Quaver Dashboard and click the icon that says Assessment.
- In the top left hand corner click on the icon that says help.

- Share with children the sequence of morning activities. Discuss the Visual Daily Schedule as well as the Daily Schedule - Morning Activities screen. *See Supporting Resources*
- Ask for volunteers to “read” the visual schedule (with pictures) to walk the class through their day ahead, one activity at a time. Continue using new math vocabulary such as “next,” “after snack,” “before lunch,” and “yesterday.” *VII.A.3.*

- Review calendar (including the date and "This is the \_\_\_ day of school"). Look at the date and number of days being in school and ask children what numbers make up today's date. *V.A.9.*
- In the Week view, point to today, Monday.
- In the Month view, discuss yesterday, today, and tomorrow. State that today is Monday, the first day of the school week, yesterday was Sunday, and tomorrow is Tuesday.
- Discuss the weather and events of the day with children, and choose pictures for each.
- Look for patterns and highlights in weather and activities data (for a week or month) – “What is the weather like today?” “What was it like yesterday?”



**Teacher Tip:**



- Providing real-life problem-solving situations to analyze data is an excellent opportunity to reinforce patterning and classification skills.
  - You might, for example, offer daily questions requiring the child to analyze and compare the data, such as:
    - “How many children are present?”
    - “How many are absent?”
    - “How many children take the bus home?”

- Introduce the new class “pets.” Take the children over to the Math and Science Center and ask them if they notice something new. When they notice the aquarium, ask if they can guess what is in it!
- Tell the children that earthworms are in the aquarium, and the children can look with their eyes to watch the earthworms and find out what they do when they go to Center Time.

**Daily Schedule - Morning Activities**

- Share with children the sequence of morning activities.
- Screen Tips: Click each box to reveal the activities for that part of the day. Click again to hide.



- **ABC Song (Lyrics)**

- Use this as an additional, or alternative, song during Circle Time 1.
- Tell the children we are going to listen to the **ABC Song** one time, and then we will listen to it another time.
- Play the **ABC Song**.
- During the second time playing the song, pause the song and have children tell you what letters they see on the screen. Point to the letters out of order so children can practice recognizing the letters.
- Screen Tips: Select Mixer to mute and unmute voices or tracks. Use Master Volume, Play, Pause, Rewind, Highlight, and Loop buttons, as desired.



## Center Time 1

60-90  
mins

- **Pretend and Learn Center:**

- **Keep:** Large, medium, and small cardboard boxes or hollow blocks (as many as possible); big tree creation/decoration made in the Creativity Station (trees, forest, river, and so on – parts of Earth) during weeks 8 and 9 (the children should be adding to it over time); gardening props, which could include a sink, watering cans, gloves, child-sized tools, packets of seeds, boots, smocks, and so on; potted plants (real) - large and small; cooking utensils and food; clipboards with blank paper, pencils and crayons; flashlights; an assortment of real vegetables and fruits that grow in the ground or on trees (If it is fall, try to use pumpkins, gourds, apples, and so on.); mason jars; cloth; string; butcher paper, multi-colored construction paper; scissors; tape; markers; books about seeds and farms (brief and with lots of pictures); toy tractors (if you have any); and child-sized hoes, rakes, and shovels.
- **Add:** Bug catchers; butterfly nets; and photos of butterflies, caterpillars, worms, and bees in order to observe, investigate, describe, and discuss the characteristics of insects. *I.A.1., I.B.1.a., I.B.1.b., I.B.1.c., I.B.2.c., I.B.3.a., I.B.3.b., I.C.1., I.C.3., I.C.4., I.C.5., I.C.7., I.D.1., II.A.1., II.A.3., II.B.1., II.B.2., II.B.3., II.B.4., II.B.5., II.B.6., II.C.1., II.D.1., II.D.3., II.D.4., II.D.5., II.D.6., IV.A.1., IV.A.2., VI.B.1., VI.B.2., VI.B.3., VI.C.1., VI.C.4., VII.C.1., VIII.C.1.*
- **Add:** Dress, play, and act as farmers. Set up a farm stand or "Farmer's Market" area. Provide props such as various farm equipment, animals, butcher paper painting with corn stalks to look like a corn field, watering cans, trowels, rakes, shovels, hoes, and fake vegetables. Encourage children to observe, investigate, describe, and discuss the position and motion of the farm machines. If possible allow them to use the machines outside to see if they work differently on different surfaces. *VI.A.2., VI.B.3., VIII.C.1.*
- If possible, allow the children to play outside and observe, investigate, and explore the way animals interact with the world outside. *VI.B.3.*

- **Writer's Corner:**

- **Remove:** Pipe cleaners
- **Keep:** Letters written by teacher in black marker for children to trace (including children's names); class mailboxes; desk for writing with 2 chairs; plenty of blank or lined paper; an assortment of crayons, markers, and colored pencils; variety of envelopes and stamps; tape dispenser and clear tape; index cards; folded paper, stapled to look like empty books; a trash can and recycling bin; novel pencils such as thick pencils or rainbow (multi-colored) pencils; erasers of different shapes and sizes; and a pencil sharpener that the children can use.
- **Add:** Letter E cutouts (from Small Group Instruction) and modeling dough with modeling dough tools for sculpting letters. *I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., I.B.3.b., IV.A.1., IV.A.2., IX.B.1.*

- **Library and Listening Center:**

- **Remove:** Extraneous books from this theme to make room for new books and favorites
- **Keep:** Most well-liked and well-read books related to the sub-themes of "The Sun and Seasons," "Plants All Around," and "Seeds and the Farm."
- **Add:** Variety of books about insects, bugs, and wiggly worms, including literature, concept books, big books, magazines, class-made books, and audiobooks on mobile devices. Ask children to point to the specific letters within a word when prompted. *I.A.1., I.A.4., I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., I.B.3.b., II.D.5., II.D.6., III.A.1., III.A.2., III.A.3., III.E.1., III.E.2.*

