



Theme	Welcome to Pre-K!	Week	My New Class	Day	Monday
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KEY SKILLS

SEL

- I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.
- I.B.1.b. Child takes care of and manages classroom materials.
- I.C.1. Child uses effective verbal and non-verbal communication skills to build relationships with teachers/adults.

Literacy

- III.A.1. Child engages in pre-reading and reading-related activities.

Math

- V.D.4. Child uses language to describe concepts associated with the passing of time. (such as: daily schedule, "after snack," "before recess," "yesterday," etc.)

Language and Communication and Physical Development

- II.A.1. Child shows understanding by responding appropriately.
- II.A.3. Child shows understanding of the language being spoken by teachers and peers.
- IX.C.2. Child practices good habits of personal health and hygiene.

DAILY BOOKS:

Ally-Saurus & the First Day of School by Richard Torrey

DAILY VOCABULARY:

School, classroom, backpack, teacher, cubby, schedule, activity, rules, center time, centers, station, pretend, library, books, sand, table, art, paper, crayons, markers, sink, snack, lunch, water, toilet, soap, chairs, mat, nap, clean, wipe, place, bathroom, cot, rest, emotions

MATERIALS

- Classroom Materials
- Teacher-made welcome display
 - 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
- Outdoor Time 2: Playground Rules
- Picture cards of playground rules

Opening

10 mins

Arrival:

- Welcome and greet each child at the door.
- Invite children to see their new cubby where they will put their personal belongings (jacket, plush toy, lunch, etc.) Cubbies should be labeled with each child’s name printed on a card with a unique assigned symbol (a sticker or a drawing). At this stage, all children are not able to recognize their name but they can recognize their own symbol. Their name should be displayed with this symbol or a picture of them until they are able to recognize their name without it. It may take several weeks before a child can do this, but simply recognizing their symbol or picture next to the letters in their name is a beginning reading skill.
- Help children put their belongings away and transition into the classroom. *I.B.1.a.*
- Show children where to wash their hands and assist them through the proper procedure. *IX.C.2.*

- Ask children their names and how they are feeling, as it seems appropriate. Give children the opportunity to listen and respond appropriately in these mini conversations to begin to build relationships and rapport. Child shows understanding by responding appropriately. Child demonstrates knowledge of verbal conversational rules. *II.A.1., II.A.3., II.B.2., I.C.1.*
- Tell children where to go and what to do for arrival activities. *II.A.2.*
 - Schools and classrooms differ in their arrival activities depending on whether the children are outside or inside during arrival. Listed below are ideas for when arrival time takes place in the classroom.
 - Play music from the Transitions Playlist, if desired, to set the mood for arrival. *See Supporting Resources*
- Arrival Activity Suggestions:
 - Children find their name tag (with teacher help) and decorate it with crayons, pencils, markers, and the like.
 - Children color black and white pictures or draw on blank papers with crayons, pencils, markers, and the like.
 - Children work on an assortment of puzzles and simple math games and manipulatives.
 - Children work with a simple set of table toys, such as hand-held blocks and color cubes.
 - Children make shapes and play with an assortment of play-doh or similar materials.
 - Children look at simple board books.



General Tip:

- For more information about preparing Quaver Pre-K lessons please go to the dashboard and click on the Instructional Guides button.
- Find the document entitled Preparing to Teach a Quaver Pre-K Lesson



Teacher Tip:

- It is helpful to assign specific roles to each teacher on the first day of school for arrival. One teacher can be focused on greeting children (and families if they sign in at the classroom door) and helping with the transition into the classroom while the other teacher is helping with hand-washing and arrival activities.
- If it is possible to pre-arrange for an extra set of adult hands to help on the first day or in the first week, that is especially valuable!



Assessment Tip:

- Make mental notes when children have difficulty understanding your language. Try to assess whether they lack the vocabulary or perhaps English is not their primary language.

Introductions:

- Once everyone has arrived, invite children to the whole group area. Ask children to sit in their own space (possibly on a carpet square), but do not expect them to sit a certain way (such as legs crossed), allowing them to be comfortable while learning to keep their body in their own space. *I.A.1.*
- Welcome the children as a group and begin introductions.
- Introduce each child in the circle, modeling how to greet ("Hello, _____. Welcome to pre-k!"). Ask the group to greet each friend with you. Say each child's name together as a group, and allow each child to respond.
- If children seem confident, take a few moments to encourage them to speak loudly and clearly so that everyone can understand and what they say because everyone's voice is important. (Child shows understanding by responding appropriately.) *I.C.1., II.A.1., II.A.3., II.B.1., II.B.2., II.B.3., II.B.4., II.B.6., II.C.1.*
- If it seems helpful, use the screen Emotion Flashcards to talk with children about how they are feeling this morning, on their first day of school. *See Supporting Resources*

Song - Hello, Welcome:

- Begin your opening routine by listening and moving to an engaging song.
- Show children how to shake hands with each other or wave in response to the lyrics, and have them copy as you listen to the song. (Child shows understanding by responding appropriately. Child demonstrates knowledge of verbal conversational rules.) *I.C.1., II.A.1., II.B.4., II.B.5.*
- Listen again and encourage children to sing along (or speak or hum), as they are able. *II.B.1., 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.



Attendance:

- Make note of who is present and who is absent as needed.

Supporting Resources:

• Transitions Playlist

- Create a welcoming atmosphere for children with background music.
- Select a song title and press Play to listen.



• Emotion Flash Cards

- Use Emotion Flash Cards as an additional or alternate tool for checking in emotionally with children.
- Invite children to share how they are feeling this morning.
- Select emotion flashcards to highlight them as they are discussed.



