BellXcel brings together a trusted educational corporation and a renowned national nonprofit to advance student education.

Combining Scholastic’s leading learning products with BellXcel’s holistic model brings true innovation to children in classrooms across the nation.

Help prepare your PreK students for academic success in kindergarten and beyond with BellXcel for PreK, a brand-new comprehensive summer learning program!
Welcome to BellXcel Summer PreK!

Scholastic and BellXcel are excited to bring you Summer PreK, where great books and hands-on learning help you prepare young scholars for kindergarten. Welcome to the program!

BellXcel Summer PreK focuses on the foundational knowledge and skills that are most predictive of future learning and school success. Children develop academically, socially, and emotionally as they practice classroom routines and build confidence.

Each day educators and scholars explore:

- **Letters, Sounds, and Words** with alphabet mini-books, phonological awareness games, clever clues for letter formation, and more!
- **Themed Read-Alouds** with 30 outstanding fiction and nonfiction stories, scaffolded social and emotional connections, language modeling for open-ended discussion, comprehension activities, music and movement, and more!
- **Mathematical Thinking** through hands-on activities to develop deep number sense and confidence by using numbers to count, explore shapes, sort, compare, and more!
Welcome to Summer PreK!

Program Overview

Summer PreK is a five-week intensive program designed to prepare young scholars to succeed in kindergarten and beyond!

Organization
This Teaching Guide is organized as follows:

Overview
Welcome to Summer PreK!

With Summer PreK, get ready to launch your scholars’ future by instilling confidence and an enthusiasm for learning.

Skill Development
Each exploration focuses on skills that are most predictive of future academic achievement and school success.

Exploration 1
Letters, Sounds & Words
• Alphabet Knowledge
• Phonological Awareness
• Listening Comprehension
• Concepts of Print
• Vocabulary
• Readiness Routines

Exploration 2
Themed Read-Alouds
• Language & Literacy Development
• Social & Emotional Development
• Music & Movement

Exploration 3
Mathematical Thinking
• Numbers & Number Sense
• Counting
• Sorting
• Shapes

A NEW and unique comprehensive approach to PreK summer learning!
Design, deliver, and measure evidence-based summer learning experiences for your students.

Welcome to Summer PreK!

An intentional focus on social and emotional skills helps scholars build both intrapersonal and interpersonal skills as they develop confidence, persistence, and a growth mindset.

- Self-Control
- Pride in Accomplishment
- Understanding Feelings
- Self-Awareness
- Listening and Engaging with Others
- Personal Preferences
- Relating to Others
- Children’s Natural Curiosity
- How Our Actions Affect Others
- Taking Care of Oneself
- Problem Solving and Resilience

Social & Emotional Development

Pre- and Post-Assessment

Observational assessments help identify scholars’ strengths and needs, and measure their gains from the beginning to the end of the program. Assessments focus on key outcomes in language and literacy, mathematics, and social and emotional development.

Language & Literacy

- Print Motivation
- Print Awareness
- Alphabet Knowledge
- Phonological Awareness
- Oral Language
- Emergent Writing

Mathematical Thinking

- Numbers and Quantities 1–3
- Numbers and Quantities 4–5
- Numbers and Quantities 6–7
- Numbers and Quantities 8–9
- Numbers and Quantities 0–10
- Comparing Quantities
- Shapes

Social & Emotional Development

- Intrapersonal
- Interpersonal

Daily Schedule

Teachers can use the Explorations flexibility within their own schedule. Here’s one plan for incorporating the Explorations into a typical PreK schedule:

Welcome 8:20 am 10 min
Morning Meeting 8:30 am 15 min
Exploration 1: Letters, Sounds & Words
  Whole Group 8:45 am 10 min
  Small Group
  Independent Activities
Snack 10:15 am 20 min
Exploration 2: Themed Read-Alouds
  Whole Group 10:35 am 60 min
  Small Group
  Independent Activities
Lunch 11:35 am 30 min
Outside 12:05 pm 30 min
Rest 12:35 pm 60 min
Exploration 3: Mathematical Thinking
  Whole Group 1:35 pm 60 min
  Small Group
  Independent Activities
Reflection 2:35 pm 20 min
Clean Up 2:55 pm 5 min
Dismissal 3 pm

Address key areas of development in early childhood to ensure that scholars are prepared for school and beyond.
Extend learning across domains and into every area of the PreK classroom!