- **Construction Center:**

- **Keep:** Full set of unit blocks; small cardboard boxes; clipboards; folded paper or cardstock (for sign making); tape; markers and pencils; blue, white, brown, red, orange, yellow, and green construction paper and tissue paper; a large globe; trees; small trucks (particularly for farms); and farm animal figures.
- **Add:** Photos of farmer's markets and farm scenes. *I.A.1., I.A.4., I.B.1.a., I.B.1.b., I.B.1.c., I.B.2.c., I.B.3.a., I.B.3.b., I.C.1., I.C.3., I.C.4., I.C.5., I.C.7., I.D.1., II.A.1., II.A.3., II.B.1., II.B.2., II.B.3., II.B.4., II.B.5., II.B.6., II.C.1., II.D.1., II.D.3., II.D.4., III.A.3., IV.A.1., IV.A.2., V.C.3., V.D.1., VI.A.1., VIII.C.1., IX.A.2., IX.B.1., IX.B.2., IX.C.1.*

- **Math and Science Center:**

- **Math Materials:**

- **Remove:** Picture cards showing the different phases in the life cycle of a plant.
    - **Keep:** Math board games with a dice or counter, a board where objects move ahead by counting spaces, and simple instructions (real or homemade versions of Candy Land®, Chutes and Ladders®, Zingo® 1-2-3, Sequence for Kids®, Concentration™, HiHo! Cherry-O®, The Ladybug Game®, and so on).

*I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., I.C.5., II.A.1., II.A.2., V.A.1., V.A.2., V.A.3., V.A.4., V.A.5., V.A.6., V.A.7., V.A.8., V.A.9., V.C.3.*

- **Science Materials:**

- **Remove:** Perishables from last week!
    - **Keep:** Science shelves stocked with natural items and tools for investigating, such as magnifying glasses, spoons, a microscope, a small flashlight, blank paper, and pencils (for pressing or drawing).
    - **Add:** A new aquarium filled with nutrient-rich soil and earthworms (be sure to check the requirements to keep the earthworms safe and healthy for the week!). Bring children's journals to the science table where the worms are, along with colored pencils and writing tools. *I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., IV.A.1., IV.A.2., VI.B.1., VI.B.3., VI.C.1.*

- **Optional Activity: "Caterpillar Count"**

- Use a sheet of paper with numeric words preprinted on it ("one," "two," "three," and so on up to "nine"). Each numeric word will be separated into rows (think of notebook paper). Next to each word, there will be only a pre-drawn "head" of a caterpillar. The child will take a green blotter (or use green fingerpaint) to make a body for the caterpillar. For example, on the number "one" line, the child will place 1 green dot for the body next to the pre-drawn head. On the number 2 line, the child will add 2 green dots next to the head, and so on. When finished, the child will go back and write the numerals on the appropriate lines (1, 2, 3, up through 9). When finished, the child will move on to the next activity.
    - Provide fruit cut out of construction paper, as well as a piece of paper with 5 boxes labeled 1-5. Provide 1 apple, 2 pears, 3 plums, 4 strawberries, and 5 oranges. The child will punch only one hole in each construction paper fruit. After punching the holes, the child will place the pieces of fruit next to the corresponding preprinted numeric word. For example, the child will put the apple in the box marked, "One" and then they will write the number "1." Next, the child will put the 2 pears in the box that has "Two" preprinted on it and write the numeral, "2" and so on. Children must recognize numerals, number words, and numbers of items and match all three together, writing the numerals themselves.

*V.A.3., V.A.9.*

- Take some soil and create an observation center for worms. If possible have the worms in a glass/plastic case including lots of soil. Allow the children to observe how they move and wriggle and to record their findings in their journal, including pictures. Have them use a magnifying glass to help them. *VI.B.1.*



### • Creativity Station:

- **Remove:** Art easel with paper for painting; watercolor paints; paint brushes; photos of food up-close; and various farm scenes.
- **Keep:** Children's smocks or aprons.
- **Add:** Porcelain clay is best if it is available, if not, something sculptable like modeling dough; a wood board or mat for each child to work on; clean sponges for the clay moistening; tools for cutting clay; a bucket or tub of shallow water for moistening sponges (for clay); a plastic tarp or drop cloth on the floor. Add photos all around of insects, bugs, and wiggly worms. *I.A.1., I.A.2., I.A.3., I.A.4., I.B.1.a., I.B.1.b., I.B.1.c., I.B.2.c., I.B.3.a., I.B.3.b., I.C.5., VI.C.1., VII.C.1., VIII.A.1., VIII.A.2., IX.B.1., IX.B.2.*

### • ABC Center:

- **Remove:** Literacy Games tool; letter and picture cards.
- **Keep:** Alphabet chart for reference.
- **Add:** Writing Time tool on mobile devices (if available). *See Supporting Resources I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., I.B.3.b., I.C.5., II.A.1., II.A.2., III.A.3., III.C.1., III.E.1., IV.A.1., X.A.1.*
- **Add:** Children will have a spinner with pictures of an ant, ladybug, spider, bee, worm, butterfly, and caterpillar. On a preprinted card or paper, there will be corresponding pictures of those same 7 critters and an empty box next to each picture. After the child spins the spinner, he/she will write the starting letter of the critter he/she landed on. For example, if the spinner lands on the butterfly, the child would write the letter "B" in the box next to butterfly. The child will spin again until all the critters have been marked with their beginning letter. Optional: Have 2 boxes next to each picture so if the spinner lands on the same critter twice, the child would write the lowercase letter in the second box. *III.E.1., IV.A.1., III.C.2.*

### General Tip:

- Add a request to the school email newsletter asking for recycled materials from families and other teachers.
- Include a specific list of the items you are seeking, such as paper towels tubes, bottle caps, interesting cardboard, or empty yogurt containers, and provide central locations and bins within the school to collect these materials.
- You might even consider focusing on one item each month.



