



## A Typical Day of Instruction: Day 1

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**Introduction** This guide discusses starting the week of instruction with Opening the World of Learning, or OWL. It reviews each of the lessons taught on Day 1 and gives an overview of Center Time, small group, and whole group lessons.

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**Schedule Options** Begin at the Plan Your Week or El plan de la semana pages, since they show a breakdown of the lessons for each day.



The Quick & Easy or rápido y fácil schedule options found on the left side of these pages provide both a full-day and half-day option, depending on the classroom schedule.

In a full-day classroom, the schedule includes two sixty-minute Center Time/Small Group Sessions. Full-day schedules also include the Extend Your Day activities. During Extend Your Day, lead children in Read Aloud and Movement & Music activities.

The following discusses the lessons that are included in both full-day and half-day schedules. They are reviewed in the order that they appear in the Teacher's Guide, but the order can be changed to meet the needs of the class.

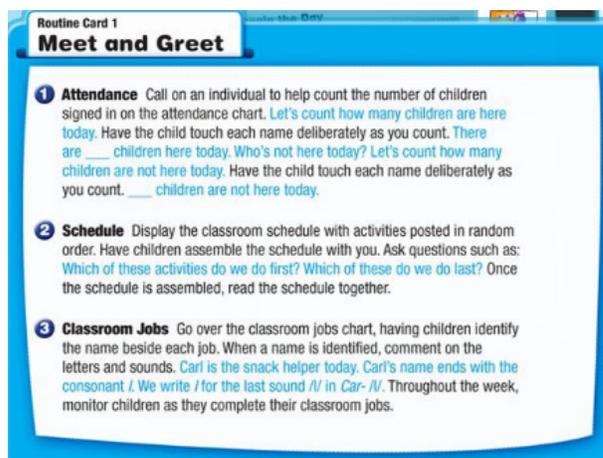
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**Morning Meeting** Each day begins with a fifteen-minute Morning Meeting. This is a time to gather and welcome the children. The routine found on the orange color-coded Morning Meeting page is the same for Days 1–5.

Greet the children as they put away their things and sign in on the attendance chart. Use Envision It! Learning Strip 1 if they need reminders about what to do when they first enter the classroom.

Then, use the Songs and Poems CD to lead the class in singing Let's Get Started.

Next, follow the steps in the Meet and Greet Routine. Activities that appear in blue boxes are provided on Teacher Routine Cards, which can be found in the back of the Unit 1 Teacher's Guide.



Now take attendance, review the schedule, and go over classroom jobs.

The next activity during Morning Meeting varies. For this week, children explore ideas related to the Unit Concept during Science Buzz. Other weeks, the teacher may lead a Morning Math activity or a shared writing activity during Today's News.

Bring the Morning Meeting to a close with Sing and Move. On Day 1, children learn a song that relates to the weekly concept. The class will continue to sing this song throughout the week.

Always be on the lookout for tips on differentiating instruction, found in the Make It Easier!, Make It Harder!, and English Language Learners boxes at the bottom of the page.

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**Literacy Circle** After Morning Meeting, focus on oral language during Literacy Circle. This fifteen-minute lesson is found on the green color-coded pages in the Teacher's Guide.

Use Ollie, the OWL puppet, to introduce the Question of the Week. Then, use the Concept Word Cards to present six new words that relate to the Question of the Week. Activate prior knowledge and give children a chance to share ideas during Team Talk. Use Envision It! Learning Strip 2 to review the Team Talk routine.

Further develop the Question of the Week during Expand Concepts. Read the poem aloud, using hand motions for action words. Then, reread the poem to display the appropriate poetry poster.

Literacy Circle ends with activities that focus on phonological awareness and alphabet knowledge.

Then it's on to Center Time and small groups.

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## Center Time/ Small Groups

Begin Center Time by introducing the Day 1 Centers that some children will visit while other children are involved in small group instruction. Find each day's activities in the Center Time pages of the Teacher's Guide. Center Time gives children a chance to practice their new skills independently. It provides children with guided exploration, hands-on experience, and self-directed learning.

While some children visit the Day 1 centers, lead others in small group lessons. OWL gives the teacher the flexibility to choose between three small group schedules. The half-day schedule includes one sixty-minute lesson, while the full-day schedules include two sixty-minute lessons.

**Schedule B • Half Day**  
1 Center Time/Small Group Session

- Meet with two to four Small Groups per day. Choose between literacy and math instruction based on children's needs. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

Day 1	Day 2	Day 3	Day 4	Day 5
Literacy or Math				

- Use your remaining time to provide Personalized Practice or to scaffold children's play and learning in Centers.

