



UNIT 1: Welcome

Welcome to
PRESCHOOL



PROJECT
READY

MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries Preschool Curriculum

Revision Date: August 2023



Created by: Dr. Amy Murdoch, Ms. Rosie Warburg, and Dr. Maria Aielli

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Welcome to PRESCHOOL



Joyful Discoveries Preschool Curriculum

Unit 1 – Welcome

Unit Overview:

This unit welcomes children to school and introduces them to the school & classroom routines, activities, and the people in the school. Teachers may choose to wait and do small groups until Unit 2 or they may choose to begin some small groups during the welcome unit. It is suggested to begin with 123 Storybook Re-read routine, Alphabetics (Book 0), or Math (Book 1) small group routine as these can be done as heterogeneous groupings.

This unit could be done across 6 days as outlined or 3 days (combining 2 books a day) for a shorter welcome period (especially for students in year 2 of preschool).

Knowledge Building Targets

1. Things we do at school
2. Alphabet
3. Numbers and counting

Oral Language Skill Targets

1. Answering questions
2. Stating an opinion
3. Academic vocabulary
4. Story vocabulary: author, illustrator, title, character (who), setting (where)
5. Retelling/summarizing

Early Literacy Skills

1. Name recognition
2. Phonemic awareness
3. Print/book skills: title, author, directionality
4. Listening comprehension
 - a. Answering key questions (focus on who, when, what questions)
 - b. Memory for events
 - c. Retelling

Math Skills

1. Counting





TABLE OF CONTENTS

Unit 1 Welcome to School Unit Overview 1

Material List for Unit 1 Welcome 2

Full List of Unit Vocabulary 3

Active Student Responding Routines 4

Welcome, Part 1 – We Are So Glad You Are Here! 5

 Book 1 – *All are Welcome* by Alexandra Penfold & Suzanne Kaufman 5

 Book 2 – *Maisy Goes to Preschool* by Lucy Cousins 8

 Book 3 – *Pete the Cat Rocking in My School Shoes* by Eric Litwin 14

Welcome, Part 2 – The Things We Will Learn 18

 Book 4 – *Because You are my Teacher* by Sherry North 18

 Book 5 – *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault 22

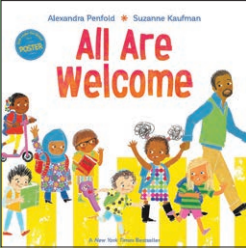
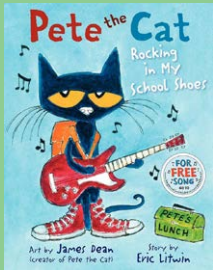
 Book 6 – *Feast for 10* by Cathryn Falwell 28



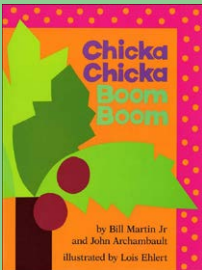
Unit 1: Welcome to Preschool

Overview

Part 1– We Are So Glad You Are Here!

BOOK 1	BOOK 2 ★	BOOK 3
<p><i>All Are Welcome</i> by Alexandra Penfold & Suzanne Kaufman</p>  <p>Rhyme Time CREATING ART</p>	<p><i>Maisy Goes to Preschool</i> by Lucy Cousins</p>  <p>CREATING ART</p>	<p><i>Pete the Cat Rocking in My School Shoes</i> by Eric Litwin</p>  <p>Rhyme Time</p>

Part 2– The Things We Will Learn At School

BOOK 4 ★	BOOK 5 ★	BOOK 6 ★
<p><i>Because You Are My Teacher</i> by Sherry North</p>  <p>Rhyme Time</p>	<p><i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. and John Archambault</p>  <p>Rhyme Time CREATING ART</p>	<p><i>Feast for Ten</i> by Cathryn Falwell</p>  <p>+Math+ Rhyme Time CREATING ART</p>

★ = Second Read



Materials

Packaged Printed Materials in Unit:

None

Craft Materials:

White Printer Paper

Tools for drawing (crayons, markers, etc.)

Construction paper in brown and green

Glue sticks

Letters for making names (foam letters, stickers, etc.)

Family photos (encourage students to bring a photo of their family)

Online Materials:

readingscience.org/preschool

All About Me template



Full List of Unit Vocabulary – Welcome

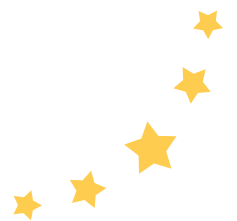
Book	Word	Definition	Gesture
All Are Welcome	diversity	not the same	pointer fingers together then move out like windshield wipers
All Are Welcome	haste	to do something fast	hands in fists in front of you and act like you are running (with your arms)
Maisy	remind	to help someone remember something	pointer finger taps center of forehead
Maisy	gather	to come together in a group	arms in front with palms facing each other and bring hands together like a clap (hands fold together)
Pete	strolling	walking slowly	flat hands in front with palms facing down, move hands slowly as if taking steps
Pete	rocking	to sing or play music	left arm straight out to side, right hand strums on belly as if playing guitar
Pete	worry	to feel afraid and upset about something new	pointer finger on both hands points to frowning mouth
My Teacher	study	to learn about something	palms together and open like a book close to face
My Teacher	quest	an exciting trip or adventure	smile and point in distance as if seeing something exciting
My Teacher	trek	to go on a long trip	arms parallel in front with bent elbows and closed fists, move arms as if walking
Chicka Chicka	alphabet	the letters that make words, there are 26	pointer finger in air and bring down (like an l) to indicate writing
Chicka Chicka	pileup	many things on top of each other	right hand on top of left hand
Feast for 10	folks	a group of people	hands in front, making a circle with arms
Feast for 10	fry	cook in hot oil	closed hand as if holding a spatula, move back and forth
Feast for 10	feast	a large meal	right hand moves to open mouth as if holding a spoon



Active Responding Routines

These are used when asking/answering questions. Stay away from individual child responses as you want all children actively engaged.

Teacher Prompts	
Thinking About the Answer	Point to Forehead with Finger
Answer all together (choral responding)	Open hand to children to indicate they should respond
Child Responses	
To show they are ready to answer	Thumbs Up Other Movements: Stand up, Hands in the air
To note if they like something or don't	Thumbs Up/Thumbs Down





For the Teacher: Preview All Are Welcome



Unit: Welcome, Part 1– We Are So Glad You Are Here!

