

## 1. I UNDERSTAND THE MEANING OF SAME AND DIFFERENT.

### Example:

I know that a blue ball and a green crayon are not the same, and they are different for a variety of reasons like size, color, shape, etc.

### LARGE GROUP

Dismiss students who are wearing the same kinds of clothes (everyone wearing t-shirts, sandals, shorts, etc.).

### SMALL GROUP

**TALK:** Explain the meaning of same and different. Gather a bag full of objects (some that are the same and some that are different). Let children draw two objects from the bag at a time, and tell you if they are the same or different. Have them explain why.

**READ:** Prepare post-it notes that say "same" and "different." Read with the children, and then as you play the game, have them put the correct post-it note next to each pair of objects.

**WRITE:** For the last pair of objects that each child pulls, use teacher dictation to write "same" or "different" on an extra post-it note.

### ACTIVE LEARNING

#1: Scavenger Hunt: Have a checklist with items on it and have the children go find the same items around the room.

#2: Sort different items (blocks, buttons, etc.) into different shapes, sizes, colors, etc. Ask them: "Do you want to sort by shape or color?" "How do you know they are different?"

Ask the children to find a specific item, and then ask them "How did you know this was what I was looking for?"

## 2. I CAN ISOLATE ONE OBJECT FROM A SCENE/ PICTURE.

### Example:

While reading a book about the beach, my teacher asks me to point to the picture of the sun on the page, and I can point to the sun.

### LARGE GROUP

Give each child a book and point to objects in the book as you read together. Use props to emphasize vocabulary.

### SMALL GROUP

**TALK:** Ask children to point to different familiar objects on the page as you read aloud.

**READ:** Read a book with the children. Make sure to pick a book with lots of illustrations.

**WRITE:** Let the child draw a picture related to the story you just read. Using teacher dictation, label one object in their picture.

### ACTIVE LEARNING

Leave materials in the Art Center to create a group mural related to your Area of Study. After it is complete, hang it up in the classroom and encourage children to isolate/label objects in the picture.

### 3. I CAN MATCH OBJECTS.

#### Example:

When I look at a group of objects, like a pencil, a paperclip and another pencil, I can match the two pencils and know they are the same.

#### LARGE GROUP

#1 Prepare sets of matching pictures of objects. Place one picture on the rug, and hand each child a matching picture as they transition into Morning Meeting. Have them find their match as they sit down, **or** pass out pairs of objects to the children and have them find their partner.

#2 Copy pictures of objects from your Read Aloud and distribute to the children. Have individual children match the copy with the pictures in the book as you read.

#### SMALL GROUP

**TALK:** Fill a shoe box with matching pairs of everyday objects (2 pencils, 2 paperclips, 2 scissors, 2 pieces of paper, etc.). Let the children take turns finding matching pairs of objects.

**READ:** Make a simple list poem using the objects from the shoe box (see example below). Tape a picture (or the actual object) to the end of each line and have the children find the matching object ("I have a pencil. Can you find the match?")

**WRITE:** Let children draw pictures of matching objects.

#### ACTIVE LEARNING

As children play in Centers, encourage them to find matching objects (two mini clipboards, two aprons, two cars, etc.).

#### 4. I CAN POINT TO OBJECTS WHEN SOMEONE ELSE NAMES THEM.

**Example:**

At lunch, when my teacher says "Point to the cup." I am able to point to the cup.

##### LARGE GROUP

Prepare "What is it?" bag with objects related to your Read Aloud. Identify the objects in the bag with the group, and place in the center of the group. Call on individual children to come forward, and when you (or another child) say the name of the object, have the child point to the named object.

##### SMALL GROUP

**TALK:** Play "I Spy" with objects around the room. Say: "I spy with my little eyes a \_\_\_\_." (chair, clock, block). Have the children point to the object that you have named.

**READ:** Write out the words to "I Spy." Point to the words as you play.

**WRITE:** On the last round of the game let the children draw a picture of the object. Let them insert their word into the "I spy..." sentence and read together.

##### ACTIVE LEARNING

As children play in Centers during Active Learning, continue to play the "I Spy" game, or ask them to point to objects that the teacher names.

## 5. I CAN SAY THE NAME OF AN OBJECT WHEN SOMEONE ELSE ASKS ME. (PRODUCE)

### Example:

I can say the name of an object when my teacher points to it or asks me what it is. When my teacher holds up a pencil, I am able to say "pencil."