### Independent Learning Centers

Each lesson includes a balance of teacher-led whole-group and small-group learning as well as independent learning. The following independent learning centers are recommended for every classroom, with suggested general supplies for each.

<table>
<thead>
<tr>
<th>Center</th>
<th>Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Center</td>
<td>paper, variety of writing tools, letters, numerals</td>
</tr>
<tr>
<td>Art Center</td>
<td>paper, crayons, scissors, glue, yarn, magazine photos, etc.</td>
</tr>
<tr>
<td>Dramatic Play Center</td>
<td>dress-up clothes, props, puppets</td>
</tr>
<tr>
<td>Math &amp; Science Center</td>
<td>counters, shapes, measuring tools, leaves, rocks</td>
</tr>
<tr>
<td>Classroom Library</td>
<td>books and audio CDs</td>
</tr>
<tr>
<td>Construction Center</td>
<td>blocks, cans, tubes, building supplies</td>
</tr>
</tbody>
</table>

### Classroom Routines

The program introduces and repeats familiar classroom routines as well as instructional routines that children are likely to encounter in kindergarten.

- Rug Time Routine
- Daily Schedule Routine
- Attendance Routine
- Calendar & Weather Routine
- Classroom Jobs Routine
- Transitions Routine
- Learning Centers Routine
- Daily Schedule Routine
- Reading Routine
- Sight Word Routine

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Program Components

Preparing children for kindergarten is fun with these engaging materials—rich literature, joyful music, alphabet mini-books, and much, much more!
High-quality, authentic books to engage, excite, and motivate young learners!

Enhance the storytime experience with a variety of songs and rhymes from many different cultures.

Components
Preparing children for kindergarten is fun with these engaging materials—rich literature, joyful music, alphabet mini-books, and lots, lots more!

Teaching Guide
26 Alphabet Mini-Books per Scholar

10 Big Books

20 Lap Books

Punch-Out Character Cards for Story Retelling

10 Audio CDs for Music & Movement

Magnetic Letters and Numerals
Snap Cubes®
Calendar & Weather Chart
BellXcel for PreK addresses common curricular themes that ignite children’s imaginations and allow them to develop the knowledge and tools they need to explore the world around them.

Five-Week Overview/ Table of Contents

Welcome to Summer PreK! ........................................ 6

Week 1 Overview .................................................. 12
DAY 1 Exploration 1 /a/ .......................... 14
Exploration 2 Up, Down, All Around (Movement) .... 18
Exploration 3 Counting Small Numbers 1–2 .......... 21
DAY 2 Exploration 1 /a/ b ......................... 23
Exploration 2 Up, Down, All Around (Movement) .... 27
Exploration 3 Counting Small Numbers 1–3 .......... 30
DAY 3 Exploration 1 /a/ c ......................... 32
Exploration 2 Jump for Joy! (Feelings) ................ 36
Exploration 3 Counting Small Numbers 1–3 .......... 39
DAY 4 Exploration 1 /a/ d and /a/ e ............... 41
Exploration 2 Jump for Joy! (Feelings) ................ 47
Exploration 3 Counting Small Numbers 4–5 .......... 50

Week 2 Overview .................................................. 52
DAY 1 Exploration 1 /b/ .......................... 54
Exploration 2 On the Move! (Exploring) ............. 58
Exploration 3 Counting Small Numbers 4–5 .......... 61
DAY 2 Exploration 1 /b/ g ......................... 63
Exploration 2 On the Move! (Exploring) ............. 67
Exploration 3 Counting Small Numbers 1–3 .......... 70
DAY 3 Exploration 1 /b/ h ......................... 72
Exploration 2 Snap, Crackle, Moo! (Sounds) ........ 76
Exploration 3 Counting Small Numbers 1–3 .......... 79
DAY 4 Exploration 1 /b/ and /j/ .................... 81
Exploration 2 Snap, Crackle, Moo! (Sounds) ........ 87
Exploration 3 Counting Small Numbers 1–3 .......... 90