Book 1: *All Are Welcome* by Alexandra Penfold & Suzanne Kaufman

Materials Needed: All About Me template printed for each student

Vocabulary		
Word	Definition	Gesture
haste	to do something fast	hands in fists in front of you and act like you are running (with your arms)
diversity	not the same	pointer fingers together then move out like windshield wipers

Language Time

Tune: Frère Jacques/Brother John, Are you Sleeping

Explain– *We are going to sing a song to help us learn everyone’s name. When your name is called, you get to stand up and wave.*

Where is _____. (child’s name)

Where is _____. (child’s name)

(Hold hand over eyes as if searching)

Please stand up,

Please stand up

(Lift hands up)

(*Child whose name was called stands)

Do a little wave,

(Everyone waves)

Do a little clapping,

(Everyone claps)

Sit back down,

Sit back down

(Motion for child to sit down)

*Repeat with different names across a few days so everyone gets a turn to stand up.



1st Read

All Are Welcome



Before

1. **Topic Introduction**– *Welcome to school! We are so happy you are in our classroom, and we are excited to start our school year. School is so much fun! You will make new friends and do so many interesting things.*
2. **Title and Author**– Draw attention to title and author. *The title of this book is All Are Welcome. Let’s say that together. All Are Welcome. Great! The author is Alexandra Penfold. She wrote the words in this book.*
3. **Book Introduction**– **Show children book cover.** *This book is all about school. It shows us the different things we will get to do at school. It looks like these children are arriving for their first day of school just like you!*

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model** Thinking Aloud– Pause to model what good readers think about.

Part of text	Think Aloud
1st page, no text	<i>Oh, look! The children are arriving with their families. They look so excited and happy to start school.</i>
“Our strength is our diversity. A shelter from adversity.”	<i>That is so nice. It means that in our classroom we are all a little different. Diversity means not the same, different. It is good to have so many different friends. It is fun to learn all together. Our classroom is a fun, safe place to be with our friends.</i>

3. **Draw Attention to Key Events and Vocabulary** – Pause to highlight vocabulary and key concepts.

Key content: School has lots of fun activities.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and how to introduce the gesture.	Gesture
haste	to do something fast <i>The school day is beginning. It’s time to move quickly so school can start</i>	hands in fists in front of you and act like you are running (with your arms)
diversity	not the same <i>Every person is different. We aren’t exactly the same. We are different on the outside and the inside. Do you see any differences in this picture?</i>	pointer fingers together then move out like windshield wipers



1st Read All Are Welcome



After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Think about if you liked the story?* (thinking gesture – finger on forehead) **Thumbs up if you liked it.**

What was this book about? (Thinking gesture and then hand open to note choral response – school)

What is one thing the children did at school? Think about your answer and put a thumbs up when you have something to share. (Call on 1–2 children randomly with thumbs up)

2. **Review the Vocabulary**– *In today’s story we learned 2 new words.* Review each word stating the definition and making the gesture, **encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
<u>Haste</u> is to do something fast. When we do something fast, we do it with haste.	hands in fists in front of you and act like you are running (with your arms)
We are all diverse. <u>Diversity</u> means not the same. Diversity is beautiful!	pointer fingers together then move out like windshield wipers

Put your hands up in the air if this is something you would do with haste. Remember haste means to do something fast. *Use gestures with words.

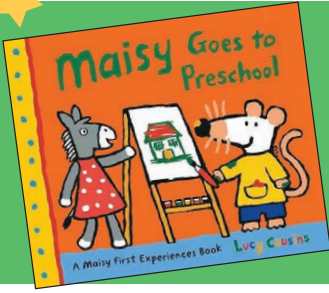
1. Cleaning up your toys as fast as you can. (kids put hands up) Yes! Cleaning up with haste.
2. Walking really slowly.

3. **Follow Up Activity**– All About Me Activity

Materials needed– crayons, and craft template (see materials binder)

Each child makes an all about me page. This simple activity could be done in small groups or sent home to be completed with families.

Ideally, each child will have a picture of themselves to put in the top box. Encourage families to send in a picture, if possible. Create an area to display the children’s work in your classroom or school



For the Teacher:
Preview
Maisy Goes to Preschool



Unit: Welcome, Part 1– We Are So Glad You Are Here!
Book 2: *Maisy Goes to Preschool* by Lucy Cousins
Materials Needed: none

Vocabulary		
Word	Definition	Gesture
remind	to help someone remember something	pointer finger taps center of forehead
gather	to come together in a group	hands in front with palms facing, bring hands toward each other and fold together

Language Time

Tune: Frère Jacques/Brother John, Are you Sleeping

Explain– *We are going to sing a song to help us learn everyone’s name. When your name is called, you get to stand up and wave.*

Where is _____. (child’s name)

Where is _____. (child’s name)

(Hold hand over eyes as if searching)

Please stand up,

Please stand up

(Lift hands up)

(*Child whose name was called stands)

Do a little wave,

(Everyone waves)

Do a little clapping,

(Everyone claps)

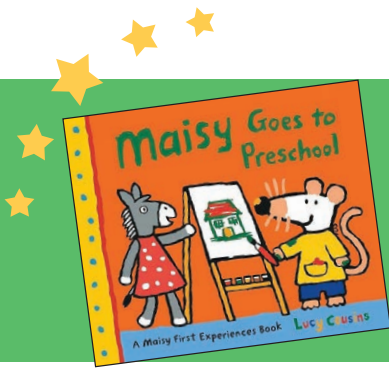
Sit back down,

Sit back down

(Motion for child to sit down)

*Repeat with different names across a few days so everyone gets a turn to stand up.





1st Read

Maisy Goes to Preschool

Before

1. **Topic Introduction**– *We are so glad to be back together for another day of preschool. There are certain things we do everyday in preschool. Every day we will read a book together. Today we are going to read about a mouse going to preschool.*
2. **Title and Author**– **Draw attention to title and author.** *Every book has an author. The author is the person who wrote the words in the book. Everyone say, “the author writes the words.” Good! The author of this book is Lucy Cousins. She wrote this book called Maisy Goes to Preschool.*
3. **Book Introduction**– (Show cover of book and point to Maisy.) *This little mouse is named Maisy. This story is about Maisy’s first day of preschool. Let’s read about Maisy’s preschool and see if it is like our preschool.*

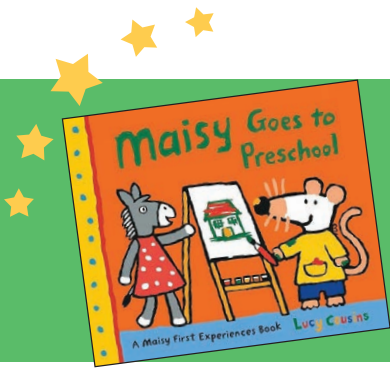
During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model** Thinking Aloud and Ask Questions– Pause to model what good readers think about and ask a few questions.