### Teacher Tip:

- Each day includes opportunities for children to explore and create art at a dedicated center called the Creativity Station.
- Quaver Pre-K lessons include guidance for using a Creativity Station in your classroom.
- A Creativity Station can be any area in your classroom set aside for art exploration such as a small cart, set of shelves, or a large sunny corner of the room, where children can visit during Center Time to explore and develop their art skills independently.
- The area should be rich in light, variety, and excitement to invite children to engage their curiosity, imagination, skills, design, and connection to the world.
- Whenever possible, the Creativity Station and teacher-led art projects recommend use of recycled and reused materials sourced from both teachers and child families.
- As you gradually introduce creative uses for recycled and found materials, children and their families will begin to identify unique materials in their own environment.
- This developing identification skill builds connections to the importance of caring for our environment and our planet.



- Invite 4 children a time to the small group area.
- Have the following on hand: Perry the Sheep puppet, the Photo Album screen which contains photographs of items/objects that start with the letter E, a large uppercase letter E cut out from brightly colored paper (sturdy enough so children can hold it), a smaller lowercase letter E cut out from the same color brightly colored paper, and a name chart for reference.
- Ask the children if they know what you are holding in your hand (the uppercase and lowercase letters - the big E and the baby e). *III.C.1.*
- Ask, "Which of our friends' names starts with the letter E?" "Which of our friends' names has an E in it?" *III.C.1.*
- Take children on a classroom walk and ask them to notice the other words (from labels) that start with the letter E or have the letter E in them. Discuss the words they found and whether they are E-words or not. *III.C.1.*
- Show them some pictures of items that start with the E, and practice saying them out loud together. *III.C.2.*
- Make sure you enunciate the words, exaggerating the E sound at the beginning (or in the middle of a word).
- Tell the children they will learn the special sound an E makes. At this time, bring out the puppet who will introduce sounds for the children. In the puppet's voice, make the E sound. Pronounce the E sound for them, and then with them, several times. *III.C.2.*
- Hold up the letter and ask the children, "What does the letter E look like?" (allow for at least a few responses – you want them to notice lines, curves, and circles in letters).
- Model with the class how to trace the letter, detailing each step as you go. Ask children to write the letter E in the air with you. *IV.A.1., V.C.3.*
- If desired, use Writing Time to practice forming the shape of the letter E using a digital tool.  
*See Supporting Resources X.A.1.*
- Tell the children that the letter E cutouts will be in the Writer's Corner. Explain that they can use them to practice writing and saying E sounds the rest of the week.
- Ask them to notice E words and sounds the rest of the day in class – and even at home!



### General Tip:

- ELL children will need multiple opportunities to engage, participate, and apply their learning, not just in interactions with other children, but with support from you to develop their own language skills.
- Finding moments to celebrate different cultures in the classroom allows for children to be exposed to other cultures, languages, genres, and customs they might not experience or learn elsewhere.
- Provide diverse books and music that children can be exposed to. Bring in materials, examples, and stories from diverse topics, illustrators, and authors. This then celebrates cultures, rather than asking for others to assimilate to what is established as the norm.



**SEL Tip:**



- Try using Stop (red) and Go (green) signs in the front of the classroom so children will know when it is okay to raise hands and ask questions or share.
- When hands go up too quickly to respond, praise the child who raised their hand after thinking first.

**Assessment Tip:**



- The key to assessing writing is to provide meaningful writing activities daily in centers and weekly in small group lessons.
- Begin the year with plenty of name writing practice but avoid worksheets or forcing children to write words and letters over and over.
- Instead, ask them to make labels with their name on it or sign their name on an art project or a story they dictated to the teacher.
- Children are more likely to engage and give their full attention to tasks that have meaning and purpose.

- Clean up centers and prepare for Snack Time. Remind children of procedures.
- If desired, access the Transitions Playlist and listen to songs such as **Cleanup Time** and **Wash Our Hands**. *See Supporting Resources*

*Supporting Resources*

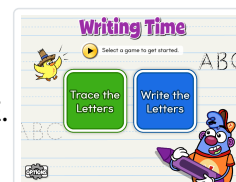
**• Transitions Playlist**

- Use this playlist to create a positive atmosphere for children when transitioning between activities.
- Select a song title and press Play to listen.



**• Writing Time**

- Have Writing Time available in the ABC Center and in Small Group Instruction.
- Use the Writing Time tool to introduce the letter E. Select Options and select the letter E.
- Model with the class how to trace the letter. Ask children to write the letter E in the air, using the same directions as the arrows from the Writing Time tool.
- Select volunteers from the class to come to the screen to trace the letter E. *III.C.1.*



**Snack Time**

**15 mins**

- Ask, “What do you know about caterpillars?” “Has anyone observed or investigated a caterpillar?” *VI.B.1., VI.B.3.*
- Create a snack in the form of a caterpillar!
- Directions:
  - Fill celery with either peanut butter or cream cheese.
  - Top with grapes or small celery slices.
  - Put candy eyes on the first grape.
  - The body could also be blueberries and the head could be only a green grape or a cherry tomato (with candy eyes).



### Teacher Tip:

- Plan ahead, note children with food allergies, and adjust the snack activity as needed.

- Clean up snacks and prepare for Read Aloud. Remind children of procedures.
- If desired, access the Transitions Playlist from the Opening section of the lesson and listen to songs such as **Help Me Clean, Wash Our Hands**, and **Story Time**.

## Read Aloud 1

15  
mins

- **The Very Hungry Caterpillar** written and illustrated by Eric Carle.
- This book is part of the Quaver Pre-K Classroom Set.
- Show the front cover of the book, the back cover, and the spine. Use the Book Cover screen, if desired. *See Supporting Resources*
- Say the title of the book, and the author’s name, while pointing to them.
- Read the story aloud.

