QuickStart Guide

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Welcome to Little Treasures, Macmillan-McGraw-Hill’s comprehensive Pre-K curriculum. Use the QuickStart Guide on pages 4–11 to familiarize yourself with the program. The guide is divided into three parts: Step 1: Check Your Materials; Step 2: Set Up Your Classroom; and Step 3: Unit 1 Little Treasure Hunt.

**Step 1: Check Your Materials**

- Teacher’s Edition
- Read-Aloud Anthology
- Mother Goose Puppet
- My Word Book
- Mister Rogers Series (6 titles)
- Teacher’s Resource Book
- Assessment Handbook
- Audio CDs
- Trade Books (20 titles)
- Retelling Cards
- Oral Language Cards
- Letter Cards
- Alphabet Cards
- Photo Cards
The proper classroom environment is critical for Pre-K. Not only must children have ample space to move around safely, the classroom environment must be set up to facilitate learning. For example, centers stocked with engaging play items can encourage language use; and environmental print, such as classroom signs and jobs board, can assist children in learning about letters. Be sure your classroom has the areas listed below.

**Jobs Board** Determine the list of classroom jobs. Each week assign one or two children to each job. Use their name cards on the Jobs Board for easy reference.

**Calendar** Display a monthly calendar. Use the calendar to discuss weather; the day’s schedule; number recognition; and the concepts yesterday, today, and tomorrow.

**Centers** Set up these and other centers in special places around the classroom. At the beginning of each unit introduce the new center materials and help children establish learning goals. The learning centers should be open-ended so there are ample opportunities for free play. However, establish clear instructional objectives that you can monitor and guide children in meeting as you work with them in the centers.

- Alphabet
- Dramatic Play
- Social Studies
- Blocks
- Listening and Music
- Writing
- Science (Water Table and Sand Table)
- Math
- Table Toys
- Art and Music

**Library** Provide book and audio collections related to each unit’s theme. Work with children to pretend-read the books, retell the information they learned from the books, and use new vocabulary when talking about the books.

**Teacher Table** Use this table for Small Group lessons, meeting the individual needs of children requiring more instruction and guided practice. Keep a bin filled with paper, drawing and writing tools, Photo Cards, wipe-off boards, and other tools for small-group lessons.

**Circle Time/Book Time Area** Provide a large space for children to gather where you can read books, share the Morning Message, and teach whole-group lessons. Assign each child a space, using color mats or name cards.

**Environmental Print** Fill the room with environmental print including labels for classroom items, signs, lists, charts, and print found in your neighborhood. Refer to and use the environmental print in lessons.
Classroom Set-Up: Things to Consider

☐ Section off a large area in the classroom for whole-group, circle time meetings and lessons. Place colored mats or name tags on the floor and assign a child to each space.

☐ Place the meeting area and classroom library on the opposite side of the room from noisy centers or play areas.

☐ When the meeting area is not in use, it is a great space for building using blocks or other manipulatives. Store these materials near the large meeting area.

☐ Set-up a Teacher Table where you can conduct small-group lessons of 2–6 children. Position your chair so you can view all the children working in centers.

☐ Place all tall furniture against the wall so you can see what is happening in all areas of the classroom.

☐ Use short shelves to divide areas in the room, such as dividing the whole group area from the centers.

☐ Store books, blocks, and other materials in small bins low enough for children to reach without toppling over on them.

☐ Place all classroom materials, such as paper, pencils, crayons, scissors, and glue sticks in a central location easily accessed by all children.

☐ Put the sand table and water table near the classroom sink.

☐ Create a Jobs Board. Classroom jobs can include cleaning up toys, watering plants, collecting crayons, feeding a class pet, distributing snacks, and being line leader.

☐ Create an Attendance Board. On one side of an index card write the child’s name. On the other side, write the child’s name and paste a photo of the child. When the child enters the classroom, he or she turns over the card so that the name and photo is showing.

☐ Scatter books among the various centers to spark imagination and encourage language use.
Suggestions for Center Materials

**Alphabet Center**
- magnetic letters
- ABC books
- wooden sticks
- Photo Cards
- alphabet puzzles
- sand
- pencils and crayons
- clay or modeling dough

**Writing/Drawing**
- pencils
- construction paper
- scissors
- envelopes
- recycled paper
- crayons
- glue
- stencils

**Library**
- ABC books
- CD player
- cushions
- Big Books
- Informational Books
- bean bag chairs

**Dramatic Play**
- dress-up clothes
- mirrors
- various hats
- environmental print (menus, signs, etc.)

**Science (Sand and Water Tables)**
- sand table with digging tools
- measuring cups and spoons
- water table with floating and sinking objects
- plastic kitchen utensils (bowls, spoons, colander)

**Math**
- counter
- pattern cards
- scale, measuring devices
- attribute blocks
- lacing shapes
- connecting cubes

**Social Studies (Blocks)**
- blocks
- community worker hats
- table toys (people, vehicles, signs)
- environmental print

**Art**
- easel
- smocks
- scissors
- clay
- paint and brushes
- crayons
- glue
- glitter, yarn

**Computer**
- Pre-K software
- www.macmillanmh.com
Unit 1 Little Treasure Hunt

Read Unit 1, Who We Are, to familiarize yourself with the Little Treasures program. As you read, answer the questions below.

1. Name the Unit 1 theme song.

2. Name the three types of vocabulary words taught in the program.

3. Name the two Flip Charts used in the program and their key differences.

4. Name the three books you will read during this unit.

5. On what pages will you find the standards correlation for this unit?

6. Name the three main sections in which the lesson is divided (Hint: It’s as easy as A-B-C!).

7. Name the four Early Reading First skill areas taught every day during Alphabet Time.

8. Name the four Literacy Centers.

9. Name the three Content Area Centers.

10. What well-known television personality created the social-emotional content for the program?

11. What Health & Safety skill is taught in Unit 1?

12. Where can you find modifications for 3-year olds, ELL children, and children needing Enrichment?
13. What two categories of words are focused on during the unit’s Oral Language lessons?