Part of text	Think Aloud (TA) – Question (Q)
“Today is a very good day for Maisy.”	<i>Q: Maisy looks happy. Do you think she is excited to go to school?</i>
“After painting, it is snack time.”	<i>Q: Do we have snack time at our school?</i>
“They all sit together and listen quietly to the story.”	<i>TA: We read books in our classroom, too! We gather to read a story every day. After we read together, we play and do activities in our classroom.</i>

3. **Draw Attention to Key Events and Vocabulary** – Pause to highlight vocabulary and key concepts.
Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Remind	To help someone remember something <i>Tallulah reminds her friends to wash their hands. She helps them to remember because having clean hands is important.</i>	pointer finger taps center of forehead
Gather	To come together in a group <i>The students gather together to listen to the story.</i>	hands in front with palms facing, bring hands toward each other and fold together



1st Read

Maisy Goes to Preschool

After

1. Ask Questions– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I liked that book. My favorite part was when Maisy and her friends played music. What was your favorite part? Take a minute to think (thinking gesture – finger on forehead) about your favorite part. Thumbs up when you know your favorite part.* Show a few pictures from the book as children are thinking. Call on one or two students with a thumb up to tell their favorite part.

Who is this story about? (Thinking gesture and then hand open to note choral response– Maisy)

What is the first thing Maisy and her friends do at the start of their day? (Show pictures from the book to refresh memory. Thinking gesture and then hand open to note choral response – hang up their coats.)

2. Review the Vocabulary–

In today’s story we learned 2 new words. Review each word stating the definition and making the gesture, encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
We remind someone when we want them to remember something.	pointer finger taps center of forehead
Gather means to come together in a group.	hands in front with palms facing, bring hands toward each other and fold together

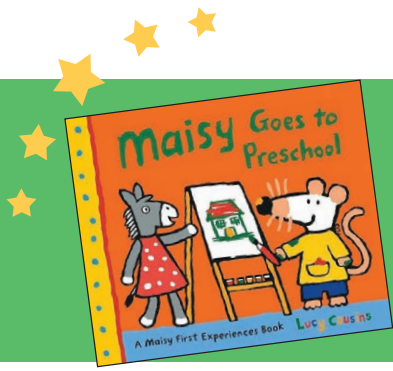
Thumbs up if this is a place we gather (come together) at our school. *Use gestures with words.

- Thumbs up if we gather on the carpet. Thumbs down if we do not come together on the carpet. Yes, we gather together on the carpet!
- Thumbs up if we gather at the table for snack time. Thumbs down if we sit alone for snack. Yes, we gather together for snack.
- Thumbs up if we gather on the ceiling in our classroom. Thumbs down if we do not come together on our ceiling. No! That’s silly.

3. Follow Up Activity– Guided retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in the book to refresh their memory. (Thinking gesture and then hand open to note choral response at each pause.)

Maisy is so happy to go to school. When she arrives at school, the first thing she does is _____ (hang up her coat.) She says hi to her friends and they paint pictures. After painting, the children are hungry. It is time for _____ (snack.) The students take a nap, play music, and play outside. At the end of the day, it was time to go _____ (home.) They are excited to come back the next day. The end.



2nd Read

Maisy Goes to Preschool



Unit: Kindness, Part 1– Showing Kindness to Family & Friends

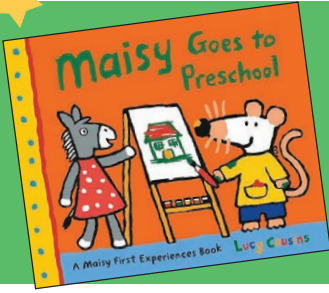
Book 1: *Maisy Goes to Preschool* by Lucy Cousins

Activity: Classroom Schedule

Materials Needed: Classroom schedule

Before

1. **Ask what they can remember about the book** – show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. Do you remember this character's name? (Maisy) It's Maisy's first day of school!
2. **Point out title & author**– *The title of this story is Maisy Goes to Preschool. The author of the story is Lucy Cousins. The author is the person who writes the words in the story. What does the author do? (Thinking gesture and then hand open to note choral response– writes the words.)*
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. When we are done, we are going to talk about the story and the things that we do at our preschool. We do some of the same things that Maisy does and some things that we do are different.



2nd Read

Maisy Goes to Preschool



During

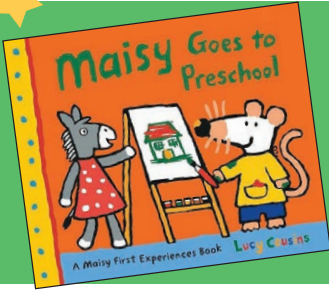
1. **Read**– with excitement and fluency.
2. **Model Thinking Aloud and Ask Questions** Pause to model what good readers think about and ask a few questions.

Part of text	Think Aloud (TA) – Question (Q)
First page– Model positive thinking about school anticipation.	<i>TA: Maisy looks happy and excited to be at school.</i>
Picture that shows students hanging up their coats	<i>Q: The first thing Maisy does at school is hang up her coat. What is the first thing you do at school?</i> (Thinking gesture) <i>Thumbs up when you know what you do first.</i> Call on one student with a thumb up to tell what they do first at school.
“Everybody gets a blanket and snuggles up for a nap.”	<i>Q: Do we take a nap at our school?</i> (Thinking gesture) <i>Thumbs up if we take a nap. Thumbs down if we don't take a nap.</i> Confirm or correct student answers by sharing correct answer. <i>Yes, we nap at school or No, we do not take a nap at school.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts
Key content: Our preschool day has a schedule. There are certain things we do at preschool.
Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and how to introduce the gesture.	Gesture
Remind	To help someone remember something <i>Tallulah reminds her friends to wash their hands. She helps them to remember because having clean hands is important.</i>	pointer finger taps center of forehead
Gather	To come together in a group <i>The students gather together to listen to the story.</i>	hands in front with palms facing, bring hands toward each other and fold together





2nd Read

Maisy Goes to Preschool



After

1. **Ask Questions**— Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Remind them now that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *What was your favorite part of the story? (finger on forehead) Thumbs up when you know your favorite part.* Call on a few students to answer. Provide them with the sentence stem, “My favorite part was...” Encourage students to answer using a complete sentence.

Who was this story about? (finger on forehead and then open hand)

What is one thing Maisy did at preschool? (finger on forehead) Thumbs up when you know. (Various answers. Call on 1–2 students with thumbs up.)