**Teacher Tip:**

- It is also important to explicitly teach vocabulary terms that may be unfamiliar to children prior to reading.
- Provide children with the word and a child-friendly definition, and then allow them the opportunity to say the word out loud.
- If available, use a picture card or hand gesture to visually demonstrate word meanings. When you come across the vocabulary word in the book's text, stop and review the word's definition.
- This will help remind children what the word means!
- When reading a concept book, you may want to be more enthusiastic.
- These books do not always have the same type of plot that children are used to with books of literature!
- Ask children to think about words and actions in the story and ask them to come up with a hand gesture for that word or action! For example, if they hear the word wild or chaos, they may want to wave their hands wildly about.

- **Pre-Reading:**

- Ask children what they see on the cover of the book. What type of insect is this? How do you know?
- Ask children what the title means. What letters do you recognize in the title?
- What do you think the caterpillar is going to eat since he is very hungry?

- **During Reading:**

- Invite children to read along during the counting of the fruit. For example, "On Monday he ate through one apple, but he was still hungry."
- Ask them to predict how many fruits the caterpillar will eat the next day.

- **Post-Reading:**

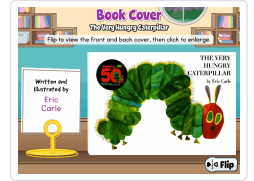
- Do you think a caterpillar would really eat cake, a lollipop, a pickle, and all that other food? Why not?
- Do caterpillars eat leaves?
- What happened at the end of the story?

**Teacher Tip:**

- Literal questions ask about something that is explicitly stated in the book.
- These questions can include "What?" "How?" "When?" "Where?" and "Why?"
- An example of a literal question is, "Where does the duck live?"

- **Book Cover (The Very Hungry Caterpillar)**

- View the front and back covers of the book.
- Point out key features of the book, such as the title and author.
- Ask questions and make predictions about the story from what the children see on the cover.



## Outdoor Time 1

20  
mins

- Free play.
- Encourage the children to look around for insects, butterflies, worms, and spiders.
- Remind the children that these creatures are part of nature, and they are helpers, so we need to be careful and not harm them. *V.I.C.A.*
- As children move indoors, remind them of any class procedures, such as wiping dirty shoes or washing hands.
- Gather children for Circle Time.
- If desired, access the Transitions Playlist from the Opening section of the lesson and listen to songs such as **Wash Our Hands** and **Circle Time**.

## Circle Time 2

15  
mins

- Share with children the sequence of afternoon activities. Discuss the Visual Daily Schedule as well as the Daily Schedule - Afternoon Activities screen. *See Supporting Resources*
- After lunch, children will read another book, **Bob and Otto**, and then work on the Counting Challenge.

- Open the Photo Album (Insects, Bees, and Wiggly Worms) to view photos of insects, bees, and wiggly worms, and invite children to select the photo they want to look at.
- Screen Tips: Each photo album has 20 themed photos in groups of 4. Select a photo to enlarge it. Select again to return to a group of 4. Sample questions:
  - Butterfly's body – "What colors do you see on the butterfly?"
  - Cocoon – "What shape is this cocoon?"
  - Chrysalis – "A Chrysalis is where a caterpillar lives before it becomes a butterfly. Why do you think it lives there?"
  - Butterfly in the springtime – "Have you ever seen a butterfly? Where?" *VI.B.3.*
- If possible, create opportunities for children to record their observations of insects. This can be done in journals or as a group.



- Engage children in learning about living creatures, such as butterflies, through singing and moving to music.
- Screen Tips: Select Mixer to mute and unmute voices or tracks. Use Master Volume, Play, Pause, Rewind, Highlight, and Loop buttons, as desired. *VI.B.1*



### SEL Tip:

- Positive reinforcement provides modeling, constructive praise, and listening strategies to increase motivation and learning.
- Model: Model expectations, both verbally and physically. When expectations are written or verbally taught, pairing a physical motion to demonstrate the steps of the expectation provides a model children can understand in multiple ways.
- Praise: Praise children who are modeling the expectations for others to build reinforced learning through their eyes and ears. This also takes away attention from unwanted behavior—promoting a positively-reinforced classroom.
- Listen: Listen more and allow wait time after questions. The time for children to comprehend and internalize concepts before responding better prepares them for the application of their learning into the real world.

- Prepare for Lunch Time. Remind children of class procedures.
- If desired, access the Transitions Playlist from the Opening section of the lesson and listen to a song such as **Wash Our Hands**.



- **Daily Schedule - Afternoon Activities**

- Share with children the sequence of afternoon activities.
- Screen Tips: Click each box to reveal the activities for that part of the day. Click again to hide.



## Lunch Time

30  
mins

- Ask, "What foods do you have in your lunch that were grown on a farm?"

### Teacher Tip:



- Lunch is a valuable opportunity for teachers to learn about the interests, backgrounds, and goals of children, informally through conversation. It is a prime opportunity to prompt classmate conversation while you listen, observe and record, and capture learnings.

- Clean up lunch and prepare for Read Aloud. Remind children of class procedures.
- If desired, access the Transitions Playlist from the Opening section of the lesson and listen to songs such as **Cleanup Time**, **Wash Our Hands**, and **Story Time**.

## Read Aloud 2

15  
mins

- **Bob and Otto** by Robert O. Bruel and illustrated by Nick Bruel.
- This book choice is selected from the Quaver Recommended Reading List for this week, which can be found in the Menu under Worksheets.
- If you do not have access to this book, then you can choose another option from the list.
- Alternatively, replace the book with another from your classroom collection that fits with this week's sub-theme.
- Show the front cover of the book, the back cover, and the spine.
- Say the title of the book, the author's name, and the illustrator's name while pointing to them.
- Read the story aloud.