### LARGE GROUP

Prepare a "What is It?" bag with familiar objects. As children transition into Morning Meeting, sing "What Is it?" Pull objects from the bag for the children to name, and then have elaborated conversations about each object.

### SMALL GROUP

- TALK:** Bring your Read Aloud book from Morning Meeting to Small Group. Look at a few pages together, and have the children name some of the objects in the illustrations.
- READ:** Re-read part of your book from Morning Meeting, asking the children to name objects as you read.
- WRITE:** Let the children draw an object from the book on a white board. Write the name of the object together.

### ACTIVE LEARNING

Teacher sits in one of the Learning Centers and starts a conversation. Say "I notice a lot of objects in this center. What objects do you notice?" Let the children name the objects. If possible, extend the activity, and bring materials to label the objects with pictures and words.

## 6. I CAN MATCH COLORS THAT ARE THE SAME.

### Example:

When I see a group of colors, like blue, green, red, and another blue, I can match the two blue colors and know they are the same.

### LARGE GROUP

As children transition out of Morning Meeting, have them find a friend who has the same color shirt.

### SMALL GROUP

- TALK:** Pick 2-4 colors to work with in Small Group (introduce more colors when the children are ready). Pre-gather construction paper and objects from around the room for each color. Let the children sort the objects by color, using the construction paper as a mat.
- READ:** Before you begin playing the game, hold up each colored construction paper and say the color name.
- WRITE:** After they are done sorting, let the children pick an object, and choose the matching color marker/crayon to draw a picture of their object. (They picked a blue bear, then use a blue marker to draw it.)

### ACTIVE LEARNING

#1: As children are playing in the Block Center, have them match blocks that are the same color.

#2: In the Art Center, put out cups with different color labels. Have the children sort crayons or makers by color into the cups.

## 7. I CAN POINT TO COLORS WHEN SOMEONE ELSE NAMES THEM.

### Example:

When I look at a group of colors like red, blue, and green, I can point to green when my teacher says the name of that color.

### LARGE GROUP

Let children leave Morning Meeting by naming colors. Say "If you have the color green on, you can go to..." Have them point to the piece of their outfit that is the color you've just named.

### SMALL GROUP

- TALK:** Place different colored construction paper circles around the room (write the name of the color on each circle). Line the children up at a starting point. Name a color and have them race to the corresponding colored circle.
- READ:** Review the colors with the children before you begin. Walk around the room and say the color names.
- WRITE:** After you are done racing, tell each child to choose a specific colored crayon. Let them draw with the color.

### ACTIVE LEARNING

#1: Have objects/manipulatives to sort that tie into your Area of Study or Read Aloud. Provide colored plates or cups labeled with the color words. As the children sort the objects, name the colors for them and have them point to the colors.

#2: In your Writing Center, provide varied kinds of paper/utensils in many colors. As children are writing, ask them to point to colors you name.

## 8. I CAN SAY THE NAME OF A COLOR WHEN SOMEONE ELSE ASKS ME. (PRODUCE)

### Example:

When my teacher holds up a color or points to a color, I can say the correct color name. When she holds up a green circle, I can tell her it is green.

### LARGE GROUP

Write each line of the Daily Message in a different color. Before you begin reading, have the children tell you what color marker you used to write the message.

### SMALL GROUP

**TALK:** Choose a book that has many colors in it (*Mouse Paint* or *Colors of Us*). As you read through the book, let the children name the colors they see in the illustrations.

**READ:** Read all or part of the book with the children, letting them chime in with the color names. After reading, tell the children that you are going to create a class "Color Book."

**WRITE:** Let them each choose a color and draw a picture. Using teacher dictation, write the name of the color at the bottom of each page. Bind together, and add to your Reading Center.

### ACTIVE LEARNING

Cut out construction paper circles in a variety of colors. Place the colors on the Morning Meeting rug for a color version of Freeze Dance. When you turn off the music, they have to stand on a colored circle and then tell you what color they are standing on before you start the music again.



## 9. I CAN MATCH SHAPES THAT ARE THE SAME.

### Example:

When I see a circle, triangle, and another circle I can match the two circles and know they are the same shape.

### LARGE GROUP

Choose a book for your second Read Aloud that has lots of shapes. Pass out a variety of construction paper shapes to the children. When you get to a shape in the book, stop and have the children look at the shape in the illustration and then hold up the matching shape if they have it.