2. Review Vocabulary

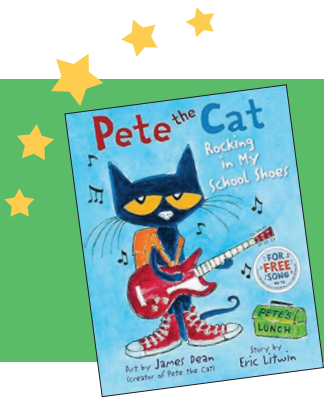
In today’s story we learned 2 new words. Help me say what each word means. Review each word stating the definition and making the gesture, **encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
We remind someone when we want them to remember something.	pointer finger taps temple twice
Gather means to come together in a group.	hands in front with palms facing, bring hands toward each other and fold together

3. **Follow-Up Activity: Classroom Schedule.** *We keep our schedule in our classroom so everyone can see what we are doing each day.* Show children where the schedule is normally displayed. Explain, *A schedule tells us what we will do at different times of the day. We can look at the schedule to know what we are going to do next.* Talk through the events of your schedule and then ask simple questions to check their understanding. Point to schedule to guide their answers:

- a. *Thumbs up if we eat snack first. Thumbs down if we don’t eat snack first.*
- b. *What do we do right after recess?* (Thinking gesture and then hand open to note choral response)
- c. *What is the last thing we do?* (Thinking gesture and then hand open to note choral response)





For the Teacher:
Preview
Pete the Cat Rocking in My School Shoes



Unit: Welcome, Part 1– We Are So Glad You Are Here!
Book 3: *Pete the Cat Rocking in My School Shoes* by Eric Litwin
Extra Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Strolling	Walking slowly	hands in front with palms facing down and move hands as if walking
Rocking	To sing and play music	left arm straight out and right arm strums, like an air guitar
Worry	To feel afraid and upset about something new	pointer finger on both hands points to mouth that is frowning

Language Time

Tune: Frère Jacques/Brother John, Are you Sleeping

Explain– *We are going to sing a song to help us learn everyone’s name. When your name is called, you get to stand up and wave.*

Where is _____. (child’s name)

Where is _____. (child’s name)

(Hold hand over eyes as if searching)

Please stand up,

Please stand up

(Lift hands up)

(*Child whose name was called stands)

Do a little wave,

(Everyone waves)

Do a little clapping,

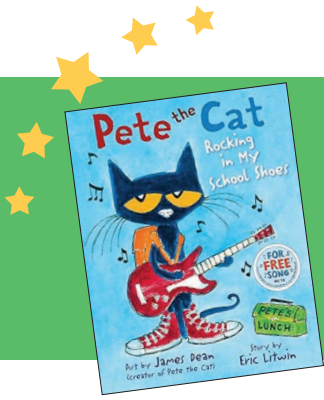
(Everyone claps)

Sit back down,

Sit back down

(Motion for child to sit down)

*Repeat with different names across a few days so everyone gets a turn to stand up.



1st Read

Pete the Cat Rocking in My School Shoes



Before

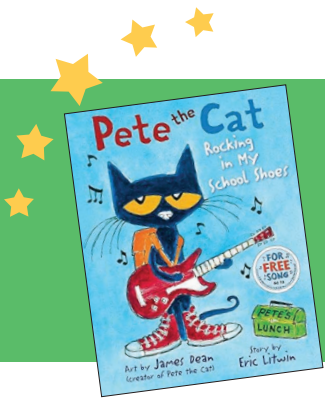
1. **Topic Introduction**– *A few days ago, we had our first day of preschool. Now we are learning about the things we do at preschool. I am thinking (finger on forehead) about the things we do at preschool. Thumbs up if you know one thing we do at preschool.* Call on one student to share one thing you do at your preschool.
2. **Title and Author**– Draw attention to title and author. *This book is called Pete the Cat Rocking in My School Shoes. The author is Eric Litwin. He is also the illustrator. That means he drew the pictures, too. Let's clap illustrator. Ill-us-tra-tor. Great! The illustrator draws the pictures.*
3. **Book Introduction**– *This (point to Pete on cover) is Pete the Cat. This book is about Pete and his adventures at school. Pete explores his school and we have to figure out where in the school Pete is. All day long, Pete wears his school shoes. Do you have school shoes? Everyone point to your school shoes!*

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud and Ask Questions** Pause to model what good readers think about and ask questions.

Part of text	Think Aloud (TA) – Question (Q) – Active Response (AR)
“to a room with books on every wall”	<p>TA: <i>Pete’s teacher wants him to go to a room with books on every wall. I’m going to think about that.</i> (Pause and model what it looks like to think.) <i>I have an idea! I think it might be the library. Let’s keep reading to find out if I’m right.</i></p>
“Does Pete worry? Goodness, no!”	<p>AR: <i>Say that with me. “Goodness, no!” Pete isn’t worried at all. Goodness, no he’s not worried.</i></p>
“with swings and tall slides”	<p>Q: <i>Where is Pete now? It’s a place with swings and tall slides.</i> (Point to forehead) <i>Let’s say our guess together.</i> (Choral response gesture) <i>The playground!</i></p>





1st Read

Pete the Cat Rocking in My School Shoes



3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Schools have many different places. We do different activities in each place.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and how to introduce the gesture.	Gesture
Strolling	Walking slowly <i>Pete is <u>strolling</u> along on his way to school. When we stroll we walk slowly.</i>	hands in front with palms facing down and move hands as if walking
Rocking	To sing and play music <i>Pete is <u>rocking</u> his new school shoes.</i>	left arm straight out and right arm strums, like an air guitar
Worry	To feel afraid and upset about something new <i>Pete doesn't worry. Goodness, no! He is not afraid. He is excited to be at school.</i>	pointer finger on both hands points to mouth that is frowning

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

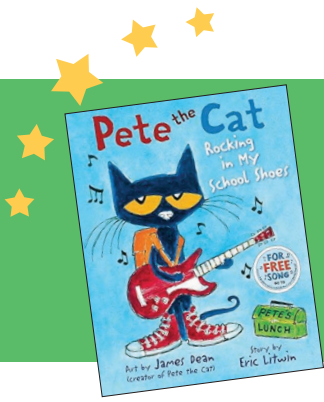
Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I liked that book. My favorite part was when Maisy and her friends played music. What was your favorite part? Take a minute to think* (thinking gesture – finger on forehead) *about your favorite part. Thumbs up when you know your favorite part.* Show a few pictures from the book as children are thinking. Call on one student with a thumb up to tell their favorite part.

Who is this story about? (Thinking gesture and then hand open to note choral response– Pete the Cat)

What was Pete the Cat rocking? (Thinking gesture and then hand open to note choral response– shoes)

Where did Pete the Cat go in his school? (Thinking gesture) *Thumbs up when you know one place Pete went.* (Call on 1–2 students with thumbs up to answer.)



1st Read

Pete the Cat Rocking in My School Shoes



2. Review the Vocabulary–

In today's story we learned 3 new words. Review each word stating the definition and making the gesture, encourage students to say the word and use the gesture with you.