• What's Your Name? (Lyrics)

- Use the song What's Your Name as an additional way to greet individual children.
- Listen, sing along, and gesture to individuals inviting them to say their names when prompted in the song.
- How to Use: Select Mixer to mute and unmute voices or tracks. Use Master Volume, Play, Pause, Rewind, Highlight, and Loop buttons as desired.



General Tip:

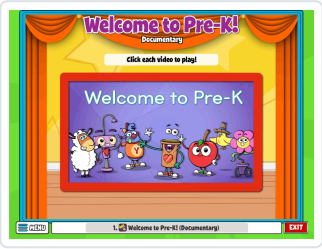
- Screen use is optional. Screens are intended to be helpful tools, but should always be used at the discretion of the teacher, to suit the needs of the children.

Circle Time 1

15 mins

Welcome to Pre-K! (Documentary):

- Before viewing the video, encourage children to look for things in the video that are similar to what they see in their new classroom.
- Select the video to play.
- After watching, ask children to share anything that they saw in the video that was like their classroom.





General Tip:

- You can also use the Menu at the top of the screen to collapse and expand all Activities
- The Menu will also help for printing Worksheets, or the abbreviated Lesson Guide.
- These will be useful options as you review the Lesson Guide for the first time.



Teacher Tip:

- During Circle Time, one teacher will lead the group while the other teacher assists the children, helping them to focus on the instruction by quietly giving them cues as needed.
- Visual Schedule Suggestion - Make your visual schedule in a way that allows you to remove items that have already occurred. This provides clarity and helps students who have anxiety about the first day.

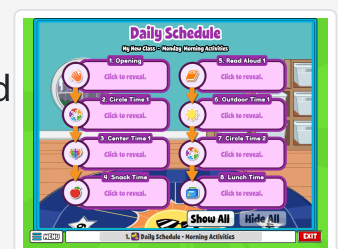


SEL Tip:

- At the very beginning of school set a norm for how to sit during carpet time. Sing a reminder song that tells the child positively what to do with their body. For instance, if your body is calm are you touching friends?
- Each child needs a personal space on the carpet. Some carpets are already designed to provide each child with their own square or letter to help children keep their personal space.

Daily Schedule - Morning Activities:

- Introduce children to their Visual Daily Schedule displayed as it is discussed. Talk children through what they will be doing that day, explaining each part. Be sure the schedule is displayed all day in the same location so children can find it when they need to check what comes next.
- Introduce the Daily Schedule - Morning Activities screen, if desired. *See Supporting Resources*
- Ask children if they have questions about the schedule. Prompt their thinking with questions such as "What will we do after circle time?" "What did we do before circle time?" (pointing as a prompt if needed). Spend enough time reviewing the schedule to reinforce the important math skill introduced (using language to describe concepts associated with the passing of time). Invite questions about the schedule. *II.A.3., II.B.1., II.B.2., II.B.4., II.D.2., V.D.4.*
- Teach bathroom procedures, including a mini-lesson on how to wash hands. Use the **Wash Our Hands** song, if desired. *See Supporting Resources*
- When washing their hands, adults and children should rub their hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails. Teach children a hand washing song to sing while handwashing. Child practices good habits of personal health and hygiene. *See Supporting Resources IX.C.2.*
- Tell the children explicitly how to ask for help throughout the day (raising hand, walking up to teacher and gently touching arm, or whatever your preferred procedure is). Explain that when we raise our hand during circle time, we need to make sure we do not touch people around us and raise it straight in the air. *I.A.1., I.C.1., II.A.1., II.A.3.*



General Tip:

- The Transitions Playlist contains songs that can be used for background music during arrival and rest time and more specifically for transitions, such as going from centers to snack time with the songs **Clean Up Time** and **Wash Our Hands**. Select a song title and press play to listen. Lyrics can be found in Worksheets.
- A bell or object that makes a soft sound that signals silence - time to pay attention to the teacher. Can turn it into a "freeze game" where they freeze where they are and wait for instructions.



Teacher Tip:

- For most teachers, reviewing the Lesson Guide once or twice is enough to internalize the transitions and flow of the day.
- When it comes time to teach, we recommend that you keep your printed Week-at-a-Glance Handbook nearby for reference throughout the day.



SEL Tip:

- A Visual Daily Schedule can help allay children's anxiety about how long they will be away from their home/caregivers.
- Predictability helps children feel safe and comfortable and a visual schedule with words and pictures is an easy way to build this into the daily routine.
- If some children don't speak up, it's ok! They may be scared, worried, or unable to respond. They are learning while listening.



Assessment Tip:

- Assign roles for both teachers during the first several days of school.
- While one teacher is speaking with the whole class, the other teacher can be observing and recording a quick assessment of each child's listening comprehension, speaking and speech production skills.
- Children's listening comprehension skills can be assessed throughout the day based on their responses to the teacher's instructions given during Circle Time.
- Many new skills and learning outcomes will be introduced this week and next, but it is important to remember that this is when they are introduced—there is not an expectation that children will understand and master them yet!
- The learning outcome is a goal that is worked on all year. They are embedded in the curriculum.



Music Tip:

- Clean-up song: **We're Putting our Toys Away** to the tune of **The Farmer in the Dell**.

We're putting our toys away.

We hope it won't take all day.

To have more fun, we'll get it all done,

We're putting our toys away!

Introduce Center Time:

- Begin with a "classroom walk" in which you lead children through each center and demonstrate an easy game or activity available in each center. (This can be done with the whole group or in small groups with two teachers.)
- Introduce new vocabulary as you go, including:
 - Centers and center time
 - Pretend and learn
 - Library, books, magazines (and any other types of materials in the library center this week).
 - Science, sand, table
 - Art, paper, crayons, markers
- Discuss and emphasize the most important rules for center time. Model appropriate behavior and demonstrate how to clean-up in each center with a hands-on demonstration. Tell children that when cleaning up, they need to respect personal boundaries and say "excuse me" if they need a friend to move without touching them. *I.A.1.*

- Tell children that it will be their very important job to clean up the centers each day. Child practices good habits of personal safety. *I.A.1., I.B.1.a., I.B.1.b., I.B.1.c., I.C.2., IX.C.1.*
- Move children back to the rug or meeting area.
- Invite children to start center time one at a time (by listening for their name) or in groups (such as everyone wearing the color red). By doing this, you are helping them learn each other's names or helping them notice descriptive details about themselves and each other. This also helps with classroom management, in that 20 children are not finding a center at the same time. Just be sure to rotate your method for choosing children from morning to afternoon and between days so that each child gets a turn to select centers first.