### SMALL GROUP

**TALK:** Place post-it notes with drawings of shapes around the Small Group area. As children come to Small Group give them each a shape on another post-it or index card. Have them find all of the corresponding matching shapes. If there is time, trade shapes and have them look for another shape.

**READ:** As a group, look at each child's shape and supply the shape name.

**WRITE:** Let the children choose a shape to trace with their finger. Use running commentary, describe what they are doing as they trace each shape.

### ACTIVE LEARNING

#1: While children are playing with blocks have them match blocks that are the same shape.

#2: Add shapes to your sand table, Math Center or Science Center. Label cups with each shape (tape a circle to the outside of a plastic cup). Let the children sort the shapes into the corresponding cups as they play.

## 10. I CAN POINT TO SHAPES WHEN SOMEONE ELSE NAMES THEM.

### Example:

When I look at a group of shapes like a circle, triangle, and a square, I can point to the square when my teacher says the name of the shape.

### LARGE GROUP

Play shape hokey pokey. Pass out shapes to all of the children. Sing the hokey pokey song, but replace body parts with shapes. For example, sing "Put your triangle in, put your triangle out," and all of the children with triangles participate. To make it more difficult, you could give children multiple shapes (tape a circle to their shoe, a triangle to their stomach, etc.)

### SMALL GROUP

**TALK:** Place shape cut outs around the room. Play "I Spy" with the shapes, and have the children point to the shapes around the classroom. When you are through, look for other places that the shape appears in the classroom (clock is also a circle).

**READ:** Gather all of the shape cut outs and review the shape names with the children.

**WRITE:** Provide white boards for the children. Say a shape name aloud, and have them choose it from the shape cut outs. Let them practice making the shape.

### ACTIVE LEARNING

#1: Put shape cut outs into your sensory table. As children are playing, let them search for shapes as the teacher name them.

#2: Put shape books (*Shapes, Shapes, Shapes* by Tana Hoban, *Circus Shapes* by Stuart J. Murphy or *Bear in a Square* by Stella Blackstone) in the Reading Center. As children read independently, ask them to point to shapes the teacher names.

## 11. I CAN SAY THE NAME OF SHAPES WHEN SOMEONE ELSE ASKS ME. (PRODUCE)

### Example:

When my teacher points to a circle and asks me what it is, I am able to say circle.

### LARGE GROUP

Place objects that have a distinct shape (related to your Area of Study if possible) in a bag. During a Transition, let children feel the mystery objects to see if they can name the shape by touch. If they need to, let them take the object out of the bag, or supply hints (this object has three sides).

### SMALL GROUP

- TALK:** Sing "Shapes, shapes, shapes have names. What is the name of this shape?" The teacher draws a shape on the white board, and the children supply the shape name. Take turns making and saying the shape names.
- READ:** Have the children say the name of the shape each time.
- WRITE:** Let children practice the game in pairs, drawing and saying the shape name with a friend.

### ACTIVE LEARNING

Add materials to your Writing Center for the children to make a *Shape Book*. Let them trace or draw their own shape, and interactively write the name of the shape.

Add shapes to your Art Center and encourage the children to make a collage using the shapes. As they explore with the shapes, have them name the ones they chose.

## 12. I KNOW THE DIFFERENCE BETWEEN LETTERS AND OBJECTS.

### Example:

When I look at a page of a book, I know the dog is a dog and the writing on the page is made up of letters.

### LARGE GROUP

During Read Aloud, point out the difference between illustrations on the page and letters. Choose children to come and help you point to letters and objects.

### SMALL GROUP

**TALK:** As you read a book together, ask the children to point to the letters and objects on the pages. Ask them how they know the difference.

**READ:** Choose a book to read from the *School-Home Partners in Learning* curriculum. Read the book with the children, pointing to the text as you read. Explain the differences between letters and illustrations as you read.

**WRITE:** Let the children draw a picture from one of the pages of the book. Using teacher dictation, label the object. Point out the difference between the letters and objects.

### ACTIVE LEARNING

Copy pages from your Read Aloud book. Cut apart the illustration and letters on the page. Add to the Reading Center along with a copy of the book. Encourage the children to sort the letters and objects into different piles.

### 13. I CAN MATCH LETTERS.

**Example:**

When I see an M, X, P, and another M, I am able to match the two Ms, and I know they are the same.

#### LARGE GROUP

Prepare a set of matching letter cards. Shuffle the cards, and as the children transition into Morning Meeting give them each a letter card. Have them find their matching letter partner to sit next to and greet during Morning Meeting.