14. On what days is vocabulary taught during the Book Time lessons?

15. Who is the classic storyteller used during the Once Upon a Time lessons?

16. Where can you find the unit’s NAMES curriculum? What is it?

17. What are Purposeful Play Prompts? When would you use them?

18. How is the My Word Book used during Small Group lessons?

19. What hand signs are taught in Unit 1 for effective classroom management?

20. What are Transitions That Teach? When would you use them?

21. What Content Area lessons are provided?

22. What field trip is suggested for Unit 1? (Hint: There are two.)

23. During what lessons will you find the Be a Scientist feature?

24. During what lesson is the art technique “drawing with crayons” taught?

25. What poem/song is taught during the Literacy Through Music lesson?

26. How is Week 3 of the Music section different from Weeks 1 and 2?

27. What types of Assessment are provided in the unit?

28. What are Developmental Red Flags?

29. Where can you find the Unit 1 Checklist for assessment?

30. What is the Unit 1 theme project?
Congratulations on joining the ranks of some of America’s finest educators—our Pre-K teachers and caregivers. Teaching Pre-K is both a responsibility and a privilege. You set the tone and lay the foundation for each child’s educational career. As the field is fast changing, there is continued research and developments important for improving the quality of education you provide these “little treasures” in your classrooms.

To assist you, we have provided a brief research summary on each of the following Pre-K topics. The classroom snapshots that accompany each research summary help illustrate where in *Little Treasures* you will see evidence of this research in practice. A list of additional articles offers further readings that will enhance your understanding of the key research findings relevant to you and your Pre-K classroom. We encourage you to read and explore each research principle throughout the year, selecting one or two to “dig into” each month.

- Phonological Awareness
- Alphabet Recognition
- Print Awareness
- Oral Language/Vocabulary
- Literature/Listening Comprehension
- Writing
- Centers and Transitions
- Meeting Special Needs
- Integrated Content Areas
- Assessment
- Involving Families
- English Language Learners
- Social-Emotional Development
- Physical Development
10 Standards of High-Quality Early Childhood Education

(by the National Association for the Education of Young Children, also known as NAEYC)

1. Promote **positive relationships** for all children and adults to encourage each child’s sense of individual worth.

2. Implement a **curriculum** that fosters all areas of child development: cognitive, emotional, language, physical, and social.

3. Use developmentally, culturally, and linguistically appropriate and **effective teaching** approaches.

4. Provide **ongoing assessments** of a child’s learning and development and communicate the child’s progress to the family.

5. Promote the **nutrition and health** of children and protect children and staff from injury and illness.

6. Employ a **teaching staff** that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests.

7. Establish and maintain collaborative relationships with each child’s **family**.

8. Establish relationships with and use the resources of the **community** to support the achievement of program goals.

9. Provide a safe and healthy **physical environment**.

10. Implement strong personnel, fiscal, and program management policies so that all children, families, and staff have **high-quality experiences**.
Phonological Awareness

What the Research Says . . .

Phonological awareness is the ability to observe, reflect on, and manipulate sounds of language. It is the ability to divide sentences into words, to divide words into syllables, and to recognize rhyme and alliteration. Phonemic awareness is the knowledge that oral language is a series of phonemes, or spoken sounds, and the ability to distinguish these sounds. Children begin to develop phonemic awareness as they play with words, learning to identify and make oral rhymes, to discover syllables in spoken words, and to listen for initial sounds in words. Research tells us that well-developed phonemic awareness in young children is one of the strongest indicators of eventual reading success. *(Preventing Reading Difficulties in Young Children)*


Phonological Awareness is taught every day during Alphabet Time.

Center Time activities foster opportunities for children to practice and display phonological awareness skills.

Small Group instruction is provided for children needing additional time and practice to develop key phonological awareness skills.

Children engage in chanting and singing to hear language in fingerplays, poems, and rhymes on the Literacy and Language Flip Chart.

Photo Cards and kinesthetic activities are used to make activities more concrete for early learners.

Children use music and poetry to develop their ability to listen to and hear speech patterns.

Children take part in movement activities to hear and feel the rhythm of language.
Alphabet Recognition

What the Research Says . . .

Research tells us that effective alphabet instruction provides opportunities for children to recognize and write letters and offers regular exposure to print. Children who recognize the letters effortlessly are able to focus on sound/letter relationships and letter formation. (Learning to Read and Write)

Alphabet knowledge is the visual recognition of the letters of the alphabet in various forms—both uppercase and lowercase and in various fonts. Learning letter sounds comes more easily to many children who already have some alphabet knowledge, particularly those letter names that are closely related to their sounds and those letters that appear in the child’s name. Once the children are able to recognize some letters, they can proceed to an understanding of sound/letter relationships. This is typically the focus of Kindergarten letter instruction.


**Classroom Snapshot**

*Little Treasures Pre-K* provides daily, explicit instruction and alphabet recognition activities.

- Children learn to recognize and name 10 or more letters.
- ABC books and environmental print provide additional opportunities to review the alphabet.
- **Small Group** instruction is provided for children needing additional time and practice to learn high-utility letters.

- Instruction focuses on a cluster of letters each unit.
- Children use **Alphabet Cards** to learn and identify each letter.
- Children learn a mnemonic action to help remember each letter/sound.
- Children review previously-learned letters daily 2.

- **Center Time** activities foster opportunities for children to use magnetic letters, alphabet puzzles, and **Photo Cards** to identify and compare the letters, their shapes, and their sounds.
- Children focus on learning the letters in their names first; each unit contains a progressively more difficult task related to the child’s name 3.
Print Awareness

What the Research Says . . .