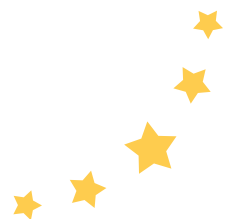
Word Definition to use	Gesture
<u>Strolling</u> is walking slowly.	hands in front with palms facing down and move hands as if walking
Rocking means feeling good about something you're wearing. Pete the Cat rocked his new school shoes.	left arm straight out and right arm strums, like an air guitar
We <u>worry</u> if we are afraid or upset about something new. Pete wasn't worried about school. Goodness, no!	pointer finger on both hands points to mouth that is frowning

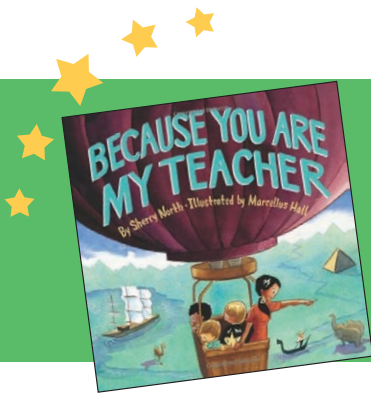
We are all rocking our school clothes. Point to something you are wearing that you feel really good about. Call on a few students to name the clothing item they are rocking, the item that they feel good about. ***Use gestures with words.**

3. Follow Up Activity– Was it in the Book?

Explain, *We are going to play a game called Was it in the Book? I'm going to say the name of a place in a school. You will nod your head if the place was in this book and shake your head if it wasn't in this book.* Practice nodding and shaking. (Thinking gesture and then hand open when it is time to nod or shake.)

- *Pete the Cat went to the library.* (Yes)
- *Pete the Cat went to the playground.* (Yes)
- *Pete the Cat went to the gymnasium.* (No)





For the Teacher:
Preview
Because You Are My Teacher



Unit: Welcome, Part 2- The Things We'll Learn at School
Book 4: Because You Are My Teacher by Sherry North
Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Study	To learn about something	hands together and open like a book close to the face
Trek	Go on a long trip	arms parallel making a fist rotate arms as in walking motion
Quest	An exciting trip or adventure	smile and point in distance as if seeing something exciting

Language Time

Tune: Frère Jacques/Brother John, Are you Sleeping

Explain- *We are going to sing a song to help us learn everyone's name. When your name is called, you get to stand up and wave.*

Where is _____. (child's name)

Where is _____. (child's name)

(Hold hand over eyes as if searching)

Please stand up,

Please stand up

(Lift hands up)

(*Child whose name was called stands)

Do a little wave,

(Everyone waves)

Do a little clapping,

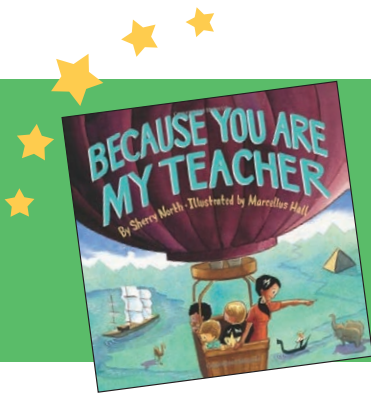
(Everyone claps)

Sit back down,

Sit back down

(Motion for child to sit down)

*Repeat with different names across a few days so everyone gets a turn to stand up.



1st Read

Because You Are My Teacher



Before

1. **Topic Introduction**– *We have been learning about the things we do at preschool. Let’s clap the word preschool. Pre–school. Good! You are preschoolers because you go to preschool.*
2. **Title and Author**– Draw attention to title and author. *The author of this book is Sherry North. Let’s clap the word author. Au–thor. Sherry North wrote the words in this story called Because You Are My Teacher.*
3. **Book Introduction**– *Look at the cover. I see people in a hot air balloon. They are pointing at interesting things. It looks like these people are exploring the world. We are going to explore the world from our classroom this year! We will learn about a lot of the things they explore in this book.*

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud**– Pause to model what good readers think about.

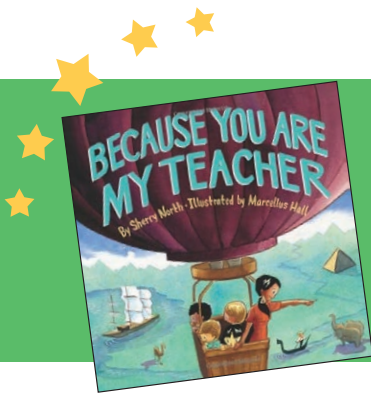
Part of text	Think Aloud
“And study the Atlantic”	<i>The Atlantic is an ocean, a HUGE body of water. We are going to learn about oceans and all the animals that live there.</i>
“trek through desert lands”	<i>Desserts are dry places where it hardly rains at all. We are going to learn about desserts at school.</i>
“Exploring the Grand Canyon”	<i>We live in the United States. That is our country. Our country is very big and the Grand Canyon is also in the United States.</i>
“we would study Earth from space”	<i>We are going to learn about space and all the planets in our galaxy. The people who travel to space are called astronauts. We will become astronauts in our classroom.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: We are going to learn amazing things this year! We will study our world.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.





1st Read

Because You Are My Teacher



Word	Definition	Gesture
Study	To learn about something <i>We are going to study so many amazing things this year. We will learn about fascinating things!</i>	hands together and open like a book close to the face
Trek	Go on a long trip <i>We won't really trek around the world, but we will learn about the whole world in our classroom.</i>	arms parallel making a fist rotate arms as in walking motion
Quest	An exciting trip or adventure <i>Our class will have many exciting adventures, or quests, as we learn together.</i>	smile and point in distance as if seeing something exciting

After

1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Did you enjoy this book? Thumbs up if you did. Raise both hands really high if you are excited to learn about all these amazing things!*

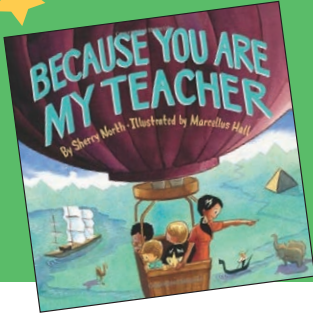
What is one interesting thing we saw in the pictures of this book? (Thinking gesture) *Thumbs up when you know one thing we saw.* (Call on one student to share)

Where did the people in this story go? *Thumbs up if the people went to:*

- **the desert?** (Thinking gesture then open hand when it is time to answer with thumbs up)
- **the ocean?** (Thinking gesture then open hand when it is time to answer with thumbs up)

2. **Review the Vocabulary**– *In today's story we learned 3 new words.* Review each word stating the definition and making the gesture, **encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
We learn about new things by studying. We will <u>study</u> many new places this year.	hands together and open like a book close to the face
<u>Trek</u> means to go on a long trip.	arms parallel making a fist rotate arms as in walking motion
A <u>quest</u> is an exciting trip or adventure	smile and point in distance as if seeing something exciting



1st Read

Because You Are My Teacher



A **trek** means to go on a long trip. **Thumbs up if this is a trek.** Create your own examples if these don't work for your students or classroom. Ask about two short walks and one long journey, or trek.