- **Pre-Reading:**
  - What do you see on the cover of the book? (Prompt children to be sure they know that there's a worm and a caterpillar.)
- **During Reading:**
  - What's the difference between a worm and a caterpillar?
- **Post-Reading:**
  - Why did Bob climb the tree?
  - What happened when he climbed the tree?
  - What was Otto doing while Bob was in the tree?
  - Why was Otto sad?
  - What important job did Otto do by digging and digging?
  - How did Otto help the tree and Bob?

- **Photo Album (Insects, Bees, and Wiggly Worms)**

- Use this as an additional, or alternate, tool during Read Aloud 2.
- Have photos of plants and trees and how insects, bees, and worms play an important role in growing plants and food.
- Review the page with theme photos for the week, including photos on insects, bees, and wiggly worms, and invite children to select the photo they want to look at.
- Screen Tips: Each photo album has 20 themed photos in groups of 4. Select a photo to enlarge it. Select again to return to a group of 4. *VI.B.2, VI.B.3.*



## Rest Time

- Dim the lights, play soft music, keep quiet, and allow children to be in quiet activity at their cot if they can't sleep. Encourage children to think about the worm and the caterpillar from the story as they rest.
- Have children put away any personal items they used during Rest Time.
- If desired, access the Transitions Playlist from the Opening section of the lesson and listen to a song such as **Stop, Look, and Listen**.

## Movement

15  
mins

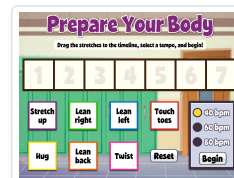
- Use Prepare Your Body to stretch before their movement activities. *See Supporting Resources*
- Engage children in singing about a snail and moving to music.
- After doing the Prepare Your Body stretches a few times, explain to the children that they will now move like Otto the Worm or Bob the Butterfly. When they hear the music, the children move around the area as one or the other. When the teacher stops the music, the children will then change and move like the other character when the music resumes. *VIII.B.1.*
- Screen Tips: Select Mixer to mute and unmute voices or tracks. Use Master Volume, Play, Pause, Rewind, Highlight, and Loop buttons, as desired.



- Select the Movement Video for **Insects, Bees, and Wiggly Worms**. The movements for Day 1 and Day 2 will be the same. The energy level for this movement is High-Medium.
- The movements for Day 1 and 2 include: pretend you're a bug on a skinny branch, walk heel-toe very carefully all the way to the end, and turn around.
- Ask children to stand up, or modify as needed.
- Press Play and follow along with the movements.



- **Prepare Your Body**
  - Children will choose the stretching exercises to warm up their bodies after Rest Time.
  - Drag the stretches into each box.
  - Click a tempo to select a speed.
  - Choose different children each day to select the stretches.



- **Movement Playlist**
  - If desired, use the Movement Playlist and listen to additional music for Movement.



**Circle Time 3** 15 mins

- Place written 1-digit numerals (1 to 9) around the classroom, each numeral written in a different color.
- Tell the children, "I spy a red numeral 5. When you see it, point to it."
- Continue calling out numerals that are posted around the room for the children to identify. *V.A.9.*

### General Tip:



- Visual cues, such as movement and anchor charts, provide opportunities for children to compare, contrast, and scaffold new terminology.
- Anchor Charts: Anchor charts can provide step-by-step expectations for individual learning concepts or procedures around the classroom such as washing hands or sitting on the rug. Images in anchor charts can also help children identify and match terminology to the expectation or standard.
- Movement: Opportunities for physical movement to match a concept provide a connection and kinesthetic opportunity to aid comprehension. Children can demonstrate a standard through movement without the language, and use the learned visual cues to demonstrate proficiency in the targeted standard.

### • Class Worm Farm

- Use this as an additional, or alternative, activity during Circle Time 3.
- Explain to children how worms are helpers because they move through the soil in search for food. When they burrow through the soil, they create small tunnels and loosen up the soil. This allows air and rainwater to reach all parts of the soil. Plant roots need to be exposed to air and water in order to grow, so a garden that has lots of worms is very healthy.
- Children will create a class worm farm! Use this link for instructions & materials:  
**<https://www.msichicago.org/experiment/hands-on-science/worm-farm/>**
- Explain to the children that they should notice the small tunnels and pathways the worms have created. The worms are looking for food (the oatmeal) , and while they are moving around in their search for food, they help mix up the soil.
- Remind the children that the worm farm jar will be kept in a dark place and covered with black construction paper because worms like damp, dark places. *VI.B.3., VI.C.4.*
- Have the children record their observations and investigations in their journals. Then, have them discuss and describe with a friend or the class.

### Assessment Tip:



- When assessing children's ability to focus, be sure to assess this skill when they are engaged in a self-selected activity they are interested in (making it more likely they will focus for long periods of time), and also when they are engaged in a small or whole group teacher-directed activity.
- Success in K-12 requires an ability to do both! You may need to affirm children's ability to focus in a group activity for small chunks of time, building up to 20 minutes over the course of the year.

Center Time 2

30  
mins

- **Pretend and Learn Center:**

- **Remove:** "Farmer's Market" and farm stand props.
- **Keep:** Large, medium, and small cardboard boxes or hollow blocks (as many as possible); big tree creation/decoration made in the Creativity Station (trees, forest, river, and so on – parts of Earth) during weeks 8 and 9 (the children should be adding to it over time); gardening props, which could include a sink, watering cans, gloves, child-sized tools, packets of seeds, boots, smocks, and so on; potted plants (real) - large and small; cooking utensils and food; clipboards with blank paper, pencils and crayons; flashlights; an assortment of real vegetables and fruits that grow in the ground or on trees (If it is fall, try to use pumpkins, gourds, apples, and so on.); mason jars; cloth; string; butcher paper, multi-colored construction paper; scissors; tape; markers; books about seeds and farms (brief and with lots of pictures); toy tractors (if you have any); child-sized hoes, rakes, and shovels; bug catchers; butterfly nets; and photos of butterflies, caterpillars, worms, and bees in order to observe, investigate, describe, and discuss the characteristics of insects. *I.A.1., I.B.1.a., I.B.1.b., I.B.1.c., I.B.2.c., I.B.3.a., I.B.3.b., I.C.1., I.C.3., I.C.4., I.C.5., I.C.7., I.D.1., II.A.1., II.A.3., II.B.1., II.B.2., II.B.3., II.B.4., II.B.5., II.B.6., II.C.1., II.D.1., II.D.3., II.D.4., II.D.5., II.D.6., IV.A.1., IV.A.2., VI.B.1., VI.B.2., VI.B.3., VI.C.1., VI.C.4., VII.C.1., VIII.C.1.*