General Tip:

- Introduce Expectations:
 - Before children are given the freedom of using centers independently, clear expectations should be introduced and demonstrated for the class.
 - As a class, a great way to introduce center time rules is by brainstorming a list together before going to centers for the first time.
 - Rules should include, but are not limited to:
 - Be safe
 - Use materials appropriately
 - Share materials
 - Raise your hand for help
 - Use inside voices
 - When children have an idea of center time rules, they should be given the opportunity to explore each center.
 - As a class, have children travel to each center to learn some of the goals and options at each center.
 - This process can take about 10 minutes per center, which may take several days.
 - As you introduce the center, ask children:
 - "What do you see here?" (Allow children to make observations of the materials in each center.)
 - "Do you have any ideas about what this center might be called?"
 - "Do you remember what this center is called?"
 - "What can you do in this center?"
 - "How do you know where to put your materials back?" (Match the item to the correct label.)
 - "When you hear clean up music, what should you do?" (Have children model putting materials away.)



Teacher Tip:

- Introducing Centers - There are many ways to introduce and/or reveal centers to children. You may want to cover or close each center (depending on the furniture and materials you have) so that they can be "unveiled" during the classroom walk, or you can have centers pre-wrapped with big ribbons or as a gift that the children get to open. You could also do a scavenger hunt to find centers or "missing" materials, though for the first week it may be best to keep it simple.





SEL Tip:

- The Pre-K learning environment incorporates the physical arrangement of the classroom and the behavioral expectations within the setting:
 - This is a place that is welcoming to everyone.
 - This is a safe place.
 - This is a place of respect for ourselves and others.
 - This is a place where we expect to learn.
 - This is a place where we will celebrate our achievements.
- In environments that embrace these ideals, everyone recognizes the following:
 - each person has strengths and weaknesses
 - everyone sometimes needs to work alone
 - everyone sometimes needs to work with others.

Supporting Resources:

• 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.



• Wash Our Hands (Lyrics)

- Select Play to listen to the song, Wash Our Hands.
- Lead children in pretending to wash hands along with the song.
- Use the song as a reminder of when and how to wash our hands.
- Be sure to help children through proper handwashing at key points throughout the day.



Center Time 1

60-90 mins

Morning Center Recommendations:

• Pretend and Learn Center:

- **Add:** Basic kitchen or home living-type materials with props children are likely to be somewhat familiar with, such as food, blankets, dolls, and easy dress-up clothes. As much as possible, keep “pretend and learn” materials open-ended, allowing for children to ascribe meaning to them based on their own imagination vs. adult-imposed direction (plain boxes and unlabeled items are fine!). *I.A.1., I.B.1.a., I.B.1.b., I.B.1.c., I.C.1., I.C.4., 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., VII.A.3., VIII.C.1.*

• Library and Listening Center:

- **Add:** An assortment of printed materials related to the sub-theme of the week: “My New Class,” (see: Quaver recommended literature and concept books) including board books, big books, picture books, magazines, laminated labeled photos, etc. There should be enough books so that if 4 children are in the center (recommended maximum for the first day) each has their own book or books to examine. Soft furniture is best to invite lounging and comfortable sitting. Child shows understanding by following two-step oral directions, and child shows understanding by following one to two-step oral directions in English.

I.B.1.a., I.B.1.b., I.B.1.c., III.A.1., III.A.2.

• Math Center:

- **Add:** Bin of small counting bears of assorted colors or bin of small animal figures with several of each kind (horses, cows, sheep, etc.). Small baskets or containers with a picture of each type of figure on the front (such as a picture of a red bear on one, picture of a white bear on the next, etc. The baskets should start empty (so that you can observe how children classify and sort the objects). Also have a collection of small wooden table blocks

or medium-sized LEGO bricks for table building and imaginary play. *I.B.1.a., I.B.1.b., I.B.1.c., V.E.1., IX.B.1.*

• **Science Center:**

- **Add:** A sand table filled with sand, a variety of sifting props, funnels, cups, shovels, trucks or other small props associated with sand (not penguins or apples or things that don't make sense in sand). *I.B.1.a., I.B.1.b., I.B.1.c., VI.A.1*

• **Creativity Station:**

- **Add:** A variety of art materials, including blank drawing paper of different sizes and colors, crayons, and markers. *I.B.1.a., I.B.1.b., I.B.1.c., VIII.A.1, VIII.A.2., IX.B.1.*



General Tip:

- During the first week of school, it is best to limit the number of children per center to a maximum of 4 until they learn how to successfully navigate centers independently.
- For more information about using centers effectively, go to the dashboard and click on the Best Practices Guides button.
- Find the document entitled *Centers Guide*.



Teacher Tip:

Preparing Centers:

- Have physical or technology-based materials prepared for children ahead of time.
- Organize centers before instruction or work with your co-teacher to have them prepared during Circle Times.
- Set up manipulatives such as the Quaver Matching Game and access QR codes to pre-load digital resources on the children's devices.
- Centers and center materials suggested in the teacher guide are recommendations. It is assumed you may have additional materials that fit with the center's learning focus and align with the standards listed, and if so, add them in or swap them with what is listed. If your classroom can not accommodate a specific center (such as a sand table) swap it with something that still aligns with the standards listed.
- You may not be able to find or acquire certain recommended materials. That is ok! Use your best judgment, creativity and whatever resources are available - and remember, *less is more* and *quality is better than quantity*. Often, items from nature or objects and materials that are readily available work well for fours. Beyond furniture you should not have to spend money for quality centers! (See Quaver best practice guide - centers for more information).
- One teacher should be observing children as they play and offer guidance as needed (to help children solve conflicts using appropriate language, use materials properly, and so on.)