**Schedule C • Full Day**  
1 Center Time Session and 1 Small Group Session

- During the morning session, scaffold children's play and learning in Centers, or meet with individual children to provide Personalized Practice.
- During the afternoon session, meet with two to four Small Groups. Choose between literacy and math instruction based on children's needs. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	Uninterrupted Center Time				
Afternoon	Literacy or Math	Literacy or Math	Literacy or Math	Literacy or Math	Literacy or Math

Consult the Center Time/Small Groups page in the front matter of the Teacher's Guide for suggestions on how classroom assistants or teacher's aides can maximize learning during Center Time and Small groups. For example, a teacher's aide might lead a small group, or work with a child one-one-on for personalized practice.

Small group instruction gives teachers a chance to reinforce the skills from Circle Time with groups of four to six children. Use the yellow color-coded Small Groups pages to find the Day 1 lesson options.

There are also daily small group lessons for English Language Learners. Find these lessons by flipping to the yellow ELD tab in the Teacher's Guide.

English Language Development, or ELD, lessons focus on language acquisition, language production, and language structure and use. These lessons are written for children with a beginning level of English language proficiency. Use the Make It Harder! notes to adapt activities for children working at the intermediate, advanced, and advanced high levels.

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## Story Time

After Center Time and Small Groups, it's Story Time! This lesson, found on the pink color-coded pages, runs fifteen to twenty minutes each day.

Day 1 is the first read of this week's Trade Book. Use the appropriate Story Time Card as to plan the first reading.

Amazing Words are explicitly taught during this lesson. During the reading, also emphasize Concept Words, Story Words, and Academic Vocabulary.

**Vocabulary to Use**

You will use these words during Story Time, Days 1–2. See Story Time Card 30.

**Concept Words**

lift weigh  
more

**Amazing Words**

heavy sway  
strength

**Story Words**

arrive insist  
cheerful strong  
crumb tiny  
effort

**Academic Vocabulary**

predict title

Follow the Vocabulary & Comprehension routine to preview, read, and discuss the story.

## Science & Social Studies Circle

Instruction continues with the fifteen-minute Science & Social Studies Circle lesson, found in the blue color-coded pages.

**Day 1**

**LEARNING GOALS** Science Demonstration

Compare objects

**Comparing Objects**

**Materials** *A Little Bit More*; Bucket Balance, math manipulatives, rock, wood blocks

- From the heavy elephant to the light ant, the animals in *A Little Bit More* are different sizes and weights. Today we are going to use a balance to compare objects to see if one is heavier, lighter, or the same weight as the other.
- Set out the balance. Hold up a counter and a rock. Tell children that the heavier object will always make the Bucket Balance go down on that side. Which weighs more? Place the objects in the buckets. Was your prediction correct?
- Have children use the balance to compare the weight of a color cube and a wooden block, making a prediction first. Invite them to continue comparing the weight of objects.



During science activities, children observe, identify, categorize, and describe as they learn about physical science, life sciences, earth and space, and health and safety.

Social studies activities give children a chance to learn about families and communities, geography and citizenship, and simple economic concepts.

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## Math Circle

Math Circle is next. Find these fifteen-minute lessons in the purple color-coded pages of the Teacher's Guide. During Math Circle lessons, introduce and discuss mathematical concepts, methods, and vocabulary.

The screenshot shows a lesson page with a purple header. On the right, a purple button says "Day 1". Below the header, the text reads: "LEARNING GOALS MEASUREMENT Demonstrate and recognize height as tall and short". The main title is "Walking Tall, Walking Short". Underneath, it says "Introduce Today we will learn about height and how tall people are." Then, "Model/Guide Practice Stand on your tiptoes. When I stand on my tiptoes, I look tall. Crouch down. When I crouch down, I look short. Let's walk in a circle. When I say walk tall, walk on your tiptoes. When I say walk short, crouch down and walk. Have children follow as you give and model each command." Finally, "Your Turn Have children take turns leading the activity."

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## Wrap Up Your Day

Day 1 ends with Wrap Up Your Day, found in the teal color-coded pages. Begin this ten-minute lesson by reviewing the Question of the Week. Then, cover oral vocabulary and a phonological awareness review. End Day 1 with a preview of Day 2.

The screenshot shows a lesson page with a teal header. On the right, a teal button says "Day 1". Below the header, the text reads: "LEARNING GOALS Oral Language / Phonological Awareness Demonstrate understanding of the meaning of words • Delete a sound from a consonant blend". The main title is "What can we do to make things move?". Underneath, it says "Oral Vocabulary Today we talked about how we can make things move. How can you move a box—by pushing or rolling?" Then, "Phonological Awareness I will say a word. I want you to take away the beginning sound and then say the new word. Let's practice. If we take away the /t/ from train, the new word is rain. Have children delete the initial phoneme in these words: crib, plane, bride, swing, tray, star, clap." Finally, "Preview Day 2 Tomorrow we will practice stacking objects that are different sizes."

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## Review

This guide discussed the lessons for Day 1 as well as some other features seen throughout the week. This guide explained how each day includes Center Time as well as small group and whole group instruction.

To learn about Days 2–5, please watch the Typical Week of Instruction: Days 2–5 tutorial on this Web site.