- **Writer's Corner:**

- **Keep:** Letter E cutouts; letters written by teacher in black marker for children to trace (including children's names); class mailboxes; desk for writing with 2 chairs; plenty of blank or lined paper; an assortment of crayons, markers, and colored pencils; variety of envelopes and stamps; tape dispenser and clear tape; index cards; folded paper, stapled to look like empty books; a trash can and recycling bin; novel pencils such as thick pencils or rainbow (multi-colored) pencils; erasers of different shapes and sizes; a pencil sharpener that the children can use; and modeling dough with modeling dough tools for sculpting letters. *I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., I.B.3.b., IV.A.1., IV.A.2., VI.C.4., IX.B.1.*

- **Library and Listening Center:**

- **Keep:** Variety of books about insects, bugs, and wiggly worms, including literature, concept books, big books, magazines, class-made books, and audiobooks on mobile devices, along with the most well-liked and well-read books related to the sub-themes of "The Sun and Seasons," "Plants All Around," and "Seeds and the Farm." *I.A.1., I.A.4., I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., I.B.3.b., II.D.5., II.D.6., III.A.1., III.A.2., III.A.3., III.E.1., III.E.2.*

- **Construction Center:**

- **Keep:** Full set of unit blocks; small cardboard boxes; clipboards; folded paper or cardstock (for sign making); tape; markers and pencils; blue, white, brown, red, orange, yellow, and green construction paper and tissue paper; a large globe; trees; small trucks (particularly for farms); farm animal figures; and photos of farmer's markets and farm scenes. *I.A.1., I.A.4., I.B.1.a., I.B.1.b., I.B.1.c., I.B.2.c., I.B.3.a., I.B.3.b., I.C.1., I.C.3., I.C.4., I.C.5., I.C.7., I.D.1., II.A.1., II.A.3., II.B.1., II.B.2., II.B.3., II.B.4., II.B.5., II.B.6., II.C.1., II.D.1., II.D.3., II.D.4., III.A.3., IV.A.1., IV.A.2., V.C.3., V.D.1., VI.A.1., VIII.C.1., IX.A.2., IX.B.1., IX.B.2., IX.C.1.*

- **Math and Science Center:**

- **Math Materials:**

- **Keep:** Math board games with a dice or counter, a board where objects move ahead by counting spaces, and simple instructions (real or homemade versions of Candy Land®, Chutes and Ladders®, Zingo® 1-2-3, Sequence for Kids®, Concentration™, HiHo! Cherry-O®, The Ladybug Game®, and so on).

*I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., I.C.5., II.A.1., II.A.2., V.A.1., V.A.2., V.A.3., V.A.4., V.A.5., V.A.6., V.A.7., V.A.8., V.A.9., V.C.3.*

- **Science Materials:**

- **Keep:** An aquarium filled with nutrient-rich soil and earthworms (be sure to check the requirements to keep the earthworms safe and healthy for the week!); and children's journals, along with colored pencils and writing tools. Keep science shelves stocked with natural items and tools for investigating, such as magnifying glasses, spoons, a microscope, a small flashlight, blank paper, and pencils (for pressing or drawing). *I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., IV.A.1., IV.A.2., VI.B.1., VI.B.3., VI.C.1.*

- **Creativity Station:**

- **Keep:** Porcelain clay is best if it is available, if not, something sculptable like modeling dough; a wood board or mat for each child to work on; clean sponges for the clay moistening; tools for cutting clay; a bucket or tub of shallow water for moistening sponges (for clay); a plastic tarp or drop cloth on the floor; photos all around of insects, bugs, and wiggly worms. Be sure to have children's smocks or aprons. *I.A.1., I.A.2., I.A.3., I.A.4., I.B.1.a., I.B.1.b., I.B.1.c., I.B.2.c., I.B.3.a., I.B.3.b., I.C.5., VI.C.1., VII.C.1., VIII.A.1., VIII.A.2., IX.B.1., IX.B.2.*
  - **Add:** Crayons, pipe cleaners, googly eyes, and yarn. Children will use crayons, pipe cleaners, googly eyes, yarn, and so on to create pictures of worms in the soil, butterflies on flowers, and caterpillars in the grass. Provide pre cut pieces of felt available in the shape of a worm. Provide tiny pom poms so children can use them (glue them together or onto the paper) as a body for the caterpillar. *VIII.A.1.*

- **ABC Center:**

- **Remove:** Critter spinner and worksheets.
  - **Keep:** Writing Time tool on mobile devices (if available) and an alphabet chart for reference. *See Supporting*

*Resources I.B.1.a., I.B.1.b., I.B.1.c., I.B.3.a., I.B.3.b., I.C.5., II.A.1., II.A.2., III.A.3., III.C.1., III.E.1., IV.A.1., X.A.1.*

### Teacher Tip:

- The goal for the dramatic play, or pretend and learn, center in the Pre-K year is to move the children through the four stages of play:
  - Parallel Play: This is when children play with their own toys or materials independently but side-by-side.
  - Associative Play: This is when children play side-by-side or in the same general space and interact superficially or briefly.
  - Cooperative Play: This is when children interact with each other in a play-based narrative for several minutes at a time (generally 10-15 min).
  - Socio-Dramatic Play: This is the most advanced stage of play and the ultimate goal for children ages 4-6.
- Seasonal items from the outside world offer a myriad of possibilities for activities.
  - Some of these items include leaves, plants, flowers, tree bark, twigs, pinecones, moss, hay, grass, clay, rocks, sand, soil, seashells, and whatever may be available in your region and ecosystem.
- Water offers a host of learning opportunities, as well as sensory materials including sand, beans, smooth rocks, seeds, and mud.
- Any opportunity teachers have for planting and gardening should be taken because hands-on gardening provides not only critical science skills, but also life skills, social-emotional skills, mathematical reasoning, language development, and literacy skills.