Print and book awareness is the knowledge about how to use print and books. Research tells us that children learn print and book conventions as they encounter print in their environment, in books, and through their own dictation of stories. Over time preschoolers realize that print carries meaning. Shared reading helps children learn the parts of a book, the functions of print, and directionality in addition to building listening comprehension. Through shared reading children explicitly learn about words and sentences and how to distinguish pictures and words. By building print and book awareness from the beginning of Pre-K, teachers set the stage for the development of phonics and decoding skills.


Children learn that print conveys meaning through exposure to environmental print and written language in many forms, such as the *Morning Message*.

Children develop an awareness that different text forms have specific functions, such as lists, notes, captions, messages, and stories.

Children begin to identify a few simple words, such as *I* and *can*.

Children use manipulative materials, such as *Sorts*, to experiment with word and sentence formation.

Children explore theme-related books in the classroom library, pretend read, and are guided by the teacher to track print, retell information, and identify book parts.

Children participate in daily reading activities with *Big Books* that teach print and book awareness.
Oral Language/Vocabulary

What the Research Says . . .

Children in Pre-K communicate primarily through speaking. Building on their experiences before school, they continue to use spoken language to get their needs met, establish social relationships, express ideas and feelings, gain information, and regulate the behavior of others. These language skills are developed through interactive play in learning centers, conversations about books, experiences and trips, and in drawing and writing activities. Focused listening and speaking activities with adults and other children foster language development. Research indicates that language development in the preschool years is closely related to later reading achievement.

Research tells us that vocabulary knowledge is essential to comprehension and that the strongest indicator of text difficulty is the proportion of difficult words in a text. Since children’s ability to learn new words depends on how well developed their vocabulary already is, it is critically important to begin vocabulary development at an early age. Conversations about what is read aloud help children to learn new words as they relate words to prior knowledge and experiences. Children also learn new words as they use them in concrete experiences over extended periods of time in many different contexts. (Preventing Reading Difficulties in Young Children)


Classroom Snapshot

*Little Treasures Pre-K* vocabulary is designed to bring those children from marginalized backgrounds to on-level and develop rich vocabulary for all children.

- **Literacy and Language Flip Chart** provides language prompts and interactive discussion activities.
- Children learn basic concepts, content words, and interesting (wonderful) story words and use them in daily speaking, writing, and center activities.
- Children engage in frequent one-on-one and small-group conversations with teachers and other children to hone listening and speaking skills.
- Children have opportunities to ask questions and answer open-ended questions to put thoughts into words.
- Children listen to and discuss stories with rich descriptive language, informational books, ABC books, and counting books.

- **Small Group** instruction is provided for children needing additional time and practice to develop key vocabulary skills.
- **My Word Book** contains unit- and concept-specific take-home books to build vocabulary.
- Children participate in **Dramatic Play** during Center Time to experience language models while role playing with the teacher and other children.
Literature and Listening Comprehension

What the Research Says . . .

Effective book reading in Pre-K leads children to make connections between the text and their own experiences. Children begin to develop comprehension skills and strategies through read-alouds and shared reading experiences that model ways to engage with text, and by handling and experiencing books on their own.

( Learning to Read and Write)

Research tells us that teachers can foster development of comprehension by encouraging children to make predictions, use what they know to make inferences, ask questions about text, discuss illustrations, connect illustrations to text, discuss story events to develop concept and word meaning, and retell and summarize stories. These techniques have a great influence on children’s cognitive development and help to instill a life-long love of reading and learning.


Classroom Snapshot

*Little Treasures Pre-K* provides daily listening experiences through read alouds of fiction, nonfiction, and concept books.

- The teacher reads and rereads Big Books to build print and book awareness, vocabulary, and comprehension skills.
- Children learn the new vocabulary every day that will allow them to comprehend, discuss, and write about the literature selection.
- Children begin to develop an awareness of the same comprehension skills and strategies they will learn in kindergarten, including identifying characters and setting and the beginning, middle, and end of a story.

- Popular nursery rhymes, poems, and finger plays on the *Literacy and Language Flip Chart* are used to develop children’s listening and phonological awareness skills.

- Each week a classic tale, multicultural tale, or traditional nursery rhyme is read.
- Children respond to, act out, and retell stories heard.
- Children listen as the teacher uses the *Retelling Cards* to model a retelling of the story, and then join in on a later retelling.
What the Research Says . . .

Children attempt to draw and write as soon as they can hold writing tools in their hands. They learn that writing has a real purpose when they have opportunities to express themselves on paper. They use writing to communicate their thoughts and feelings, for their own enjoyment, and for sharing their ideas with others. Preschool children learn about letters and words as they progress from writing letter-like shapes to writing actual letters. Pre-K teachers can support children’s experimentation with writing by providing a variety of drawing and writing tools, modeling authentic writing regularly, and encouraging children to decide what and when to write.

(Preventing Reading Difficulties in Young Children)


Classroom Snapshot

Children begin to write for a variety of purposes using real-life writing forms, such as shopping lists, letters, thank-you notes, facts, messages, and stories.

Children share writing samples, drawings, and dictated stories and text with others.

Center Time activities provide opportunities for children to develop an awareness of the connection between their thoughts and written words through their dictations, which the teacher records.

Children write their own name and some other common words.

Children learn basic writing strokes to prepare for formal writing instruction. (Pre-Writing Techniques)

Children use pictures, scribbles, mock letters, and words to express ideas.

Children draw and write using a variety of writing tools to express their thoughts, emotions, and new ideas learned during Write About It.

Little Treasures Pre-K provides shared and independent emergent writing activities.
Centers and Transitions

What the Research Says . . .

One big concern for preschool teachers is what the rest of the children will be doing—something that is productive for them when the teacher is working with small groups or pairs. Research shows that in effectively-managed classrooms, children are playing with one another in inviting, print-rich settings that advance their talking, reading, and writing. To prepare for this, teachers guide children as they make a plan for their play, periodically checking in on their progress, and coaching them on the spot when they need help.