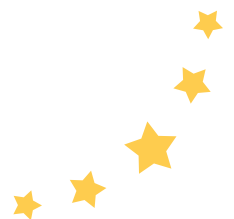
***Use gestures with words.**

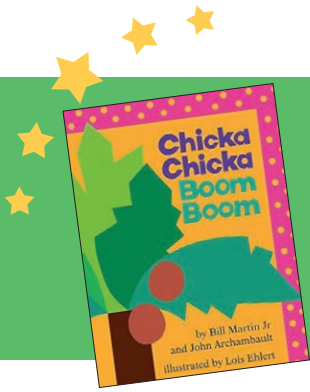
1. *Walking from the carpet to the table?*
2. *Walking from the carpet to the shelf?*
3. *Walking from the carpet to the ocean?*

3. **Follow Up Activity**– Rhyming Introduction

Explain, ***There were lots of rhyming words in this book. Rhyming words sound the same at the end. Let's go back and read parts of the book to listen to the rhyming words.*** Emphasize the rhyming words in bold. Point out how they sound the same at the end.

- ...set out on a **quest**... the east end to the **west**.
- ...amazing **sights**... make their own **lights**.
- ...beneath the **stars**... instead of **cars**.





For the Teacher:
Preview
Chicka Chicka Boom Boom



Unit: Welcome, Part 2– The Things We’ll Learn at School

Book 5: *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault

Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Alphabet	The letters that make words, there are 26	pointer finger in air and bring down (like an l) to indicate writing
Pileup	Many things on top of each other	right hand on top of left hand

Language Time

Tune: Frère Jacques/Brother John, Are you Sleeping

Explain– *We are going to sing a song to help us learn everyone’s name. When your name is called, you get to stand up and wave.*

Where is _____. (child’s name)

Where is _____. (child’s name)

(Hold hand over eyes as if searching)

Please stand up,

Please stand up

(Lift hands up)

(*Child whose name was called stands)

Do a little wave,

(Everyone waves)

Do a little clapping,

(Everyone claps)

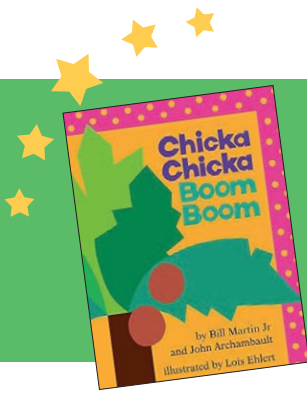
Sit back down,

Sit back down

(Motion for child to sit down)

*Repeat with different names across a few days so everyone gets a turn to stand up.





1st Read

Chicka Chicka Boom Boom



Before

1. **Topic Introduction**– *We have been learning about the things we will do and learn at preschool this year. We are going to have so many adventures together in our classroom!*
2. **Title and Author**– Draw attention to title and author. *This story is called Chicka Chicka Boom Boom. There are two authors for this story. Remember, the author writes the words in the book. Let's clap author. Au–thor. Good! The authors of this book are Bill Martin Jr. and John Archambault.*
3. **Book Introduction**– *This book is all about letters. We use letters to write and read words. We will learn about all of the letters this year.*

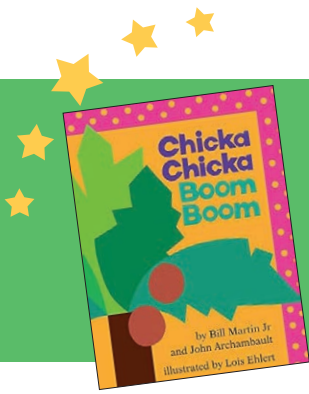
During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud and Ask Questions**– Pause to model what good readers think about and ask a few questions.

Part of text	Think Aloud (TA) – Question (Q)
“The whole alphabet up the – Oh, no!”	<i>TA: I think the letters might be too high in the tree. I wonder what will happen. Are they stuck in the tree? Let's keep reading to find out.</i>
“Mamas and papas and uncles and aunts hug their little dears”	<i>TA: The adults are there to help the little letters out. I think they're okay now.</i>
“And the sun goes down on the coconut tree...”	<i>Q: It looks like all the letters are free from the pileup now. Thumbs up if you think the letters are free now.</i>

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.
Key content: There are 26 letters in our alphabet. Letters are how we read and write words. There are big and little letters. We will learn them all this year.
Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and how to introduce the gesture.	Gesture
Alphabet	The letters that make words, there are 26 <i>The whole alphabet is in the tree now. There are 26 letters in the tree. That's too many letters!</i>	pointer finger in air and bring down (like an l) to indicate writing
Pileup	Many things on top of each other <i>The letters got all piled up at the bottom of the tree.</i>	right hand on top of left hand



1st Read

Chicka Chicka Boom Boom



After

1. Ask Questions– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *Did you enjoy reading about the letters' silly adventure in the coconut tree? (Thinking gesture) Thumbs up if you liked that story. Thumbs down if you didn't like the story.* (Open hand gesture)

Who was this book about? (Thinking gesture and then hand open to note choral response– letter, the alphabet)

Where did the letters go? (Thinking gesture then open hand to note choral response– the coconut tree)

2. Review the Vocabulary–

In today's story we learned 2 new words. Review each word stating the definition and making the gesture, encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
The <u>alphabet</u> is all the letters that make words. There are 26 letters in our alphabet.	pointer finger in air and bring down (like an l) to indicate writing
When many things are on top of each other, it's called a <u>pileup</u> . The letters got stuck in a pileup.	right hand on top of left hand

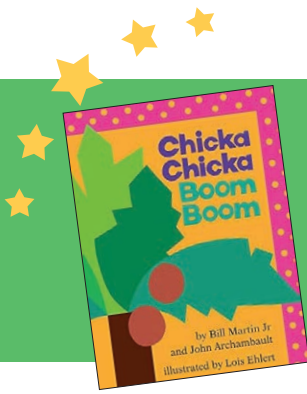
*There are 26 letters in our alphabet. We have the letters in our alphabet around our room. Let's find them now. *Use gestures with words.* Point out letters around the room and ask, *Is this the whole alphabet or just one letter?* Some possible examples below:

- The letter on your square of carpet?* (Thinking gesture then open hand to note choral response– No)
- All 26 letters on the whole carpet?* (Thinking gesture then open hand to note choral response– Yes)
- This letter on the exit sign?* (Thinking gesture then open hand to note choral response–No)
- The 26 letters above our writing center?* (Thinking gesture then open hand to note choral response– Yes)

3. Follow Up Activity– Guided retell

Explain, *We are going to work together to retell the story. Listen closely. Use your words to help me finish the story.* Show pictures in book to refresh their memory. (Thinking gesture and then hand open to note choral response at each pause.)

All of the letters climbed to the top of the _____ (coconut tree.) The tree tipped over and all the letters _____ (fell.) The adults came and helped, but then there was a full moon. A got out of bed and _____ (climbed up the coconut tree again.) The end.