#### SMALL GROUP

**TALK:** Gather magnetic letters so that each letter has at least one match. Let the children sort the magnetic letters into matches.

**READ:** As the children are sorting, name the letters for them.

**WRITE:** Let the children trace the magnetic letters with their fingers.

#### ACTIVE LEARNING

Hide pairs of matching letters in your sensory table. Let the children find pairs while they explore. Provide clipboards with the alphabet written on them. When they find letters, encourage the children to find the matching letter on the clipboard and circle it.

## 14. I KNOW EACH LETTER HAS A UNIQUE SHAPE.

### Example:

I know this is a lower case **b** because it has a circle and stick, and this is a lower case **s** because it is curvy like a snake.

### LARGE GROUP

Hold up a picture of a letter and let the children make the letter in groups using their bodies to make the shape.  
(Hold up an L, and let them lie on the floor in groups or individually in the shape of an L.)

### SMALL GROUP

**TALK:** Pass out sand paper letters to the children.  
Choose the first letters of the children's names in your group. Let the children trace the letters with their fingers.

**READ:** Say the letter names aloud as you pass out the letters.

**WRITE:** Let the child practice writing the letters in sand, salt or paint.

### ACTIVE LEARNING

Put magnetic letters and cookie trays or sand paper letters out during Active Learning and let the children explore with the letters. Encourage them to trace the letters with their fingers.

## 15. I CAN RECOGNIZE THE FIRST LETTER IN MY NAME.

### Example:

When someone points to the letter B, I know it is the first letter in my name (my name is Bonnie).

### LARGE GROUP

Choose a couple of letters to bring attention to during the Daily Message. Pre-choose the letters, and target the first letter in the name of children who are practicing this skill. When you get to the letter, pause and say the letter name. "Good **M**orning. Morning starts with M. Michael, your name starts with M! Does anyone else have M as the first letter in their name?"

### SMALL GROUP

**TALK:** Look through a magazine together. When you come to words that begin with the first letter of the children's names stop and highlight.

**READ:** Read a children's magazine with the children. Look through it and talk about the pictures and look for letters.

**WRITE:** Let the children trace the first letter of their name with their finger.

### ACTIVE LEARNING

Encourage the children to find the 5-7 places in your environment where their names/pictures are posted. Help them recognize the first letter in their name at each location.

## 16. I CAN POINT TO LETTERS WHEN SOMEONE ELSE NAMES THEM.

### Example:

When there is an M, X, and F in front of me, and my teacher asks me to point to the M, I am able to point to the M.

### LARGE GROUP

Choose letters to focus on in the Daily Message. After reading the daily message, choose a child to point to letters that the teacher names.

### SMALL GROUP

**TALK:** Take your Small Group to the word wall. Let the children point to letters on the word wall alphabet as you name them. (Cue them up to point to both the ABC line, and the word wall vocabulary words.)

**READ:** Read the vocabulary cards and letter names together as you explore with the children.

**WRITE:** Ask each child to point to a letter that the teacher names, and then practice either writing the letter or one of the words under that letter from the word wall.

### ACTIVE LEARNING

Tape letters to your blocks or add letters to the sensory table. As children play, the teacher names letters and the children point to them.



## 17. I CAN SAY THE NAME OF A LETTER WHEN SOMEONE ELSE ASKS ME. (PRODUCE)

### Example:

When my teacher holds up the letter G and asks me for its name, I am able to say G.

### LARGE GROUP

During Regroup to Revisit, as you greet each child with a personal connection, hold up a familiar letter and have them tell you the letter name.

### SMALL GROUP

**TALK:** Put letters into envelopes, and distribute to the children. Practice naming the letters together.

**READ:** As each child opens his/her envelope have them name the letter inside.

**WRITE:** Let the children choose a letter to write. Put it in an envelope to "mail" to one of their friends or send home to a parent.

### ACTIVE LEARNING

Put out a box with a hole cut in it the size of an envelope. Supply paper and envelopes for children to write "letters" to each other as an extension of Small Group. Tell the children to address the envelopes to their friends, and then pick a letter to write. When children receive their letters, have them tell you (or each other) the letter name.

## 18. I CAN RECOGNIZE THE FIRST LETTER OF MY NAME WHEN IT APPEARS IN OTHER PLACES.

### Example:

When I am driving with my mom in the car, I can recognize the first letter of my name when I see it on billboards.

### LARGE GROUP

During Regroup to Revisit, let one child share where he/she recognized their name during Small Group. As you transition out, let the children identify other places in the room where they see the first letter of their names.