Week 3 Overview .................................................. 12
DAY 1 Exploration 1 /b/ k ......................... 94
Exploration 2 Munch a Bunch! (Food) ............... 98
Exploration 3 Counting Small Numbers 6–7 .......... 101
DAY 2 Exploration 1 /b/ l ......................... 103
Exploration 2 Munch a Bunch! (Food) ............... 107
Exploration 3 Counting Small Numbers 6–7 .......... 110
DAY 3 Exploration 1 /b/ m ......................... 112
Exploration 2 1, 2, 3 Repeat After Me (Patterns) ... 116
Exploration 3 Counting Small Numbers 8–9 .......... 119
DAY 4 Exploration 1 /b/ n and /b/ o ............... 121
Exploration 2 1, 2, 3 Repeat After Me (Patterns) ... 127
Exploration 3 Counting Small Numbers 8–9 .......... 130

Week 4 Overview .................................................. 132
DAY 1 Exploration 1 /b/ p ......................... 134
Exploration 2 Beep! Beep! Vroom! (Transportation) .. 138
Exploration 3 Counting Small Numbers 6–10 .......... 141
DAY 2 Exploration 1 /b/ q ......................... 143
Exploration 2 Beep! Beep! Vroom! (Transportation) .. 147
Exploration 3 Counting Small Numbers 0 ................ 150
DAY 3 Exploration 1 /b/ r ......................... 152
Exploration 2 Splash! Splash! (Nature) ............... 156
Exploration 3 Counting Small Numbers 9–10 .......... 159
DAY 4 Exploration 1 /b/ s and /b/ t .................. 161
Exploration 2 Splash! Splash! (Nature) ............... 167
Exploration 3 Counting Small Numbers 8–10 .......... 170
Each week begins with an overview of the skills that will be addressed in each exploration as well as the materials needed.
### Week 1 Overview

<table>
<thead>
<tr>
<th>Exploration 1: Letters, Sounds &amp; Words</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alphabet Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Letter Recognition</td>
<td>0/6</td>
<td>0/6</td>
</tr>
<tr>
<td>• Sound-Letter Correspondence</td>
<td></td>
<td></td>
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<tr>
<td>• Letter Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sound Recognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rote Count 1–5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Subitize (Automatically Recognize)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practice one-to-one correspondence</td>
<td></td>
<td></td>
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<tr>
<td>• Read and write numerals 1 and 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concepts of Print</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Title</td>
<td>0/6</td>
<td>0/6</td>
</tr>
<tr>
<td>• Braille Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Oral Language: cm, under, behind, in, next to (Position Words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Story Words: beak, wing, claw, feather tail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Story Words: who, where, what (Question Words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Routines</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bug Time Routine</td>
<td></td>
<td></td>
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<tr>
<td>• Reading Routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sight Word Routine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exploration 2: Themed Read-Alouds**

**Theme**
- Up, Down, All Around (Movement)

**Language & Literacy**
- Print Motivation
- Print Awareness
- Phonological Awareness

**Social-Emotional**
- Self-control
- Pride in Accomplishment

**Music & Movement**
- "This Little Light of Mine" (American Folk Song)
- "We're Going on a Bear Hunt"

**Exploration 3: Mathematical Thinking**

**Concept**
- Counting Small Numbers 1–2
- Counting Small Numbers 1–3

**Math Activities**
- Rote count 1–5
- Count groups of 1 and 2
- Tell how many in all (cardinality)
- Subitize (automatically recognize total number)
- Practice one-to-one correspondence
- Read and write numerals 1, 2, and 3