The classroom environment, in which centers are carefully placed in visible sections of the room and noisy areas are separated from quiet areas, is also essential for classroom management. Efficiently moving children from one activity to the next can minimize disruption and continue the learning process. Effective transitions can be provided using music, language and phonological awareness tasks, and sign language.

(Oral Language and Early Literacy in Preschool)


**Center Time** activities foster “learning through play” opportunities to engage children in theme-related sociodramatic play, and practice and display new skills and language.

- Clearly-established learning objectives guide the open-ended activities in each center.
- Teachers assist children in meeting these objectives through the use of **Purposeful Play Prompts** when observing and interacting with children.

**Transitions That Teach** enable teachers to maximize learning time by reviewing skills and minimizing disruptions during those “in-between” times.

- Literacy activities, music, and sign language are used to help children transition from one activity to the next.
- Twenty hand signs are taught throughout the program.

- Science, social studies, and math centers are connected to the literacy curriculum to foster deeper learning and knowledge networks.

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**Classroom Snapshot**

*Little Treasures Pre-K* provides daily learning through play opportunities.
What the Research Says . . .

Time well spent in a Pre-K classroom involves the teacher working with the whole group, working with small groups, and having children play well independently. Teachers need to group children in pairs or small groups (with three or four members) for specific instructional purposes, such as making modifications for three-year-olds, teaching vocabulary to English Language Learners, providing enrichment activities for children ready for a challenge, and helping all children meet the unit’s learning objectives. Children make better progress in these situations because they have additional chances to use and attend to language and print under the guidance of an adult. *(Oral Language and Early Literacy in Preschool)*


Classroom Snapshot

*Little Treasures Pre-K* provides daily lesson modifications.

- **Small Group** instruction provides explicit lessons and hands-on activities for each week’s primary literacy skills; they can then be used while the rest of the class is working in the centers.
- Small Group instruction is provided for children needing additional time and practice to develop key literacy and language skills.
- **My Word Book** stories are interactive mini-books to engage your children with language needs, build vocabulary, and stimulate discussion.

- The program offers point-of-use teaching modifications and support for three-year-olds, English-Language learners, and children needing enrichment and challenge.
- **3-Year Olds** suggestions allow you to scaffold the lesson for your younger learners.
- **Enrichment** ideas address your children who are ready to tackle more complex skills.
- **ELL** suggestions foster sheltered instruction for your children who are acquiring English.
Integrated Content Areas

What the Research Says . . .

Effective teachers use integrated learning to organize large amounts of content into meaningful concepts. Some teachers may use the project approach; others may call it thematic teaching. Both approaches help children to build knowledge networks, and provide more time and focus for repeated practice of familiar concepts. Further, children learn and apply skills in various contexts, increasing the likelihood of transfer and extending understanding.

Skillful teachers recognize that thematic instruction must have coherence and depth. Cafeteria-style approaches that teach a little of this and a little of that give only spotty attention to content and only limited connections between subjects. Thematic teaching that works helps children understand topics well, as opposed to skimming and covering many areas. (Handbook of Early Literacy Research)


Classroom Snapshot

*Little Treasures Pre-K* provides daily, explicit instruction and activities in the content areas.

- Unit literature focuses on one theme, for example, Unit 4 contains food-related stories: growing a garden; the work of a food-service provider, a baker; and shopping for and creating a meal for a family.

- The weekly focus of each content area coordinates with the literature of the week. For example, in Unit 4 children learn where food comes from and how food grows. They will also sing food-related songs.

- Concepts introduced in the unit literature are expanded and brought to a deeper level through hands-on activities as well as broader vocabulary exposure in each of the content areas.

- Social Studies, Science, Math and Music instruction is structured around a fully developed and well researched scope and sequence from nationally recognized authors; instruction is not random.
Assessment

What the Research Says . . .

Assessment is a process of observing, recording, and reflecting on what children know and are able to do. In the Pre-K classroom, assessment occurs within the context of everyday experiences through informal observations as children are engaged in classroom activities. Research tells us that effective assessment takes into account the diversity of children’s experiences, language, and cultural backgrounds. Assessment includes ongoing records of children’s behaviors while working in learning centers, during Alphabet Time and Book Time, and in individual and small-group work. Learning standards provide guides to determine skills and strategies children need to learn. Well-rounded assessment includes information from teachers, parents, and children. (Bredekamp & Rosegrant, 1992)


Classroom Snapshot

*Little Treasures* assessment is designed to inform instruction.

- Developmentally-appropriate assessments, such as observation (performance assessment) and portfolios (work samples) are included.
- Strategies for observing and taking anecdotal notes and suggestions of ways to use anecdotal notes to plan instruction are included on the [Unit Checklists](#).
- [Developmental Red Flags](#) assist teachers in evaluating children with respect to age-appropriate guidelines (sight, hearing, articulation, behavior).
- Learning objectives are provided with each lesson to assess children’s progress every day.
- Small Group lessons are provided for children needing additional time and practice in meeting learning objectives.
- Learning objectives often measure progress over time, rather than mastery of a specific skill just taught.
- [Fox Letters and Numbers](#) (CTB) offers formal assessment options.
Involving Families

What the Research Says . . .

Parental attitudes and expectations about a child’s literacy development affect the child’s attitude toward reading. Parent interactions with children while reading aloud have an important influence on early reading behaviors. Print-rich home environments that include such things as books, magazines, writing materials, newspapers, and magnetic refrigerator letters have been linked to children’s acquisition of print concepts. Parent-child conversations about everyday events, singing together, and storytelling help children develop oral language that supports reading and writing development. Pre-K programs must engage parents to continue the learning at home by providing additional opportunities for literacy and language experiences.

(Preventing Reading Difficulties in Young Children)


Young Children, The Journal of the National Association for the Education of Young Children, Vol. 6, No. 1.
Classroom Snapshot

*Little Treasures Pre-K* provides a family letter each unit, as well as activities to engage parents.