SEL Tip:

- For children with anxiety, worry or extra physical energy, sensory materials such as sand, beans, or other soft textures to sift, sort or manipulate can provide a calming activity.

Center Circulation:

- On the first day, use the time, normally reserved for small group instruction, to help children focus on tasks, initiate play, and move through centers. It is a good time to, observe, record, and assess children's language and communication skills, interests, learning needs, and social skills. Notice which children need help either from not knowing language or being sad, shy, or upset. *I.A.1., I.B.1.a., I.B.1.b., I.B.1.c., I.C.1., II.A.1., II.A.3., II.B.1., II.B.2., II.B.3., II.C.1.*

Transition:

- Allow extra time for transition out of centers during the first several days of school. Use the extra time during the first week of school to teach children proper clean-up procedures. Children are more likely to be engaged if clean-up is accompanied by a song or music, and if they have clear, explicit instructions on what they are expected to do. They will likely need a great deal of help at first, but then you should see a gradual release of teacher-directed clean-up as the children start to internalize the procedures.
- Remember: the more organized your centers are, the easier the clean-up routine will be!
- If desired, access the optional Transitions Playlist from the Opening section of the lesson and listen to songs such as **Clean Up Time** and **Wash Our Hands**.
- Clean up with the children. Wash hands, so that children practice good habits of personal health and hygiene. *I.B.1.a., I.B.1.b., I.B.1.c., II.A.1., II.A.2., IX.C.1., IX.C.2.*
- After clean-up time is over, signal for children to come back to the rug or meeting area. *I.C.2.*
- One teacher refers to the Visual Daily Schedule to explain and/or ask children what comes next: snack time. *V.D.4.*
- While one teacher explains rules and procedures to the children for snack time, the other sets up the tables.

Snack Time

15 mins

Snack:

- Ideas for theme-related table conversations will be introduced in Week 2 as children become comfortable with their schedule.
- Engage children in conversation in order to get to know them and for them to get to know you.

Transition:

- Clean up the snack and prepare to read aloud. Remind children of procedures. Child practices good habits of personal health and hygiene. *I.B.1.a., IX.C.2.*
- If desired, access the optional 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

1st Read - Ally-Saurus & the First Day of School by Torrey:

- **Ally-Saurus & the First Day of School** by Richard Torrey.
- Show children the front book cover and have them describe what they see. Use the Quaver Book Cover screen, if desired. *See Supporting Resources*
- Say the title of the book and author’s name while pointing to them.
- Read the story aloud.

Teacher Tip:



- A good Read Aloud activity engages children and provides opportunities for discussion about vocabulary and the text.
- To foster vocabulary learning and comprehension, you should keep in mind six key effective instructional practices:
 - Reading Voice
 - Pointing Gestures
 - Direct Vocabulary Instruction
 - Comprehension Questions
 - Responsive Teaching
 - Repeated Readings.

Questions:

- **Pre-Reading:**
 - Why do you think the title is called, “Ally-Saurus & the First Day of School?”
 - Do you think Ally-Saurus is a dinosaur?
- **During Reading:**
 - What did Ally-Saurus pretend she was all day?
 - Did anyone else at school pretend to be something?
 - Do you ever pretend to be something?
- **Post-Reading:**
 - What did the other children think of Ally-Saurus at snack time?
 - What happened at lunchtime?
 - Did everyone love the same things?
 - Can people be friends even if they don’t love the same things?
 - How did Ally feel about going to school?
 - How did you feel this morning? Allow several children to respond. Be explicit to point out the similarities and differences in the way Ally felt and the way the children describe how they feel/felt on the first day of school. These text-to-self connections lay a strong foundation for reading comprehension later (K-3rd grades). *I.B.2.b., II.A.1., II.A.3., II.B.1., II.B.2., II.B.4., II.C.1., III.A.1., III.D.3.*

SEL Tip:



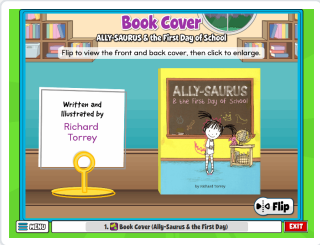
- Set read-aloud expectation norms. Like how to answer questions or share thoughts about the book.
- Remind children to have quiet hands and a calm body.
- Teach the child how to share their opinion on the book. For instance, the teacher may ask, “Did you like the book?” Children can be taught to respond like this, “I like the book because....” This is a key language skill that can be reinforced during center time, read-alouds, or the morning meeting.
 - Teach the children how to stay on topic. For example, if a book is about trees and the children are telling you about their dog, don’t be afraid to redirect them and get them to respond about the topic. This is another important skill for pre-k children to learn.
- Pass the microphone. When a child has finished sharing out, have them pass a microphone or speaking device to another child who is ready or sitting quietly. Children will listen because they are eager to have their friends choose them.
- Audio books also help children with listening skills.
- Also, don’t be afraid to send children to a calm down area to regain focus if they are interrupting the class instruction. Only allow them to leave the carpet for a few minutes and they can rejoin when they are ready to listen.