**Vocabulary**
- one
- two
- three
- four
- five

**Materials**
- Alphabet mini-Books: Animal
- Magnetic uppercase & lowercase letters
- Big Book: The Ant and the Grasshopper
- Big Book: The Ant and the Spider
- Big Book: The Ant and the Spider (for reference)
- Read-Aloud: "Ruby in Her Own Time"
- Story Character Cards
- Story Retelling and Event Recounting (Narrative Skills)
- Related Writing
- Story Pattern
- Rhyme
- Sound-Letter Correspondence
- Letter Recognition
- /a/
- /e/
- /i/
- /o/
- /u/

**Counting Small Numbers 1–3**

<table>
<thead>
<tr>
<th>Role count 1–5</th>
<th>Count groups of 1, 2, and 3 arranged in a line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell how many in all (cardinality)</td>
<td>Subitize (automatically recognize total number)</td>
</tr>
<tr>
<td>Practice one-to-one correspondence</td>
<td>Read and write numerals 1 and 2</td>
</tr>
</tbody>
</table>

**Counting Small Numbers 4–5**

<table>
<thead>
<tr>
<th>Role count 1–5</th>
<th>Count groups of 4 and 5 arranged in a line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell and retell how many in all (cardinality)</td>
<td>Subitize (automatically recognize total number)</td>
</tr>
<tr>
<td>Practice one-to-one correspondence</td>
<td>Read and write numerals 4 and 5</td>
</tr>
</tbody>
</table>

**Materials**
- Alphabet mini-Book: A is for Ant
- Magnetic uppercase & lowercase letters
- Big Book: The Ant and the Grasshopper
- Big Book: The Ant and the Spider
- Big Book: The Ant and the Spider (for reference)
- Read-Aloud: "Ruby in Her Own Time"
- Story Character Cards
- Story Retelling and Event Recounting (Narrative Skills)
- Related Writing
- Story Pattern
- Rhyme
- Sound-Letter Correspondence
- Letter Recognition
- /a/
- /e/
- /i/
- /o/
- /u/

**Materials**
- Alphabet mini-Book: Alphabet Soup
- Magnetic uppercase & lowercase letters
- Big Book: Mrs. Mary African
- Big Book: Mrs. Mary African
- Big Book: Mrs. Mary African
- Big Book: Mrs. Mary African
- Read-Aloud: "Red Hot" |
| For reference: "Grumpy Red" |
- Kid's African Party CD
- Story Character Cards
- Story Retelling and Event Recounting (Narrative Skills)
- Related Writing
- Story Pattern
- Rhyme
- Sound-Letter Correspondence
- Letter Recognition
- /a/
- /e/
- /i/
- /o/
- /u/
Book 1: Ants!
• Illustrator: Amanda Haley
• Genre: Rhyming Story
• Word Count: 25

Focus Skill /a/

About the Book
A line of ants is marching through the park. Where are the ants going? Here, there, and everywhere! Children will enjoy reading this rhyming story about some of the places the ants in the park might go.

Week 1: Day 1: Exploration 1 (90 minutes)

Classroom Routine (5 minutes)

Rug Time
Bring children together for the morning meeting on the rug. Use a signal, such as flashing the lights, clapping, or ringing a hand bell, to get children’s attention. Then model how children should sit on the rug:
• Sit “criss cross applesauce.”
• Place your hands in your lap.
• Turn your face forward.
• Keep your eyes looking at the person who is talking.
• Keep your ears listening.

Allow children to practice the routine. Review it each time children come together on the rug. With this, as well as the other routines you introduce, children will need reminders about what is expected of them, so provide practice, feedback, and lots of support.

Prepare to Read Ants! (25 minutes)

Warm-Up/Motivation
Read a Rhyme
Read aloud “Two Little Apples” below. As you read, emphasize the /a/ sound in the word apple. Read the rhyme again.

Have children put their hands together to form a circle, or an apple, whenever they hear a word that begins with /a/.

Two Little Apples
Way up in an apple tree,
Two little apples smiled at me.
I shook the tree as hard as I could.
Down came those apples.
Ummm, they were good!
Colored boxes on each page distinguish content for before, during, and after reading.

**Phonological Awareness**

*Adam and His Ants*

**(SOUND RECOGNITION)**

Ask children to listen to the silly story and to hold up their hands in the shape of an apple each time they hear a word that begins with the /a/ sound.