- **Family Letter** activities are designed with busy families in mind; activities are organized around key times of the day, including On the Move (car activities), In the Kitchen (cooking activities), and Bed and Bath Time (literacy and science activities).
- A unit finger play is sent home to build literacy and phonological awareness skills.

- **Field Trips** involve parents by visiting the classroom and describing their career or special talents or helping with the plans for a field trip by making phone calls, researching information, or accompanying the class on the trip.

- **Theme Projects** are built-in opportunities for family members to become involved in special classroom activities by sharing in picnics, parades, and presentations.
- **The Mister Rogers Parenting Book** offers tips for dealing with parental concerns.
English Language Learners

What the Research Says . . .

English language learners include those children whose first language is not English and those English speaking children from language-poor backgrounds. Pre-K instruction must focus on bringing the language levels of all children up to a level necessary for academic success in school. Rich explanation during read alouds and classroom discussions, using visuals and hands-on realia, improving children’s initial English receptive and expressive levels, and increasing the frequency of reading at home have a positive effect on word learning. All should be promoted in effective Pre-K curriculums.


Classroom Snapshot

*Little Treasures Pre-K* provides point-of-use tips and lesson modifications for those children needing language support.

- **Oral Language** lessons focus on building a child’s basic vocabulary and awareness of the language of instruction (academic language).
- Children’s language use is monitored and they are guided to use language during **Dramatic Play**, Center Time.

- Each unit contains Oral Language lessons and support materials designed to build children’s foundational word base.
- The **My Word Book** contains unit and theme-specific stories and pages for discussion and further exposure to key vocabulary words and concepts.
- Expressive expectations for Beginning, Intermediate, and Advanced English language learners are provided.
- Sign language can facilitate understanding of basic classroom commands while oral language is developing.

- Three types of vocabulary words are taught in the program: basic concepts (foundational words essential for English language communication); content words (academic words related to units of study and useful for school success); wonderful words (rich, interesting vocabulary common to literature and useful in later schooling).
Social-Emotional Development

What the Research Says . . .

Children who do not begin kindergarten socially and emotionally competent are often not successful in the early years of school—and can be plagued by behavioral, emotional, academic, and social development problems that follow them into adulthood. *(A Good Beginning)*

The core of *Little Treasures‘* social-emotional development instruction is through Fred Rogers, known as “America’s favorite neighbor.” He dedicated his life to serving children through public television as creator, composer, writer, puppeteer, and host of *Mister Rogers’ Neighborhood*. He left a wealth of research and materials dedicated to the healthy development of young children, their families, and the people who work with them.


Classroom Snapshot

*Little Treasures Pre-K* provides social-emotional development materials developed by Mister Rogers.

- One social-emotional topic is targeted each unit.
- Professional development instruction for the teacher details developmentally-appropriate practices.
- Social-emotional development opportunities are threaded into the curriculum areas through the use of the Content Area Flip Chart and pretend play.

- **Grow & Learn with Mister Rogers** is a set of six additional social-emotional development books that contain numerous supporting activities to extend those provided in the unit.

- **The Mister Rogers Parenting Book** helps the teacher guide parents through any at-home social-emotional development issues.
Physical Development

What the Research Says . . .

We must prepare Pre-K children for school cognitively, socially, and physically. Physical fitness involves two components: health-related fitness (endurance, flexibility, strength, body composition, washing hands, brushing teeth) and skill-related fitness (balance, agility, coordination, power, speed, reaction time). Developmentally appropriate activities for children include moderate to vigorous play and movement. Playing tag, marching, riding a tricycle, dancing to moderate- to fast-paced music, and jumping rope are good forms of exercise for children. Building strong muscles is necessary for performing tasks such as throwing a ball, climbing, or carrying objects, and also prevent injury and help maintain good posture.

All Pre-K children should engage in daily physical activity that promotes health-related fitness and movement skills. Children should not be sedentary for more than 60 minutes at a time. To encourage movement, arrange the classroom environment to allow for movement, buy equipment and props with movement in mind, demonstrate enthusiasm for physical activity, and help children understand why movement is important. In addition, take “brain-breaks” and use transitions to promote fitness. Preschoolers should accumulate at least 60 minutes of daily, structured physical activity. They should engage in even more unstructured physical activity.


Classroom Snapshot

*Little Treasures Pre-K* provides both fine-motor and gross-motor skill development.

- Physical development activities involve both indoor and outdoor play.
- **Morning Movement**, CD 3:32, can be used daily to build children’s muscular strength, endurance, and flexibility.

- Each unit contains **Let’s Move** activities in which children explore their space through movement and music.

- **Mister Rogers Bodies and Movement** provides a wealth of additional physical activities.
# Resources You’ll Need

## Helpful Organizations

<table>
<thead>
<tr>
<th>Web Site</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NIEER</strong></td>
<td>This professional-development resource offers useful facts and figures, publications, and the latest research on early childhood education, including a comprehensive state-standards database.</td>
</tr>
<tr>
<td>National Institute For Early Education Research</td>
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<tr>
<td><a href="http://nieer.org/">http://nieer.org/</a></td>
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<tr>
<td><strong>NAEYC</strong></td>
<td>Maintained by one of the largest organizations for early childhood educators, this great Web site provides resources, support, and standards for teachers and administrators in early childhood programs.</td>
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<tr>
<td>National Association for the Education of Young Children</td>
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<tr>
<td><a href="http://www.naeyc.org/">http://www.naeyc.org/</a></td>
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<tr>
<td><strong>Pre-K Now</strong></td>
<td>Pre-K Now is an informative resource for teachers, families, and policymakers. Information on certification requirements, No Child Left Behind, and meeting standards are just a few of the topics addressed on the site.</td>
</tr>
<tr>
<td><a href="http://www.preknow.org/">http://www.preknow.org/</a></td>
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<tr>
<td><strong>NHSA</strong></td>
<td>Created by a not-for-profit membership organization this site contains a wonderful source of documents on training, research, and programs set up to develop the skills of preschool children.</td>
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<tr>
<td>National Head Start Association</td>
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<td><a href="http://www.nhsa.org/">http://www.nhsa.org/</a></td>
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<tr>
<td><strong>Earlychildhood.com</strong></td>
<td>Click on Teacher QuickSource to gain access to loads of teacher resources, including additional sites of interest.</td>
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<tr>
<td><a href="http://www.earlychildhood.com/Links/index.cfm">www.earlychildhood.com/Links/index.cfm</a></td>
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<tr>
<td><strong>The Activity Idea Place</strong></td>
<td>Chock full of ideas for parents and teachers, this site can help support any lesson.</td>
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<tr>
<td><a href="http://www.123child.com">www.123child.com</a></td>
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<tr>
<td><strong>Pre-K Fun</strong></td>
<td>This site contains purposeful and engaging games and activities organized around popular Pre-K themes. Highlights include alphabet activities and teacher tips.</td>
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<tr>
<td><a href="http://www.prekfun.com/">www.prekfun.com/</a></td>
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</tbody>
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### Great Downloadable Resources