Transition:

- At the end of Read-Aloud, show the Visual Daily Schedule and introduce what comes next: Outdoor Time.
- Discuss rules and procedures for safe play outside. Child practices good habits of personal safety. *I.B.1.a., IX.C.1.*

Supporting Resources:

- **Book Cover (Ally-Saurus & the First Day)**
 - 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

Playground Walk:

- Show children around the outdoor area, emphasizing where they can go and where they can't safely go.
- Free play for children. Child shows understanding by responding appropriately. Child practices good habits of personal safety. *I.A.1., I.B.a., I.B.1.c., IX.A.1., IX.A.2., IX.C.1.*
- Observe children as they play and offer support when conflicts/problems occur. Help children learn to use words to solve conflicts, by modeling what to say.



Assessment Tip:

- Outdoor play provides a valuable opportunity for teachers to assess (observe and record) children' self concept skills, behavior control, relationships with others, listening comprehension skills, speaking skills and speech production skills, as well as gross motor development skills.
- This may need to start later if children need close supervision and safety reminders.

Transition:

- At the end of Outdoor Time, gather the class to discuss rules and procedures for moving back to the classroom. Remind them what to do and where to go when they arrive in the classroom. Child practices good habits of personal safety. *I.B.1.a., II.A.1., II.A.2., IX.C.1.*
- Counting children aloud when moving to and from the classroom ensures the safety of the children and also offers an opportunity for children to develop counting skills. You can touch each child's shoulder while counting and encourage children to count along. *V.A.2.*
- As children move indoors, remind them of any class procedures such as wiping dirty shoes or washing hands. Child practices good habits of personal health and hygiene. *IX.C.2.*
- Gather children for Circle Time.
- If desired, access the optional Transitions Playlist from the opening section of the lesson and listen to songs such as **Outside/Inside**, **Wash Our Hands**, and **Make a Circle**.



General Tip:

- Math creates a basis for other areas of learning such as literacy, music and movement, and language development.
- Math can be used in any center and any lesson and often during transitions.
- There is always a way to incorporate math learning in day-to-day activities.



Teacher Tip:

- Children will need to wash their hands and hang up coats after recess, so it is helpful to build this into their routine from the beginning of the year. One teacher should facilitate this.
- Avoid having children stand in lines waiting with nothing to do. Sing songs or have children imitate movements (such as tapping your head, shoulder, clapping your hands 2 times or 3 times, etc).
- Direct children to Circle Time after hand washing. The other teacher should be there to receive them and help them find their spot on the rug. Teacher should engage children while waiting for all to join the group.

Circle Time 2

15 mins

Photo Album (My New Class):

- Each photo album has 20 photos divided into groups of 4 which relate to the theme of the week. Look at the first page and ask children about the photos they see. Show the photos in order of their day. See below for sequence and questions. *II.A.1., II.A.3., II.B.1., II.B.2., II.B.4., II.B.5.*
 - Photo of children in circle time

- Name the time of day.
- What do you remember about your Circle Time?



- Photo of children in centers
 - What are the children in the picture doing?
 - What did you do in centers?
 - Prompt children to make connections between what they did and what the children in the photo are doing.
- Photo of children eating snacks
 - What are the children in the picture doing?
 - What did you eat for snack?
 - Prompt children to make connections between what they did and what the children in the photo are doing.
- Photo of children listening to story
 - What are the children in the picture doing?
 - What was the story about that we read?
 - Prompt children to make connections between what they did and what the children in the photo are doing.
- Photo of children playing outside
 - What are the children in the picture doing?
 - What did you do/play outside?
 - Prompt children to make connections between what they did and what the children in the photo are doing.



General Tip:

- To best support language development in all your children, be mindful of the classroom environment, planning, and instruction. The goal is to allow children opportunities for comprehension, speaking, reading, and practice in English while celebrating and acknowledging development in other languages.



SEL Tip:

- Suggested carpet time rules may be:
 - Raise your hand to speak
 - Eyes on the speaker
 - Listening ears
 - Criss-cross applesauce
 - Be respectful
- Have visual rule posters within eyesight of children and easily accessible to the teacher so you can simply point to the rules if a child is not following them.
- Involve the children in the activity to keep their attention. Making children active participants will allow for longer attention spans overall.

Daily Schedule - Afternoon Activities:

- Refer to the Visual Daily Schedule to discuss lunch and afternoon activities, asking children to name what comes next, after, at the end of, etc.
- Use the Interactive Daily Schedule - Afternoon Activities, if desired. *See Supporting Resources II.D.2., V.D.4.*

Transition:

- Prepare for lunch time.
- Introduce lunch rules and procedures including hand-washing.
- If desired, access the optional Transitions Playlist from the Opening section of the lesson and listen to songs such as **Wash Our Hands**.
- Leave photos up for children to look at during lunch.

Supporting Resources:

- **Daily Schedule - Afternoon Activities**
 - Share with children the sequence of afternoon activities.
 - Highlight special events or learning activities for the day.
 - Screen Tips: Click each box to reveal the activities for that part of the day. Click again to hide.



Lunch Time

30 mins

Lunch:

- Lunch is a valuable opportunity to informally learn about the interests, backgrounds and goals of children, via conversation. It is a prime opportunity to prompt conversations among classmates while you listen, observe, record, and capture the language and learning of children. *II.A.1., II.A.3., II.B.1., II.B.2., II.B.4., II.C.1.*

Transition:

- Clean up lunch and prepare for read-aloud. Remind children of class procedures. Child practices good habits of personal health and hygiene. *I.B.1.a., IX.C.2.*
- If desired, access the optional Transitions Playlist from the opening section of the lesson and listen to songs such as **Clean Up Time**, **Wash Our Hands**, and **Story Time**.

Read Aloud 2

15 mins

2nd Read - Ally-Saurus & the First Day of School by Torrey:

- **Ally-Saurus & the First Day of School** by Richard Torrey.
- Start with a calming/movement exercise to get out the last bit of lunch energy. If desired, use Prepare Your Body. *See Supporting Resources IX.A.1.*
- Show students how to stretch and reach without touching their classmates. Begin teaching them ways to be aware of their own bodies in space, such as imagining a hula hoop around them and staying inside it. *I.A.1.*
- Read the story while the other teacher uses this time to set up cots or mats around the room.