**Say & Model**

Adam and his ants went out for lunch. Adam ate an apple and his ants ate alfalfa. The ants got sick, so Adam called an ambulance.

**Put It Together**

**(ORAL BLENDING)**

Say the following word parts aloud and ask children to blend them. Offer constructive feedback and modeling as needed.

/-a/-pple /-/a/-lls
/-a/-dd /-/a/-stronaut

**Alphabet Knowledge**

*Adam and His Ants*

**(INTRODUCE /a/)**

*Introduce /a/ to children. Show the magnetic letters for A and a. Name the letter. Have children name it with you. Tell children to say the /a/ sound. Have them note the position of their lips and tongues, and the way they breathe.*

**(ALTERNATE WITH /a/)**

*Write the sentence on the board: Alice Alligator adds an apple to applesauce. Read the words aloud as you point to each one. Have children point to the /a/ at the beginning of each word and say the sound it stands for.*

**Write the Letter Aa**

Use the following rhymes to help children write the letter Aa.

**A**

Make a pointy hat. (Slant down diagonally to the left, slant down diagonally to the right.)

Then wear it! That’s that! (Pull straight across.)

Circle around and stop at the top. (Curve around to the left and stop at the top.)

Then go straight down. That’s where you stop. (Pull straight down.)

**Write Alphabets**

*Ants, oxes, alphabet, apples, astronaut*

**Generate words that begin with /a/ to invite children to create alliterative sentences. Write the sentences on the board. Have children circle each /a/.*

**Read Aloud Ed Likes Eggs (15 minutes)**

**Build Background**

Ask children to name foods they eat for breakfast.

**Do you ever like to eat breakfast foods at different times of the day?** Explain that they are going to read about a boy named Ed who does.

**Read Together**

Use the routine to read the story with children.

**Listening Comprehension**

**Preview & Predict**

Preview Ed Likes Eggs. Read the title aloud. Ask children to point to Ed on the cover and to name what he is holding in his hands.

Invite children to browse through the first few pages and to describe some of the places where Ed eats his eggs.

**p. 3**

What sound is at the beginning of the words Ed and eggs? What letter makes that sound? (PHONICS)

**p. 5**

How many words are in the sentence on this page? (CONCEPTS OF PRINT)

**p. 7**

Name three places that Ed likes to eat eggs. (RECALL DETAILS)

**p. 8**

How would you describe this story to a friend? (SUMMARIZE)
Additional Skill Building for We Like Dogs (15 minutes)

Oral Language
Discuss Dogs
Have children talk about dogs.
1. What kinds of dogs are there?
   Write children’s responses under the heading “Types of Dogs.”
2. What do dogs do?
   Write children’s responses under the heading “What Dogs Do.”
3. Have you seen a dog drive a car?
   Write children’s responses under the heading “What Dogs Don’t Do.”
4. Where do you see dogs?
   Write children’s responses under the heading “Where Dogs Go.”
5. Have children talk about dogs.

Sight Words
Introduce Sight Words
On the board, write the sentence: We like dogs.
1. Underline the word we. Then, write the word we on a note card. Read it aloud.
2. Help children spell it aloud.
3. Ask children to write it on lined paper or in the air as they say each letter.
4. Repeat with the words like and dogs.
5. Have children write and complete the following sentence stem with the type of dog they like:
   We like ________ dogs.

SIGHT WORD ROUTINE
1. Display the card and have children read the word.
2. Help children spell it aloud.
3. Ask children to write it on lined paper or in the air as they say each letter.

Pets, Sizes, and Emotions
Dual-Language Learners may not be culturally familiar with dogs as family pets. Ask children to bring photographs of their pet dogs to reinforce this concept. Display and discuss the photos.
Support comprehension of descriptive vocabulary. Use toys and magazine cutouts to illustrate size and emotion. Have children group objects by size and emotion. Use facial gestures to represent sad and happy.

DUAL

Talk About Moving Around
The second exploration of each day includes a social-emotional focus skill related to the read-aloud books.