### Assessment Tip:

- Make time early in the year to establish cleanup procedures and routines, and keep shelves clean and organized.
- This will not only diminish potential behavior issues but will also aid in assessment.
- Once cleanup routines are well established you will be able to take time during cleanup to notice how well children are able to take care of classroom materials, rather than having to constantly remind children what they should be doing.



- Invite 4 children a time to the small group area.
- Introduce the math tool – Counting Challenge.
- Open the tool and model how children will roll for a number 1-6, count, and move the spaces on the game board.
- Choose a volunteer to roll.
- Allow children to tell you what number they see in each box. *V.A.9.*



**Teacher Tip:**

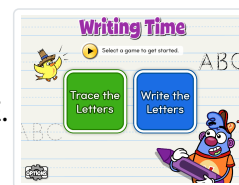
- One-to-one correspondence is an early learning math skill that involves the act of counting each object in a set once, and only once with 1 touch per object.
- It is essential for teachers to model this when teaching children to count.
  - Consider using puppets to model the counting process.
- One-to-one correspondence is a prerequisite for many math skills; without this skill, children may often miscount or count the same object over and over.

**Assessment Tip:**

- English learners' needs can be hidden if teachers are not consistently assessing their English-language skills.
- When assessing children's understanding of spoken English, be sure to assess ELLs during small groups and in one-on-one interactions with teachers and peers, in addition to whole group activities.
- ELLs' compliance may be a result of following peers' non-verbal cues vs. a true understanding of spoken language.

**• Writing Time**

- Have Writing Time available in the ABC Center.
- Use the Writing Time tool to introduce the letter E. Select Options and select the letter E.
- Model with the class how to trace the letter. Ask children to write the letter E in the air, using the same directions as the arrows from the Writing Time tool.
- Select volunteers from the class to come to the screen to trace the letter E. *III.C.1.*

**• Perry Plants a Seed (Story)**

- Use this as an additional, or alternative, activity during Center Time 2.
- Select a video to play: Spanish or English.
- Use the Play, Stop, Rewind, Full Screen, and Mute buttons as needed. Change the video resolution with the Options button. Closed captioning is available with this video.

**Outdoor Time 2****25 mins**

- Free play.



- Play the game of "Follow the Leader."
- First, a leader or "head of the line" is chosen, then the children all line up behind the leader. The leader then moves around, and all the children have to mimic the leader's actions. *V.A.2.*
- As children move indoors, remind them of any class procedures, such as wiping dirty shoes or washing hands.
- Gather children for Reflection.
- If desired, access the Transitions Playlist from the Opening section of the lesson and listen to songs such as **Wash Our Hands** and **Find a Seat**.

## Reflection

10  
mins

- Reflect on what we learned about how insects, especially worms, are helpers in growing plants and food.
- We read 2 wonderful books about caterpillars today!
- Ask, "Does anybody have a favorite book about caterpillars?" "Which one was it?" "Why?"
- Children will "Think, Turn, and Talk." They will share out their favorite parts of the day, using ordinal terms. ("First, my favorite was \_\_\_\_\_. Second, my favorite was \_\_\_\_\_. Third, my favorite was \_\_\_\_\_.") *V.A.7.*

### SEL Tip:

- This thinking time activity can be added to the afternoon routine to help children reflect on their day.
- Ask children to find a comfortable place to sit quietly and stay still.
- Instruct children that they will be asked a question that they should think about inside their brains, and not answer out loud.
- Read the question on the screen aloud to children and give them 15- 20 seconds to think about the answer to themselves.
- If any children answer aloud, remind them to think quietly to themselves.
- Invite children to take several seconds to themselves to silently think about how they are feeling.
- Invite children to compare how they are feeling this afternoon as compared to this morning. Did their feelings change?
- Name a feeling and ask children if any of them felt that way today. Invite children to share examples of instances in the day they experienced that feeling.
- If a child begins to share sensitive information that should not be shared with the larger group, pull them aside as soon as possible for a side conversation.



- Tell children that tomorrow they will learn more about butterflies and bees.

- Sing the song, **Goodbye, Farewell.**
- Watch the animation, then sing together.
- Practice saying goodbye to one another.
- Screen Tips: Select Mixer to mute and unmute voices or tracks. Use Master Volume, Play, Pause, Rewind, Highlight, and Loop buttons, as desired.



**Standards:**

I.A.1.	Social and Emotional Development	Child is aware of where own body is in space and respects personal boundaries.
I.A.2.	Social and Emotional Development	Child shows self-awareness and can express pride in age appropriate abilities and skills.
I.A.3.	Social and Emotional Development	Child shows reasonable opinion of his own abilities and limitations.
I.A.4.	Social and Emotional Development	Child shows initiative in independent situations and persists in attempting to solve problems.
I.B.1.a.	Social and Emotional Development	Child follows classroom rules and routines with occasional reminders from teacher.
I.B.1.b.	Social and Emotional Development	Child takes care of and manages classroom materials.
I.B.1.c.	Social and Emotional Development	Child regulates his own behavior with occasional reminders or assistance from teacher.
I.B.2.c.	Social and Emotional Development	Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
I.B.3.a.	Social and Emotional Development	Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
I.B.3.b.	Social and Emotional Development	Child remains focused on engaging group activities for up to 20 minutes at a time.
I.C.1.	Social and Emotional Development	Child uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.
I.C.2.	Social and Emotional Development	Child assumes various roles and responsibilities as part of a classroom community.
I.C.3.	Social and Emotional Development	Child shows competence in initiating social interactions.
I.C.4.	Social and Emotional Development	Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.