Questions:

- **Pre-Reading:**
 - Ask children to recall what happened in the story; allow each child to speak (“What do you remember?”)
 - Point out the name of the book on the front cover and read the author’s name. *III.A.1., III.D.3.*
- **Post-Reading:**
 - Did Ally have a good day at school? Why do you think so?

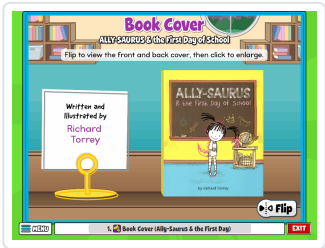


SEL Tip:

- Listen closely to determine if a child is asking something related to the book since children can often make some impressive connections that we may not have realized ourselves!
- If a child answers a comprehension question, be sure to acknowledge their answer by restating or rephrasing their answer.
- If a child is off topic and just wants to talk, acknowledge their comment, then redirect children to the book. For example: “Anna, that is interesting! Let’s see what ‘X character’ is going to do next in our book.”

Supporting Resources:

- **Book Cover (Ally-Saurus & the First Day)**
 - 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.
- **Prepare Your Body**
 - Use Prepare Your Body as an additional activity to prepare for Rest Time, if needed.
 - Select stretches and place them along the timeline.
 - Select a tempo and Begin.
 - Guide children to copy the stretches with the children on the screen.



Rest Time

Introduce Rest Time:

- Show photo of children resting. Use Photo Album (My New Class), if desired. *See Supporting Resources*
 - Ask children to name what children are doing.
 - Ask children about resting or sleeping at home. “Why do we rest?” Child shows understanding by responding appropriately. *II.A.1., II.A.3., II.B.1., II.B.2., II.B.4., II.C.1.*
- Explain how rest time works at school.
- Allow children to go 2 at a time to get any personal items they brought for rest (pillow, blanket, animal, and so on).
I.B.1.a., II.A.1., II.A.2., II.A.3.
- If desired, project a photo of rest time as a reminder of what children should be doing. Use the Photo Album (My New Class). *See Supporting Resources*

Rest:

- Dim lights, play soft music, keep quiet, allow for children to be in quiet activity, such as reading books, at their cot if they can't sleep. Encourage children to pay attention to their own bodies and try to relax during this time. Child practices good habits of personal health and hygiene. *I.A.1., I.B.1.c., III.A.2., IX.C.2.*
- If desired, access the optional Transitions Playlist from the opening section of the lesson and listen to calming music for rest time.



SEL Tip:

- Rest time can provoke anxiety for children because it is something they may have never experienced away from home or it may be a difficult time of the day.
- Allow children to have a beloved item from home (like a stuffed toy or blanket).
- Assign one teacher to “cot talk” going around the room and individually talking and calming children one-on-one as needed.
- Children may also want to hold onto a picture of a family member/guardian or look at a book quietly at their cot until they fall asleep.
- Start with more latitude for their individual needs and less rigidity with the schedule and then tighten up as the year progresses and children become more comfortable and trusting in your care.

Transition:

- Have children put away any personal items they used during rest time.
- If desired, access the optional Transitions Playlist from the opening section of the lesson and listen to songs such as **Stop, Look, and Listen**.

Supporting Resources:

- **Photo Album (My New Class)**
 - 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.
 - Find a photo of children resting to facilitate discussion about rest time procedures.



Movement

15 mins

Follow the Leader:

- Help children wake up and stretch/yawn.
- Have children move throughout the classroom in a line (like follow the leader), being aware of their own bodies and not touching things. *I.A.1.*
- Change the type of movement examples or ask children to share an idea: using walking feet, on tiptoes, like a dinosaur, frog hops, etc. *I.X.A.1.*
- Gather children for the My New Class (Movement) video.



General Tip:

- A well-designed classroom environment helps ensure that all children are able to experience and benefit from your teaching throughout the day.
- It’s important to pay special attention to detail to make sure the environment works equally well for children with disabilities.
- Consider these tips for accessible classroom design, which allows for the possible physical limitations children may experience. See Quaver Accessibility Guide in Best Practices.

My New Class (Movement) - Part 1:

- Each Quaver movement resource is designed for the week of school it is placed. Each movement relates to the subtheme of the week. So this week's movements are all about starting school, backpacks, walking, and getting ready. Press play and have the children copy the movements shown. Be sure to encourage children as they follow the moves. Model how to position themselves in relation to others, and tell them to respect the personal boundaries of others. *I.A.1.*, *I.X.A.1.*



- Select the My New Class (Movement) video. The movements for Day 1 and Day 2 will be the same. The energy level for this movement is High.
- The movements for Day 1 and 2 include: wiggle, wiggle, run, stop, and freeze.
- Ask children to stand up or modify as needed.
- Press Play and follow along with the movements.



Teacher Tip:

- When using the Movement Videos, it is helpful to have an open space in which children can spread out and all face the same direction, in order to mirror the movements of the people in the videos.

Supporting Resources:

- **Movement Playlist**
 - If desired, access the optional Movement Playlist and listen to additional music for Movement.
 - Select a song title to play.
- **Prepare Your Body**
 - Use Prepare Your Body as an additional or alternate movement activity if desired. Select stretches and place them along the timeline.
 - Select a tempo and Begin.
 - Guide children to copy the stretches with the children on the screen.