### SMALL GROUP

- TALK:** Gather objects with environmental print (food packaging, game boxes, advertisements, etc.). Let the children look through the objects and find the first letter of their name.
- READ:** Read the environmental print with the children, pointing out the first letter of the children's names.
- WRITE:** Let the children choose an object to draw a picture of that has the first letter of their name in it. Label the object with the children. Bind all of the pages into a classroom-made ABC book.

### ACTIVE LEARNING

As children are playing in the centers, encourage them to find places around the classroom that have the first letter in their names. Provide clipboards for them to write/draw the letter/where they found it.

## 19. I KNOW THE DIFFERENCE BETWEEN A LETTER AND A WORD.

### Example:

When my teacher reads the Daily Message, I am able to look at it and know Good is a word and N is a letter.

### LARGE GROUP

As you read the Daily Message, explain to the children the difference between a letter and word. Model circling a letter and then a word. Let children take turns circling letters and words throughout the week.

### SMALL GROUP

**TALK:** As you read through the book, on each page have the children point out a letter and then a word. Ask them how they know the difference.

**READ:** Read a book from the *School-Home Partners in Learning* curriculum together. Give each child his or her own copy.

**WRITE:** Let the children circle a letter and then a word on each page as you read.

### ACTIVE LEARNING

Cut up sentence strips and write words on some and letters on others. Add to your sensory table or math sorting station. Encourage the children to sort the strips into words and letters.

## 20. I UNDERSTAND THAT WORDS CAN BE WRITTEN.

### Example:

I will ask people to write down what I'm thinking.

When I draw a picture of a rainbow, I know I can ask my teacher to write "rainbow."

### LARGE GROUP

During Regroup to Revisit, start a list that records what children did during the day. Add sentences to the list about the child's day throughout the week or month. Before writing the sentence in front of the children, explain that words can be written down. Use a cue such as "What we think can be written down. I'm going to write down what [name] told me she did today!"

### SMALL GROUP

**TALK:** Gather examples of children's writing throughout the previous week. When you have several examples, bring to Small Group. Talk with the children about what was written down, and how the children knew they could write down the words.

**READ:** Read through the examples of other children's writing.

**WRITE:** Have the children think of something they would like to write down. Using teacher dictation or interactive writing, write down the words the children tell you. Re-read to the children.

### ACTIVE LEARNING

Watch for opportunities to make suggestions about writing during Active Learning. As children play, bring a clipboard to them, and suggest they could write something down as they play.

## 21. I CAN ISOLATE A LETTER FROM A WORD.

### Example:

When my teacher shows me the word dog, and asks me to find the letter d, I can point to or circle the letter d.

### LARGE GROUP

As you read the Daily Message, have the children use a magnifying glass to find letters within words.

### SMALL GROUP

**TALK:** Prepare sentences about each child (Jane has a red coat). After the children have read the sentences, ask them to point to specific letters within each of the words.

**READ:** Read the sentences with the children, and review the concept of the difference between letters and words.

**WRITE:** Let the children circle certain letters in words in their sentences. Write new sentences with the children, and practice finding letters.

### ACTIVE LEARNING

Provide magnifying glasses or cameras to the children. Encourage them to find letters within words around the room.

## 22. I UNDERSTAND THAT LETTERS IN A CERTAIN ORDER MAKE CERTAIN WORDS.

### Example:

I know the letters m-o-m spell mom, and whenever I want to write mom those are the letters I use. I know whenever I see the letters m-o-m, it spells mom.

### LARGE GROUP

Make this your explicit teaching point during your Read Aloud. Choose a word that has high frequency in the book, and each time the word appears, stop and talk about it with the children. Have the children place a post-it note on the text each time you find the word.

### SMALL GROUP

**TALK:** Choose simple words from your Read Aloud (three to four letter words). Pre-write the words on index cards. Read with the children, naming the letters and paying attention to the order they are in.

**READ:** Re-read part of your Read Aloud book with the children, paying attention to the words you've chosen. When you get to one of your words, stop and have the children find the matching index card word. Point out that the letters are in the same order.

**WRITE:** Let the children write one of the words on an index card, and add to the word wall.

### ACTIVE LEARNING

Pre-place several site words on your Word Wall (mom, dad, and, etc.). Write all of the site words in one color. When children are in the Writing Center, have them find the site words, and ask them how they know it is a certain word. Encourage them to write the words on their own.