I.C.5.	Social and Emotional Development	Child initiates problem-solving strategies and seeks adult help when necessary.
I.C.6.	Social and Emotional Development	Child demonstrates empathy and caring for others.
I.C.7.	Social and Emotional Development	Child interacts with a variety of playmates and may have preferred friends.
I.D.1.	Social and Emotional Development	Child demonstrates an understanding that others have perspectives and feelings that are different from her own.
II.A.1.	Language and Communication	Child shows understanding by responding appropriately.
II.A.2.	Language and Communication	Child shows understanding by following two-step oral directions and usually follows three-step directions.
II.A.3.	Language and Communication	Child shows understanding of the language being spoken by teachers and peers.
II.B.1.	Language and Communication	Child is able to use language for different purposes.
II.B.2.	Language and Communication	Child engages in conversations in appropriate ways.
II.B.3.	Language and Communication	Child provides appropriate information for various situations.
II.B.4.	Language and Communication	Child demonstrates knowledge of verbal conversational rules.
II.B.5.	Language and Communication	Child demonstrates knowledge of nonverbal conversational rules.
II.B.6.	Language and Communication	Child matches language to social contexts.
II.C.1.	Language and Communication	Child's speech is understood by both the teacher and other adults in the school.
II.C.2.	Language and Communication	Child perceives differences between similar-sounding words.
II.C.3.	Language and Communication	Child investigates and demonstrates growing understanding of the sounds and intonation of language.
II.D.1.	Language and Communication	Child uses a wide variety of words to label and describe people, places, things, and actions.
II.D.2.	Language and Communication	Child demonstrates understanding of terms used in the instructional language of the classroom.
II.D.3.	Language and Communication	Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses.
II.D.4.	Language and Communication	Child uses a large speaking vocabulary, adding several new words daily.

II.D.5.	Language and Communication	Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.
II.D.6.	Language and Communication	[ELL] Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.
III.A.1.	Emergent Literacy - Reading	Child engages in pre-reading and reading-related activities.
III.A.2.	Emergent Literacy - Reading	Child self-selects books and other written materials to engage in pre-reading behaviors.
III.A.3.	Emergent Literacy - Reading	Child recognizes that text has meaning.
III.C.1.	Emergent Literacy - Reading	Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction.
III.C.2.	Emergent Literacy - Reading	Child recognizes at least 20 distinct letter sounds in the language of instruction.
III.E.1.	Emergent Literacy - Reading	Child can distinguish between elements of print including letters, words, and pictures.
III.E.2.	Emergent Literacy - Reading	Child demonstrates understanding of print directionality including left to right and top to bottom.
IV.A.1.	Emergent Literacy - Writing	Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
IV.A.2.	Emergent Literacy - Writing	Child independently writes to communicate his/her ideas for a variety of purposes.
IV.C.4.	Emergent Literacy - Writing	Child uses appropriate directionality when writing (top to bottom, left to right).
IV.C.5.	Emergent Literacy - Writing	Child begins to experiment with punctuation when writing.
V.A.1.	Mathematics	Child knows that objects, or parts of an object, can be counted.
V.A.2.	Mathematics	Child uses words to rote count from 1 to 30.
V.A.3.	Mathematics	Child counts 1–10 items, with one count per item.
V.A.4.	Mathematics	Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5.	Mathematics	Child counts up to 10 items and demonstrates that the last count indicates how many items were counted.
V.A.6.	Mathematics	Child demonstrates understanding that when counting, the items can be chosen in any order.
V.A.7.	Mathematics	Child uses the verbal ordinal terms.
V.A.8.	Mathematics	Child verbally identifies, without counting, the number of objects from 1 to 5.
V.A.9.	Mathematics	Child recognizes one-digit numerals, 0–9.
V.C.3.	Mathematics	Child demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.).
V.D.1.	Mathematics	Child recognizes and compares heights or lengths of people or objects.

VI.A.1.	Science	Child observes, investigates, describes, and discusses properties and characteristics of common objects.
VI.A.2.	Science	Child observes, investigates, describes, and discusses position and motion of objects.
VI.B.1.	Science	Child observes, investigates, describes, and discusses the characteristics of organisms.
VI.B.2.	Science	Child describes life cycles of organisms.
VI.B.3.	Science	Child observes, investigates, describes, and discusses the relationship of organisms to their environments.
VI.C.1.	Science	Child observes, investigates, describes, and discusses earth materials, and their properties and uses.
VI.C.4.	Science	Child demonstrates the importance of caring for our environment and our planet.
VII.A.3.	Social Studies	Child connects [his] life to events, time, and routines.
VII.B.3.	Social Studies	Child discusses the roles and responsibilities of family, school, and community helpers.
VII.C.1.	Social Studies	Child identifies and creates common features in the natural environment.
VII.D.1.	Social Studies	Child identifies flags of the United States and Texas.
VII.D.2.	Social Studies	Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.
VIII.A.1.	Fine Arts	Child uses a variety of art materials and activities for sensory experience and exploration.
VIII.A.2.	Fine Arts	Child uses art as a form of creative self-expression and representation.
VIII.B.1.	Fine Arts	Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
VIII.C.1.	Fine Arts	Child creates or recreates stories, moods, or experiences through dramatic representations.
IX.A.2.	Physical Development	Child coordinates sequence of movements to perform tasks.
IX.B.1.	Physical Development	Child shows control of tasks that require small-muscle strength and control.
IX.B.2.	Physical Development	Child shows increasing control of tasks that require eye-hand coordination.
IX.C.1.	Physical Development	Child practices good habits of personal safety.
X.A.1.	Technology	Child opens and navigates through digital learning applications and programs.