Circle Time 3

15 mins

Review Center Procedures:

- Review the Daily Visual Schedule and ask “What comes ‘next’?” and “What is left to do in the day?” *V.D.4.*
- Review Center Time rules and how we use each center. Use the interactive Daily Schedule - Afternoon Activities, if desired. *See Supporting Resources*
- Ask children “What went well in Center Time this morning?” “What did not go well? Child demonstrates knowledge of verbal conversational rules.*II.A.3., II.B.1., II.B.2., II.B.4., II.C.1.*
- Roleplay using center materials, for example, explain how to color with markers and replace the caps; how to put the crayons back in the correct place, and so on. *I.B.1.a., I.B.1.b., I.B.1.c., II.A.3., II.B.1., II.B.2., II.B.5., II.D.2.*
- Prompt children to think about how afternoon Center Time can be better and fun for everyone.
- Introduce a new way for children to be called on to select which center they will begin with for the afternoon (so that the whole class is not moving at once). *I.A.4.*

General Tip:



- Planning and preparing for centers is a multi-step process that takes time up-front but is worth it in the end! Consider these tips as you prepare for centers in your classroom:
 - Room Arrangement: Arrange your room to maximize learning and minimize behavior issues.
 - Material Selection: Select instructional materials that will invite and engage young minds.
 - Instructional Quality: As you design your classroom, check the instructional quality of your centers by aligning the learning objectives of activities that will occur in the centers to your state’s Pre-K guidelines for essential domains, skills, and standards.
 - Transition to Child-Directed Centers: Plan a multi-step, phased approach for moving from teacher-directed centers to child-directed centers.
 - Order of Introduction: Include in your timeline planning for the early part of the year how centers will be introduced to children and in what order.
 - Resource Selection: As early as possible, identify resources for instructional materials to be used in centers, based on the learning objectives for each theme or unit of study.
- For more detailed information about planning, preparing, and delivering instruction during Center Time, please go to the dashboard and click on the Instructional Guides button. Locate *Best Practice Guide: Classroom Learning Centers*.

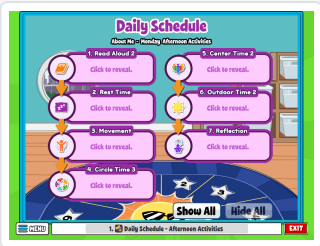
SEL Tip:



- At the very beginning of school set a norm for how to sit during carpet time. Sing a reminder song that tells the child positively what to do with their body. For instance, if your body is calm are you touching friends?
- Each child needs a personal space on the carpet. Some carpets are already designed to provide each child with their own square or letter to help children keep their personal space.

Supporting Resources:

- **Daily Schedule - Afternoon Activities**
 - Share with children the sequence of afternoon activities.
 - Highlight special events or learning activities for the day.
 - How to Use: Click each box to reveal the activities for that part of the day. Click again to hide.



Center Time 2

30 mins

Afternoon Center Recommendations:

- **Pretend and Learn Center:**
 - **Keep (from morning):** Basic kitchen or home living-type materials with props children are likely to be somewhat familiar with, such as food, blankets, dolls, and easy dress-up clothes. As much as possible, keep pretend & learn materials open-ended to allow for children to ascribe meaning to them based on their own imagination vs. adult-imposed direction (plain boxes and unlabeled items are fine!).

I.A.1., I.B.1.a., I.B.1.b., I.B.1.c., I.C.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., VII.A.3., VIII.C.1.

- **Library and Listening Center:**
 - **Keep:** An assortment of printed materials related to the sub-theme of the week: “My New Class,” (see: Quaver recommended literature and concept books) including board books, big books, picture books, magazines, laminated labeled photos, etc. There should be enough books so that if 4 children are in the center (recommended maximum for the first day) each has their own book or books to examine. Soft furniture is best to invite lounging, comfortable sitting, etc. I.B.1.a., I.B.1.b., I.B.1.c., III.A.1., III.A.2.

◦ **Math Center:**

- **Keep:** Bin of small counting bears of assorted colors or bin of small animal figures with several of each kind (horses, cows, sheep, etc.). Small baskets or containers with a picture of each type of figure on the front (such as a picture of a red bear on one, picture of a white bear on the next, etc. The baskets should start empty (so that you can observe how children classify and sort the objects). Also have a collection of small wooden table blocks or medium-sized LEGO bricks for table building and imaginary play. *I.B.1.a., I.B.1.b., I.B.1.c., V.E.1., IX.B.1.*

◦ **Science Center:**

- **Keep:** A sand table filled with sand, a variety of sifting props, funnels, cups, shovels, trucks or other small props associated with sand (i.e. not penguins or apples or things that don't make sense in sand). *I.B.1.a., I.B.1.b., I.B.1.c., VI.A.1.*

◦ **Creativity Station:**

- **Keep (from morning):** Blank drawing paper of different sizes and colors, crayons, and markers. *I.B.1.a., I.B.1.b., I.B.1.c., VIII.A.1, VIII.A.2., IX.B.1. VIII.A.1., VIII.A.2.*

General Tip:



- As a prekindergarten teacher, you are presented with the enormous opportunity to teach children of diverse backgrounds and ability levels, therefore it is important that you design both your classroom and your lessons to best meet the needs of children with disabilities.
- As the Texas Prekindergarten Guidelines point out, *"The Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) require that all early childhood programs make reasonable accommodations to provide access for children with disabilities or developmental delays (Division for Early Childhood of the Council for Exceptional Children DEC/CEC & National Association of Educators of Young Children NAEYC 1993)."*
- An accessible Pre-K learning environment incorporates the physical arrangement of the classroom and the behavioral expectations within the setting.
 - Consider these guiding thoughts, inspired by the work of Carol A. Tomlinson, as you design this space both physically and in your instructional practice.
- This is a place that is welcoming to everyone.
- This is a safe place.
- This is a place of respect for ourselves and others.
- This is a place where we expect to learn.
- This is a place where we will celebrate our achievements.