2nd Read

Chicka Chicka Boom Boom



Unit: Welcome, Part 2– The Things We’ll Learn at School

Book 5: *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault

Activity– The letters in your name

Materials Needed: book, art materials (construction paper for tree– green and brown, letters of children’s names– foam letters, letter stickers, etc., glue sticks)

Before

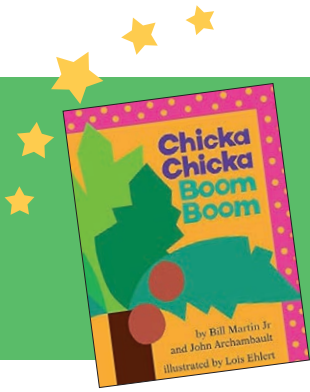
1. **Ask what they can remember about the book** – show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. Do you remember what this is? It’s a coconut tree. Let’s clap that. Co-co-nut-tree. Great! In this story, all the letters in the alphabet climbed the tree.
2. **Point out title & author–** *The title of this story is Chicka Chicka Boom Boom. There are two authors, Bill Martin Jr. and John Archambault. The authors worked together to write the words in this story. What does the author do?* (Thinking gesture and then hand open to note choral response– writes the words.)
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. When we are done, we will talk about the story and then do a craft with letters!

During

1. **Read–** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of text	Think Aloud (TA) – Question (Q)
"L, M, N, O, P!"	Q: <i>What are the letters doing?</i> (Thinking gesture and then hand open to note choral response– climbing the tree)
"The whole alphabet– Oh, no!"	Q: <i>All 26 letters in the alphabet are in the coconut tree. What will happen to the letters?</i> (Thinking gesture) <i>Thumbs up when you know what will happen to the letters.</i> Call on one student with a thumb up to share their response.
"then dust their pants."	Q: <i>Who came to help the little letters?</i> (Thinking gesture) <i>Thumbs up when you know what will happen to the letters.</i> Call on one student with a thumb up to share their response– Mamas, Papas, Aunts, and Uncles.)





1st Read

Chicka Chicka Boom Boom



3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: There are 26 letters in our alphabet. Letters are how we read and write words. There are big and little letters. We will learn them all this year.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Alphabet	The letters that make words, there are 26 <i>The whole alphabet is in the tree now. There are 26 letters in the tree. That's too many letters!</i>	pointer finger in air and bring down (like an l) to indicate writing
Pileup	Many things on top of each other <i>The letters got all piled up at the bottom of the tree.</i>	right hand on top of left hand

After

1. **Ask Questions**– *Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.*

Ask their opinion. *What was your favorite part of the story?* (finger on forehead) **Thumbs up when you know your favorite part.** Call on a few students to answer. Provide them with the sentence stem, “My favorite part was...” Encourage students to answer using a complete sentence.

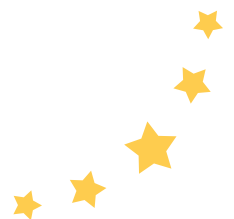
Who was this story about? (Choral response, open hand– the letters)

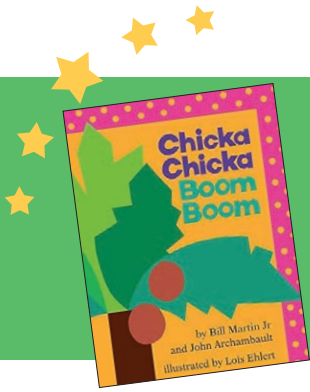
What did the letters climb in this book? (Choral response, open hand– a coconut tree)

2. **Review Vocabulary**– *In today's story we learned 2 new words. Help me say what each word means.*

Review each word stating the definition and making the gesture, **encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
The <u>alphabet</u> is all the letters that make words. There are 26 letters in our alphabet.	pointer finger in air and bring down (like an l) to indicate writing
When many things are on top of each other, it's called a <u>pileup</u> . The letters got stuck in a pileup.	right hand on top of left hand





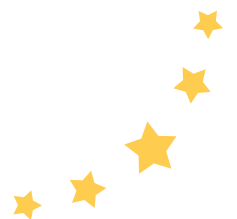
2nd Read

Chicka Chicka Boom Boom



3. Follow Up Activity: Name Tree– After reading the story again, introduce the craft. Explain, *We are going to make our own coconut trees today. We're going to decorate our trees with the letters in our names.* Show the children an example. Guide students through the steps:

- Create coconut trees with construction paper. Glue the tree to a larger piece of paper.
- Put the letters in their names on their coconut trees. Explain, *These are the letters in your name.* Depending on age and exposure to letters, you can encourage children to put the letters in the correct order, or just place them randomly.
- Decorate the tree and scene further, if desired.





For the Teacher: Preview Feast for 10



Unit: Welcome, Part 2– The Things We'll Learn at School
Book 6: *Feast for 10* by Cathryn Falwell
Materials Needed: none

Vocabulary		
Word	Definition	Gesture
Feast	A large meal	right hand moves like spoon to open mouth
Fry	To cook in hot oil	right hand closed as if holding a utensil and move back in forth like cooking in a pan
Folks	A group of people	hands in front making a circle

Language Time

Tune: Frère Jacques/Brother John, Are you Sleeping

Explain– *We are going to sing a song to help us learn everyone's name. When your name is called, you get to stand up and wave.*

Where is _____. (child's name)

Where is _____. (child's name)

(Hold hand over eyes as if searching)

Please stand up,

Please stand up

(Lift hands up)

(*Child whose name was called stands)

Do a little wave,

(Everyone waves)

Do a little clapping,

(Everyone claps)

Sit back down,

Sit back down

(Motion for child to sit down)

*Repeat with different names across a few days so everyone gets a turn to stand up.



1st Read Feast for 10



Before

1. **Topic Introduction**– *We have been reading about the things we will learn about in school. We are ready for a great year in preschool! We're going to learn so much and have fun together.*
2. **Title and Author**– Draw attention to title and author. *The author of this book is Cathryn Falwell. She wrote the words in this book. The title of the story is Feast for 10.*
3. **Book Introduction**– *When I look at this cover, I see a group of people who look very happy. I think they might be happy because they are having a feast. Most people enjoy having a feast. One of the things we will learn about in school is numbers. Numbers tell us how many. This is a counting book that has the numbers 1–10. Point to the number 10 on the cover.*

During

1. **Read**– Read with few interruptions so children can follow the full story.
2. **Model Thinking Aloud and Ask Questions**– Pause to model what good readers think about.