<table>
<thead>
<tr>
<th>Webs Site</th>
<th>Overview</th>
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</thead>
<tbody>
<tr>
<td>PBS Teacher Source</td>
<td>This site is full of engaging lessons, activities, and book recommendations for pre-school children. The crafts section of the site incorporates some of the most popular characters in today’s children’s books with topics like growing up, pets, and making music.</td>
</tr>
<tr>
<td><a href="http://www.pbs.org/teachersource/prek2.htm">http://www.pbs.org/teachersource/prek2.htm</a></td>
<td></td>
</tr>
<tr>
<td>Playhouse Disney/Just for Educators</td>
<td>Teachers or parents can download and print worksheets and activities for free on topics like counting, shapes, letter recognition, and helping others. All of these fun activities are arranged in categories based on a skill, theme, and age level.</td>
</tr>
<tr>
<td>Preschool Rainbow</td>
<td>This site contains great finger plays and rhymes organized around popular Pre-K themes. They are ideal for transitions and developing vocabulary and phonological awareness skills.</td>
</tr>
<tr>
<td><a href="http://www.preschoolrainbow.org/preschool-rhymes.htm">www.preschoolrainbow.org/preschool-rhymes.htm</a></td>
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</tbody>
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### Online Games and Activities

<table>
<thead>
<tr>
<th>Webs Site</th>
<th>Overview</th>
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<tbody>
<tr>
<td>Macmillan/McGraw-Hill</td>
<td>Unit-specific support is provided for each <em>Little Treasures</em> theme. Resources include online oral language, alphabet recognition, and content area games; professional articles; Week 4 lesson plans; parent resources; Ideas for 3-Year-Olds (second year in program); and research articles.</td>
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<tr>
<td><a href="http://www.macmillanmh.com">www.macmillanmh.com</a></td>
<td></td>
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<tr>
<td>Mr. Rogers’ Neighborhood</td>
<td>This site incorporates the magical teachings of Fred Rogers with fun activities, games, and songs for children. The teacher section discusses a topic for the week and gives the teacher an activity to reinforce the topic.</td>
</tr>
<tr>
<td><a href="http://pbskids.org/rogers/R_house/">http://pbskids.org/rogers/R_house/</a></td>
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<tr>
<td>abcteach</td>
<td>This site contains tons of free classroom materials, such as flashcards, games, activities, and puzzles.</td>
</tr>
<tr>
<td><a href="http://www.abcteach.com/">http://www.abcteach.com/</a></td>
<td></td>
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<tr>
<td>Sesame Street</td>
<td>Popular Sesame Street characters present online literacy and math concepts through engaging games—great for learning centers.</td>
</tr>
<tr>
<td><a href="http://www.sesameworkshop.org/sesamestreet/sitemap">www.sesameworkshop.org/sesamestreet/sitemap</a></td>
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</tbody>
</table>
Learning to play is one of the most important tasks of childhood. Through play, children are able to explore their inner feelings and play out ideas with toys and imaginary people. Some children need encouragement to create pretend worlds. Others need only the props: dress-up clothes; little cars, people, and furniture; play props or musical instruments or a set of blocks. Providing plenty of time and space for playing is a gift many of us give children without realizing what an important gift it is!  

Fred Rogers

Creative Classrooms

Play Props

Crowns

Materials Strip of construction paper cut zigzag across the top, blunt-nosed scissors, stapler, glue, aluminum foil, scrap materials (glitter, yarn, buttons, feathers, etc.), tape

Cut a zigzag line down the center of sheets of construction paper. Most children will need two strips of paper, stapled together, to make a headband that fits. Each child can decorate the headband in his or her own special way, even using scissors to alter the points along the top edge. When the decorations are finished, you can fit each headband to the child’s head and tape the ends, overlapping as much as necessary.

Parade Hat

Materials Newspaper (12-inch by 18-inch sheet)

Take a piece of newspaper and fold it in half to make a 12-inch by 9-inch piece. With the folded edge away from you, take the upper corners and fold them to the center. Fold the bottom edges up, one on each side.

Chef’s Hat

Materials Strips of cardboard or poster board two inches wide and just a little larger than the size of each child’s head, tissue or crepe paper 20 inches by 30 inches (one piece for each hat), glue, stapler, construction paper, scissors

Pleat a piece of tissue or crepe paper and glue the pleated edge to the cardboard. Join the cardboard band and the pleated paper with glue or staples. Close the top of the hat by gluing or stapling a three-inch circle of construction paper to the open end of the crepe paper.

Princess Hat

Materials Large sheet of construction paper, tape, stapler, scissors, tissue paper

Roll a large piece of construction paper into a cone shape with a point at one end. Tape the pointed end together with several pieces of tape and staple the bottom edge to fit a child’s head. Cut off the extra paper at the bottom to make a straight edge. Tape a piece of tissue paper at the point.