Teacher Tip:



- During centers, teachers scaffold children's learning, but it is important not to "lead" children's play.
- You can best assess children's interests, abilities and personalities if you watch how they lead and what they choose to do. (See Quaver best practices guide - centers - for more detail).

Photos and Center Circulation:

- During center time, one teacher calls children over individually to take their picture. The photo will be used for their cubby (unless you already have a cubby picture) and it can also be used for the attendance and job charts (to come in later weeks).
- The other teacher can continue to use this time normally reserved for small group instruction to help children focus on tasks, initiate play, and move through centers. It is a good time to observe, record, and assess children's language and communication skills, interests, learning needs, and social skills.
- Call children over individually to take a picture. This will go on their cubby tomorrow!

Playground Rules:

- Before going outside, use a pocket chart to show picture cards of playground rules. Real pictures of the playground are helpful. Have children come up and place cards with behaviors on the yes or no side of the pocket chart to show what is and is not allowed on the playground.
- Free play: Encourage children to play safely and be social. Child practices good habits of personal safety. *I.A.1., I.A.4., I.B.a., I.B.1.c., I.C.1., II.A.1., II.A.3., II.B.1., II.B.2., II.B.4., II.C.1., IX.A.1., IX.C.1.*



General Tip:

- Making Playground Rule Picture Cards - While preparing for the first day of school, determine what rules you will have for the playground, go to the playground, and take photographs of the places where those rules will apply. Print out the photos to place in your pocket chart and to use in your class discussions. It is also fun to take pictures of teachers playing on the playground as examples of how to follow and break the rules.

Transition:

- As children move indoors, remind them of any class procedures such as walking, wiping dirty shoes, and washing hands. Child practices good habits of personal safety. Child practices good habits of personal health and hygiene. *I.B.1.a., II.A.1., II.A.2., IX.C.1., IX.C.2.*
- Gather children for Reflection.
- If desired, access the optional Transitions Playlist from the opening section of the lesson and listen to songs such as **Outside/Inside, Wash Our Hands, and Find a Seat.**

Reflection

10 mins

Review:

- Review the day, inviting a time for sharing feelings and thoughts. “What made you feel happy today?” “What made you feel sad today?” Listen, observe, and assess how each child responds. *I.B.2.b., I.C.1., II.B.1., II.C.1.*
- Use **Emotions Flashcards** as a resource for group discussion.
 - The first day of school is full of emotions. Have children explain how they are currently feeling by selecting a flashcard that matches how they feel. *I.B.2.b.*
 - Select emotion flashcards to highlight them as they are discussed.
 - If any children report they are feeling sad or angry, invite them to speak with you in private when possible and help them use calming strategies if needed. *I.B.2.c.*



SEL Tip:

- Invite children to sit in their own space, keeping hands and feet to themselves.
- Invite children to sit in a way that is comfortable, but alert.
- Explain to children that reflection is a time to practice being calm.

Look Forward to Tomorrow:

- Tell children “Tomorrow you will have more stories to read, more friends to meet, and more things to learn!”

Song - Goodbye, Farewell:

- Listen to **Goodbye, Farewell**. Watch the animation, then sing together. *VIII.B.1.*
- Practice saying goodbye to one another. *II.A.1., II.B.1., II.B.4.*

- Screen Tips: Select Mixer to mute and unmute voices or tracks. Use Master Volume, Play, Pause, Rewind, Highlight, and Loop buttons as desired.



Supporting Resources:

- **Photo Album (My New Class)**

- If desired, use the Photo Album as an additional or alternate tool to review the activities of the day.
- Browse photos and lead conversations about how the images connect to children personally.
- 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.



- **Daily Schedule - Morning Activities**

- If desired, use the Daily Schedule - Morning Activities as an additional or alternate tool to review the activities of the day.
- Review 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.



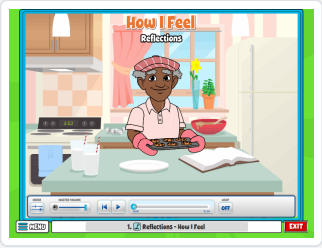
- **Daily Schedule - Afternoon Activities**

- If desired, use the Daily Schedule - Afternoon Activities as an additional or alternate tool to review the activities of the day.
- Review 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.



- **Reflections - How I Feel**

- If desired, use this screen as an additional or alternate tool to help children reflect on how they are feeling.
- Take a few calm quiet moments to reflect on the day's learning.
- Listen to the reflection narration and guide children to follow the directions given.
- Screen Tips: Select Mixer to mute and unmute dialogue or tracks. Use Master Volume, Play, Pause, Rewind, 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.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.b.	Social and Emotional Development	Child can communicate basic emotions/feelings.
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.a.	[DOMAIN NOT FOUND]	[OUTCOME NOT FOUND]
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.4.	Social and Emotional Development	Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.
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.D.2.	Language and Communication	Child demonstrates understanding of terms used in the instructional language of the classroom.
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.D.3.	Emergent Literacy - Reading	Child asks and responds to questions relevant to the text read aloud.
V.A.2.	Mathematics	Child uses words to rote count from 1 to 30.
V.D.4.	Mathematics	Child uses language to describe concepts associated with the passing of time.
V.E.1.	Mathematics	Child sorts objects that are the same and different into groups and uses language to

		describe how the groups are similar and different.
VI.A.1.	Science	Child observes, investigates, describes, and discusses properties and characteristics of common objects.
VII.A.3.	Social Studies	Child connects [his] life to events, time, and routines.
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.1.	Physical Development	Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).
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.C.1.	Physical Development	Child practices good habits of personal safety.
IX.C.2.	Physical Development	Child practices good habits of personal health and hygiene.
DEC/CEC.	[DOMAIN NOT FOUND]	[OUTCOME NOT FOUND]
NAEYC 1993.	[DOMAIN NOT FOUND]	[OUTCOME NOT FOUND]