Week 1: Day 1: Exploration 2 (60 minutes)

Talk About the Books
Each of the stories features an animal character for children to identify with. In The Itsy Bitsy Spider, children might see themselves in a spider trying many times before succeeding at finding a place to lay her eggs.
The story Ruby in Her Own Time shows a character growing at her own pace. The story allows children to visualize themselves in a character who is pleased with herself and her accomplishments.
In Rosie’s Walk, children enjoy knowing something the character doesn’t know—Rosie is unaware she is being followed by a fox. Story characters feed children’s imaginations.

Opening Song
Use a welcome song of your choice or use the following one that expresses the fun of moving around.
Let’s sing a song about being up, down, and all around. Get ready to follow my finger movements, too. Ready? Follow me.

Talk About the Books
Invite children to listen as you tell them about three new books. Say:
We will read about all the places a little spider goes. We’ll meet a little duck who takes her time to swim and fly. Then we’ll see how Rosie moves and help her outsmart a fox. Let’s start with the Big Book.

SIGHT WORD ROUTINE
1. Display the card and have children read the word.
2. Help children spell it aloud.
3. Ask children to write it on lined paper or in the air as they say each letter.

Gather for Storytime (10 minutes)

PLAY

Opening Song
Play the song, “This Little Light of Mine” from the American Playground CD, as you help children gather around for storytime. Tell children that today’s theme is Up, Down, All Around!

Welcome to Storytime! I’m so happy to see you, and you, and all of you! Each of you is special. I see that we’re all ready to start reading and singing for storytime.

Up, Down, All Around!
Discovering all the ways we move!

FOCUS SKILLS
• Print Motivation: enjoying books and reading
• Print Awareness: understanding that print is everywhere and has meaning
• Phonological Awareness: hearing and playing with the sounds in words
• Social-Emotional: self-control and pride in accomplishments

About the Books
The story Ruby in Her Own Time shows a character growing at her own pace. The story allows children to visualize themselves in a character who is pleased with herself and her accomplishments.
In Rosie’s Walk, children enjoy knowing something the character doesn’t know—Rosie is unaware she is being followed by a fox. Story characters feed children’s imaginations.
**Read Aloud The Itsy Bitsy Spider (15 minutes)**

**Introduce**
Show children the cover of the Big Book. Model setting a purpose for reading by saying:

This Big Book is called The Itsy Bitsy Spider. We’ve just sung the song, and now I will read this as a story. Let’s see what happens to this little spider.

**Read Interactively**
Write children to look for the spider on each page.
Keep your eye on the little spider as I read. You will see that the spider goes up and down different things inside and outside of the house. He goes many places—and he always seems to find something in his way.

**Read Aloud Ruby in Her Own Time (15 minutes)**

**Introduce**
Preview the book by reading aloud the title and telling children that it is a book about Ruby, a duck with four brothers and sisters. She doesn’t always follow what others do; instead, she always does things in her own time. Say:

Here’s a story about a little duck who refuses to be rushed. When she finally grows, she—well, let’s read it to find out more about this little Ruby.

**Read Interactively**
Focus on the main characters. This story tells about how much love and patience Ruby’s parents and brothers and sisters have for her. Say:

• Ruby takes her time to hatch. She takes her time to eat.
• Why do you think Ruby doesn’t do things at the same time as her brothers and sisters?
• Stay with me as I read what Ruby’s mother or father always says, “in her own time.”
• Look what happens when she stretches her wings! It’s okay that Ruby takes her time.

**Additional Skill Building (20 minutes)**

**Taking Pride: Good Move**
Use the nursery rhyme “The Grand Old Duke of York” or another favorite action rhyme. Ask children to do the actions with you and repeat the rhyme and actions a couple times. Praise children for following along.

**Art Center**
from a Different View
Tape a sheet of paper to the bottom of a table or chair and have children lie underneath and draw a picture. Use crayons or markers so that color strokes are easily made. Ask children to talk about what they saw “down under.”

**Extension Idea**
Have children take turns posing with a stuffed animal in different over-and-under positions. Draw a stick figure on paper and make a copy for each child. Have children draw the different places where the stuffed animal appears on the figure.