Three-Cornered Hat

Materials Heavy construction paper, scissors, staples or wide tape, markers or crayons

You will need construction paper cut into sets of three matching triangular shapes—one for the back, one for the side, and one for the front of each hat. Use staples or wide tape to fasten the sides together, leaving the bottom open. Children can decorate their three-cornered hats with crayons or markers.
Musical Instruments

Paper Plate Shakers

Materials Two paper plates for each child, dried beans, popcorn or rice, stapler or tape, crayons or markers, tape recorder (optional)

A simple rhythm instrument can be made from two paper plates fastened together and filled with dried beans, popcorn kernels or rice. Use a stapler or tape to fasten the plates together, leaving a small opening to pour in the beans. Children can fill the shakers and decorate them by drawing with crayons or markers on the outsides. Would children like to use the shakers while they sing a favorite song? Show them how to use the shaker like tambourines to keep the beat of the music. You might want to add metal pans with wooden spoons and see if children want to pretend to be in a marching band.

Sand Paper Blocks

Materials Blocks of wood, glue, coarse sandpaper, markers, scissors

Using felt-tipped markers, have children trace the outlines of wooden blocks onto pieces of sandpaper. They may not be able to cut the sandpaper themselves, but after you have cut it for them, they can spread the glue on one side of each block and put sandpaper in place. Once the glue is dry, rub two blocks against each other or knock the wooden sides together. Do any of the children want to “play” the blocks while singing a song or listening to music?

RingingSpoons

Materials Metal spoons of different sizes, string, stick or strip of heavy cardboard

Use the string to hang three or four different-sized spoons from a stick or a piece of cardboard so that they hang down anywhere from a few inches to a foot or so. Children may be able to help you with the tying. Take another spoon and hit the ones dangling from the strings. You’ll find they make different sounds according to their size. Can children hear the difference?

Making Drums

Materials Empty coffee cans with no sharp edges or oatmeal boxes (you might ask the children’s parents for their empty ones, too), music (radio or CD player)

Give each child an empty coffee can or oatmeal box to use as a drum. Before turning on the music, you might want to let children practice pounding a bit. They could practice pounding loudly and then softly. Or practice pounding out a rhythm like;

• pound, pound, pound, stop, repeat;
• pound, stop, pound, pound, stop.

While the others listen, let each child have a turn pounding his or her own rhythm. Now play some music and invite children to pound to the music they hear. You might want to change the music so they can practice changing their pounding from slow to fast or from loud to soft.

Rhythm Rattles

Materials Cardboard tubes from wrapping paper, aluminum foil, or paper towels; waxed paper; rubber bands; dried beans or pebbles; markers; glue (optional); tissue paper (optional); yarn (optional)

Cover one end of the tube with waxed paper and fasten it with a rubber band. Pour a handful of dried beans or pebbles into the tube. Cover the other end of the tube with waxed paper and fasten with a rubber band.

Children can use the shaker to make their own musical rhythms. If some children want to decorate their tubes, you can allow time for them to glue tissue paper or yarn on the tubes before you make the rhythm rattles. Some may not wish to decorate their rattle. By accepting their ideas, you let children know that there are many different ways to be creative.
**Recipes Kids Can Make**

These recipes are easy enough for children to make with teacher supervision. They are portioned for a class of 18. Have children work in teams to accomplish each step. Invite children to do the measuring and mixing. Then have them do the slicing or chopping with plastic, round tipped knives. All can help clean up!

**Unit 1 🌟 Red, White, and Blue Soup**

*From the kitchen Colander, large bowl, plastic knives, egg beater or whisk, spoon, ladle*

- 32 oz fresh Blueberries
- two 32 oz containers Vanilla yogurt

Wash and drain berries in a colander. Remove stems and slice strawberries. Check for and remove any blueberry stems.

Measure, then use the egg beater to blend yogurt and apple juice together in a large bowl. Add fruit and gently stir. Refrigerate or serve immediately.

**Unit 2 🍽️ Pimento Cheese Party Pinwheels**

*From the kitchen Cutting board, plastic knives, large bowl, spoon, rolling pin, toothpicks, paper plates*

- 32 oz Cheddar cheese shredded and softened at room temperature
- 8 oz jar Roasted red peppers

Chop roasted red peppers in small pieces. Mix together cheese, red peppers, and mayonnaise in a large bowl.

Give each child a slice of bread so they can make their own set of pinwheels. Cut off the ends, and then flatten the bread with a rolling pen. Next, thinly spread pimento cheese on each slice and roll up. Slice each roll into four pieces and put each pinwheel on a toothpick.

**Unit 3 🍒 Backyard Broccoli Salad**

*From the kitchen Colander, cutting board, plastic knives, large bowl, measuring spoons and cups, spoon*

- 3 large bunches Broccoli
- 3 c Mayonnaise
- 3 c Raisins
- 5 tsp Vinegar
- 1½ cup Sunflower seeds

Wash and drain broccoli. Remove stems and cut florets into small pieces. Place florets in a large bowl. Mix together the mayonnaise and vinegar in a separate bowl then add to the broccoli. Add raisins and sunflower seeds. Stir until all is evenly coated.

**Unit 4 🍎 Apples and Bananas Sandwich**

*From the kitchen Colander, metal knife for the teacher only, plastic knives, egg beater or spoon, bowl*

- Loaf of bread
- 24 oz Cream cheese softened
- 8 Apples
- 8 Bananas
- 6 tbsp Sugar (optional)
- 6 tbsp Sugar (optional)
- Sliced coconut (optional)

Wash and drain the apples. An adult should then core and cut the apples into large pieces. Have children slice the apples, then peel and slice the bananas. Cream the sugar and cream cheese together until fluffy.

Give each child a slice of bread to make their own fruit sandwich. Spread the cream cheese mixture on the bread then make a design of apples and bananas on top. Invite children to sprinkle coconut on top if they like.