Part of text	Think Aloud (TA) – Question (Q)
“one cart into the grocery store”	<i>TA: I see one empty cart in a grocery store. Usually people buy food at a grocery store. I think the family is going to fill the cart with food for their feast. Let's read to find out if I'm right.</i>
“four children off to look for more”	<i>TA: The children are looking for more food. I wonder what food they will find.</i>
“ten hands help load the car”	<i>TA: The children are helping put the groceries in the car. How kind! They look so happy to help!</i>
“one car home from the grocery store”	<i>Q: How many cars are home? (Thinking gesture then open hand to note choral response– One)</i>





1st Read

Feast for 10



3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.

Key content: Numbers tell us how many. We say numbers when we count.

Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story.

Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Feast	A large meal <i>I think the family is going to make a large meal. I love eating feasts!</i>	right hand moves like spoon to open mouth
Fry	To cook in hot oil <i>Frying food, cooking it in hot oil, makes it crispy and hot.</i>	right hand closed as if holding a utensil and move back in forth like cooking in a pan
Folks	A group of people <i>There are ten hungry folks. Ten people share the delicious meal.</i>	hands in front making a circle

After

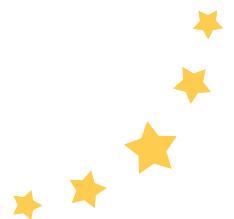
1. **Ask Questions**– Ask children to actively respond together in different ways (choral response, thumbs up/down, movement). Let them know that when you point to your forehead, you mean thinking, and when you hold your hand open towards them, you mean responding all together.

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion. *I enjoy counting while we read that story.* (Thinking gesture) *Thumbs up if you liked that story. Thumbs down if you didn't like the story.* (Open hand gesture)

What did the family make in this story? (Thinking gesture and then hand open to note Choral Response– a feast)

Where did the family go first? (Thinking gesture then open hand to note Choral Response– the grocery store)





1st Read

Feast for 10

2. Review the Vocabulary–

In today's story we learned 3 new words. Review each word stating the definition and making the gesture, encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
The family made a big meal, called a <u>feast</u> . Thumbs up if you enjoy eating feasts.	right hand moves like spoon to open mouth
They cooked food in hot oil. This is called <u>frying</u> food. When you <u>fry</u> potatoes, you make french fries. They are hot and crispy.	right hand closed as if holding a utensil and move back in forth like cooking in a pan
In this story, ten <u>folks</u> shared a feast. There were ten people in the group.	hands in front making a circle

A feast is a large meal. Thumbs up if you would eat a feast of... *Use gestures with words.

1. juicy, delicious watermelon?
2. Chicken nuggets?
3. pizza?
4. sour lemons?
5. rocks?
6. your favorite cereal?

3. Follow Up Activity– Math Word Problem

Explain, *We counted many things in this book. We saw the family get food at the grocery store and then prepare the food for their feast. They chose 2 pumpkins for pie and 3 chickens to fry. How many foods is that altogether? Let's use our fingers to figure that out. They found 2 pumpkins.* (Hold up two fingers on one hand.) *There were three chickens.* (Hold up three more fingers) *Altogether that is* (wiggle fingers as you count) *1,2,3, 4, 5. Two pumpkins plus three chickens equals five foods all together.*





2nd Read Feast for 10



Unit: Welcome, Part 2– The Things We’ll Learn at School

Book 6: *Feast for 10* by Cathryn Falwell

Activity: Family Pictures

Materials Needed: book, art materials (crayons and paper for drawing a family picture)

Before

1. **Ask what they can remember about the book** – show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. Do you remember what the word feast means? A feast is a large meal. The family was making a feast.
2. **Point out title & author**– *The title of this story is Feast for 10. Cathryn Falwell is the author. She wrote the words in the book. What does the author do?* (Thinking gesture and then hand open to note choral response– writes the words.)
3. **Tell them this time we are going to read and discuss the story** so be ready to share your ideas!
We are going to read the story again. *When we are done, we will talk about the story and then do a craft with pictures of our families!*

During

1. **Read**– with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of text	Think Aloud (TA) – Question (Q)
“one cart into the grocery store”	Q: <i>Where is the family?</i> (Thinking gesture and then hand open to note choral response– the grocery store)
“four children off to look for more”	Q: <i>How many children?</i> (Thinking gesture and then hand open to note choral response– the grocery store)
“ten hands help to load the car”	Q: <i>How many hands are helping load the car?</i> (Thinking gesture and then hand open to note choral response– ten)

3. **Draw Attention to Key Events and Vocabulary**– Pause to highlight vocabulary and key concepts.
Key content: Numbers tell us how many. We say numbers when we count.



2nd Read

Feast for 10



Vocabulary: briefly define vocabulary words, and do the gesture, when they come up in the story. Reinforce throughout the day.

Word	Definition to use and <i>how to introduce the gesture.</i>	Gesture
Feast	A large meal <i>I think the family is going to make a large meal. I love eating feasts!</i>	right hand moves like spoon to open mouth
Fry	To cook in hot oil <i>Frying food, cooking it in hot oil, makes it crispy and hot.</i>	right hand closed as if holding a utensil and move back in forth like cooking in a pan
Folks	A group of people <i>There are ten hungry folks. Ten people share the delicious meal.</i>	hands in front making a circle.

After

1. **Ask Questions**– *Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.*

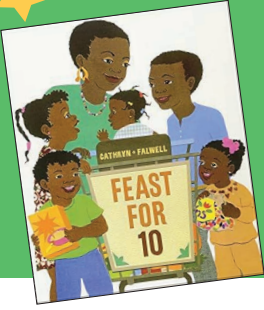
Ask their opinion. *What was your favorite part of the story? (finger on forehead) Thumbs up when you know your favorite part.* Call on a few students to answer. Provide them with the sentence stem, “My favorite part was...” Encourage students to answer using a complete sentence.

Where did the family go first? (Choral response, open hand– the grocery store)

What did the family make? (Choral response, open hand– a feast)

2. **Review Vocabulary**– *In today’s story we learned 3 new words. Help me say what each word means.* Review each word stating the definition and making the gesture, **encourage students to say the word and use the gesture with you.**

Word Definition to use	Gesture
The family made a big meal, called a feast . Thumbs up if you enjoy eating feasts.	right hand moves like spoon to open mouth
They cooked food in hot oil. This is called frying food. When you fry potatoes, you make french fries. They are hot and crispy.	right hand closed as if holding a utensil and move back in forth like cooking in a pan
In this story, ten folks shared a feast. There were ten people in the group.	hands in front making a circle



2nd Read Feast for 10



- 3. Follow Up Activity: Family Pictures** After reading the story again, introduce the craft. Explain, *We are going to draw a picture of our own families today.* Show the children an example. Guide students through the steps:
- Think about who is in your family. How many people are there? Do you have any pets?
 - Draw your family.
 - Share your picture and tell everyone about your family.
- * Encourage children to bring in family photographs. Use family photographs and drawings to decorate your classroom. Remind students that all families are a little bit different, but they are all special and important.





PROJECT READY

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Joyful Discoveries Preschool Curriculum