Read-aloud supports include scripted text to model open-ended questioning and discussion.

Extend learning across domains and areas of the classroom to enhance learning experiences!
Suggestions for teacher-led small group work and independent learning.

### Introduction to Counting Small Numbers

Students will count sets of up to 5 objects arranged in different ways. They begin to develop understanding about cardinality, the concept that the last number counted also represents the total number of objects in the set. Students will be able to read and write numbers 1 to 5 and match the numerals with their quantities.

Students will learn rote-counting routines during the Daily Warm-Up. Rote and counting skills will help students successfully engage in other counting concepts, such as one-to-one correspondence, keeping track, cardinality, and conservation of number. These counting concepts enable students to eventually count with meaning.

Counting lays the foundation for building students’ understanding about number sequence (ordinal and cardinal) and number comparison, and will prepare them for learning measurement, addition, and subtraction, as well as place value and money concepts in the future.

#### Daily Warm-Up

**Objective:**
- Rote count by 1s from 1 to 5
- Have students stand in a circle. Count from 1 to 3 and have them repeat after you. Repeat 2-3 times until students are familiar with the numbers 1 to 5.

Then, have students take turns in the circle and rote count by 1 from 1 to 5. Each student will say one number. The student who says 5 sits down. The next student begins counting from 1 again. Repeat the several times.

**Observe:**
- Does a student skip or repeat any numbers? If so, which numbers?
- Does a student count in an incorrect sequence, e.g., 1, 2, 4, 3, 5?
- Does a student use incorrect number names?

#### Learn and Do

**Objective:**
- Counting and Number Names for 1 and 2
- Observe
  - Does a student use incorrect number names?
  - Does a student skip or repeat any numbers? If so, which numbers?
  - Does a student count in an incorrect sequence, e.g., 1, 2, 4, 3, 5?
- Reinforce one-to-one correspondence and cardinality.

Hold up 1 finger on your hand.
- Say: I am holding up 1 finger.
- Ask: How many fingers am I holding up? [1]

Hold up 2 fingers. Point at each finger as you count.
- Say: I am holding up 2 fingers, 1, 2.
- Ask: How many fingers am I holding up? [2]

Say: Hold up 1 arm. Hold up 2 arms.

**Vocabulary:**
- one
- two

**Resources:**
- Number-Dot Card 1 (TR 1)
- Number-Dot Card 2 (TR 2)

**Materials:**
- Connecting cubes (1 or 2 in each bag), 6 bags
- Card paper, 1 sheet

**Materials:**
- 1 book, 1 pencil, etc.
- 6 bags of 1 or 2 connecting cubes
- 1 book, 1 pencil, etc.

#### Embedded informal assessments to check for understanding.

- Let’s Learn
  - Show students Number-Dot Card 1 (TR 1). Point to the dot.
  - Ask: How many dots are there? [1]
  - Point to the number 1 on the Number-Dot Card.
  - Say: We write one like this. This is the number 1.
  - Trace the 1 on Number-Dot Card 1. Have students trace the number 1 in the air.
  - Write 1 on the board and say it aloud. Then, draw one object to show the quantity represented by the number.
  - Say: Place the number 1 anywhere in our classroom. (on the clock, calendar, etc.)

- Then, have students hold up one object they can find on their desks or in their bags, e.g., 1 book, 1 pencil, etc. Repeat this procedure for the number 2 using Number-Dot Card 2 (TR 2).

- Suggested Small Groups
  - Independent
    - Give pairs a set of Number-Dot Cards (1 and 2) and drawing paper. Students “trace” over numeral outlines on the Number-Dot Cards using pipe cleaners (or clay). Students write the number on paper and draw objects to represent the quantity of each numeral.

- Daily Wrap-Up
  - Point to the numeral 1 on Number-Dot Card 1.
  - Ask: What number is this? [1]
  - What do you know about this number? (Point to the numeral 1 on Number-Dot Card 2.
  - Ask: What number is this? [2]
  - What do you know about this number? (Point to the numeral 1 and then count 2.)