**Unit 5 🌟 Couscous “Buildings”**

*From the kitchen Bowl, measuring cups, hot water, spoon, small paper cups, paper plates*

- 3 boxes Couscous
- 1 c Slivered or sliced almonds
- 1 c Raisins
- 1 c Dried currants, cherries or cranberries

Prepare couscous in a bowl following the directions on the box. Stir in raisins, currants, and almonds.
Lightly spray non-stick spray into small paper cups. Give each child a paper cup and plate. Have them fill each cup with the couscous mixture pressing it firmly down. Place a plate on top of the cup and flip over. Children may need assistance turning the cup and plate over. If they spill it, then have them try again. Remove the cup to see the “building.”

**Unit 6**

**Wheels Go ‘Round Cucumber Sandwich**

*From the kitchen* Colander, plastic knives, egg beater or spoon, bowl

- Loaf of bread
- 24 oz Cream cheese softened
- 8 Cucumbers
- 2 c Sunflower or pumpkin seeds

Wash and drain the cucumbers. Slice the cucumbers (optional: remove the peeling before slicing.) Cream the cream cheese until fluffy.

Give each child a piece of bread and have them spread cream cheese on it. Next have them cover the cream cheese with cucumber slices and sprinkle with sunflower seeds.

**Unit 7**

**Barnyard Crunch**

*From the kitchen* Large bowl, measuring cups, spoon

- 4 c Chow mein noodles
- 3 c Wheat squares cereal
- 3 c Honey O’s cereal
- 3 c Graham cracker animals
- 2 bags Cheddar goldfish
- 3 c Raisins
- 3 c Sliced almonds
- 3 c Sunflower seeds
- 3 c Crushed peanuts

Mix together and serve. Alternatively place all items in separate bowls then give each child a small bowl and invite them to create their own “Barnyard Crunch.” Mixture keeps well if kept in air-tight container.

**Unit 8**

**Ham and Cheese Moon and Stars**

*From the kitchen* Plastic knives

- Loaf of bread
- 1 lb Boiled ham slices
- Mayonnaise and mustard
- 1 lb Swiss, American, or Cheddar cheese slices

Give each child a slice of bread, and a slice of ham and cheese. Have them cut out a big ham moon and tear or cut shapes in the cheese to be the stars. Then spread their bread slice with mayonnaise, mustard, or nothing as they choose. Place the moon and stars on the bread to create a night scene.

**Unit 9**

**Monkey Pops**

*From the kitchen* Craft sticks, two shallow pans, spoon

- 18 Bananas
- 12 oz Mini chocolate chips (optional)
- 4 c Wheat germ
- 3 c Crushed peanuts
- Family size bottle of maple syrup

Mix the wheat germ, crushed peanuts, and chocolate chips together in a shallow pan. Give each child a banana and a craft stick. Have them peel the banana, then help them put the banana on a craft stick like an ice-cream pop. Have them roll the banana in the syrup then roll it in the wheat germ mixture.

**Unit 10**

**Peanut Butter Balls of Fun**

*From the kitchen* Measuring spoons and cups, large bowl, spoon, small shallow pan, cookie sheet

- 6 c Crispy rice cereal
- 1 stick of Butter softened
- 1¼ c Smooth peanut butter
- 4 c Mini-marshmallows
- 1¼ c Marshmallow fluff
- Jar of Wheat germ with 5 tbsp separated

Mix together peanut butter, marshmallow fluff, and butter in a small bowl. Measure crispy rice cereal and 5 tbsp. wheat germ in a large bowl and add peanut butter, marshmallow fluff, and butter mixture. Stir thoroughly. Lastly stir in the mini-marshmallows. Add a little more wheat germ if the batter is too sticky to handle.

Pour about 3 cups of wheat germ into a shallow pan. Form balls from the mixture then roll the balls in the wheat germ. Place balls on a cookie sheet and refrigerate or eat right away.
Classroom Play

Modeling Dough

From the kitchen Bowl, measuring cups and spoons, spoon

- 2 c flour
- 1 c salt

Combine all ingredients and store in an air-tight container.

Self-Hardening Modeling Dough

From the kitchen Bowl, measuring cups, spoon

- 1½ c salt
- 4 c flour

Mix the above ingredients and knead. Creations made from mixture should harden overnight. You can also bake the dough in a slow oven until the creations harden. (Be careful not to burn them.) Baking and/or painting the final products will retard mold.

Make Your Name See if any of the children can roll pieces of the dough between their hands to make long strands. Can they loop and shape them to make letters? Start with easy letters like O, C, S, X, T, E, L, and W. (You might want to show the children how a C can become an O or how F can become an E.) Guide children to make their names from dough letters.

Soapsuds Fingerpaint

From the kitchen Bowl, measuring cups, egg beater or whisk, food coloring, plastic table cloth

- 1 c mild soap flakes or soap powder
- ½ c water
- food coloring or paint

Whip the soap and water until thick and frothy with a wire whisk, egg beater, or mixer. Even though this is easy to clean up, you’ll probably want to cover the table with a plastic tablecloth or an old shower curtain. You can add food coloring or a little paint for color variety.

Substitute Instead of using soapsuds, try using pudding. Instant or cooked pudding works equally well.

Lacing Cards

Materials Heavy paper or cardboard, pencil, paper punch, scissors, shoelaces or strings

Lacing cards can be made by drawing the outline of a shoe on heavy paper or cardboard. Make a rather large rectangle in the center of the shoe and cut it open down the center and across the top and bottom to resemble shoe flaps. Fold the flaps back and punch two or three holes along the center edges. Once the holes are punched, the children can practice lacing shoelaces through the cards.

Pretend Cement

Materials Sand and water, containers

Making pretend cement from sand and water is a good outdoor activity. Give children small containers to mix the “cement.” They can use it in the school yard or sandbox, or even use it to patch a crack in the sidewalk or outdoor play surface. (Encourage them to help sweep up the mess when the sand dries.)