

BIG DAY for prek
JOURNEYS **BUILDING A FOUNDATION FOR SUCCESS**
PreK-6



FOUNDATIONS THAT LAST A LIFETIME



Childhood is full of transitions – from learning to walk to finishing PreK and moving on to Kindergarten. When children make this big transition, they deserve learning resources that ensure that all of the knowledge and skills they have learned in preschool stay with them as they make the move to elementary school.

Big Day for PreK is a proven-effective, comprehensive curriculum that ensures Kindergarten readiness by building the foundation for success in school and life.

Journeys is a research-based, comprehensive English Language Arts program for grades K-6, designed to provide solid instruction that is clear and focused with realistic pacing and manageable resources. With the aligned foundations in these two programs, a child's transition from PreK to Kindergarten is one of continuous, exciting, everyday learning.

1 FOUNDATIONAL SKILLS

Complementary scope and sequence of foundational skills creates continuity

4 CONTENT KNOWLEDGE

A focus on content knowledge expands children's understanding of their world

2 ROUTINES

Effective routines ensure successful learning

5 LITERATURE

Authentic literature and informational texts, in a wide variety of formats and genres, creates a lifelong love of reading

3 DIFFERENTIATED INSTRUCTION

Daily differentiated instruction meets the learning needs of every child

Icon Key



TECHNOLOGY



WRITING

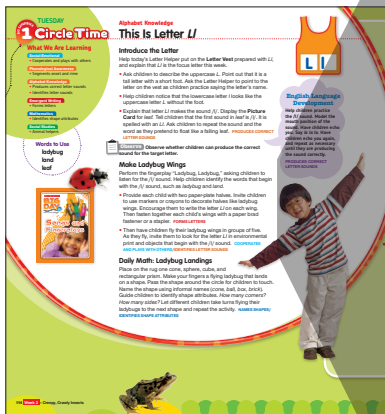


SPANISH

1 FOUNDATIONAL SKILLS

Foundational skills are the building blocks of literacy. The aligned instructional approaches in **Big Day for PreK** and **Journeys** develop the skills that ensure strong readers.

In **Big Day for PreK**, oral language, sequential alphabet knowledge, phonological awareness, and vocabulary development are integrated throughout the day and across the curriculum.

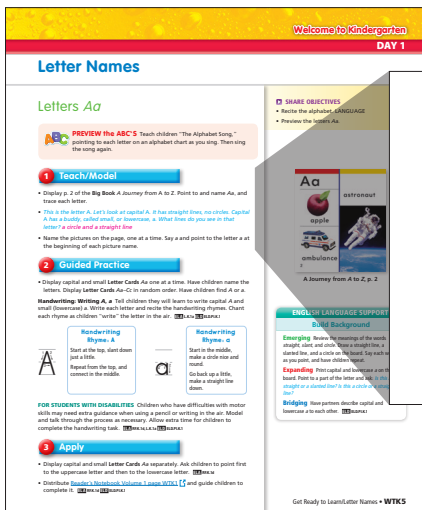


Make Ladybug Wings

Perform the fingerplay “Ladybug, Ladybug,” asking children to listen for the /l/ sound. Help children identify the words that begin with the /l/ sound, such as *ladybug* and *land*.

- Provide each child with two paper-plate halves. Invite children to use markers or crayons to decorate halves like ladybug wings. Encourage them to write the letter *L* on each wing. Then fasten together each child’s wings with a paper brad fastener or a stapler. **FORMS LETTERS**
- Then have children fly their ladybug wings in groups of five. As they fly, invite them to look for the letter *L* in environmental print and objects that begin with the /l/ sound. **COOPERATES AND PLAYS WITH OTHERS/IDENTIFIES LETTER SOUNDS**

In **Journeys**, at the beginning of Kindergarten, children review letter names and shapes in alphabetical order, following the research-based sequence in which children learned letters in *Big Day for PreK*.



1 Teach/Model

- Display p. 2 of the **Big Book A Journey from A to Z**. Point to and name Aa, and trace each letter.
- *This is the letter A. Let’s look at capital A. It has straight lines, no circles. Capital A has a buddy, called small, or lowercase, a. What lines do you see in that letter? a circle and a straight line*
- Name the pictures on the page, one at a time. Say a and point to the letter a at the beginning of each picture name.

2 ROUTINES



The routines in **Big Day for PreK** and **Journeys** empower teachers to deliver effective instruction and build children's confidence so that they can learn successfully.



In **Big Day for PreK**, each day is organized around Big Experiences and Small-Group Instruction, providing daily routines for teachers to model and guide children's skill development.

Routine	Description	When to Use It	Where to Find It
Meet and Greet Routines			
Arrive at School	Step-by-step procedure for structuring the time between arrival and the start of the school day.	Daily	page 24
Today's Plan	Sequence of daily activities to help children anticipate and understand what will happen throughout the day.	Daily	page 25
Who's Here Today?	Sign-in routine which also helps you take attendance.	Daily	page 25
Classroom Helpers	Procedure to keep track of classroom jobs and responsibilities.	Weekly	page 26
Morning Message	Written message that includes predictable greeting and date; incorporates the Question of the Day and Daily News.	Daily	page 26
Daily News	During Morning Message, children share one thing that happened to them.	2-3 times/week	page 27
Question of the Day	Question posed by teacher at the end of the Morning Message.	2-3 times/week	page 27
Wrap-Up Routines			
Today's Report	Written record of significant events of the school day.	Daily	page 28
How Did We Work Together?	Children share something about how they worked well with others at school as part of Today's Report.	Daily	page 28
Sneak Preview	An extension of Today's Report used to build excitement and anticipation for the next day.	Daily	page 29
Going Home	Step-by-step procedures for structuring the time children prepare to go home.	Daily	page 29
Engagement Routines			
Think, Turn, and Talk	A quick way to get a large group of children to think and respond to a question.	As needed	page 30
Thumbs Up/Thumbs Down	A quick, visual way to engage all children in responding to a question nonverbally.	As needed	page 31
Make a Choice	A kinesthetic way to involve children in responding nonverbally.	As needed	page 32

Classroom routines are integrated into **Big Day for PreK** lessons to support teachers with classroom management and instruction.

Instructional Routines		
Instructional Routine 1: Sound/Spelling Cards		
Purpose: Use these routines to teach and review sound/symbol correspondences.		
Introduce		
1	Display the Sound/Spelling Card.	
2	Point to the picture. Say the name of the object shown and the initial sound.	This is a mouse. The first sound we hear in mouse is /m/.
3	Guide children to name the object and the initial sound.	What is this? mouse What is the first sound you hear in the word mouse? /m/
4	Repeat the sound three times. Have children repeat the sound.	Listen. What sound? /m/ /m/ /m/ Now you say it. /m/ /m/ /m/
5	Discuss the letters. Point to and name the spelling. Have children name the spelling three times.	Listen. What spelling? m m m Now you say it. m m m 
6	Write a word with the target sound.	mat.
7	Read the word. Point out the target sound.	Look. Mat starts with m/m/. Mat.
8	Read the word again, and have children read it with you. Then repeat with two or more example words.	Listen: mat. Now you say it. mat
Review		
1	Touch the picture on the card.	What is the picture on the card? mouse
2	Have children identify the first sound in the name of the object.	What is the first sound you hear in mouse? /m/
3	Point to the spelling on the card.	What is the spelling? m
Instructional Routines		Grade 1 Additional Resources

To maximize instructional time, the **Journeys** instruction is built on a series of routines that free children to focus on learning new content rather than on a series of activities. These routines create consistent instruction across the grade levels



3 DIFFERENTIATED INSTRUCTION

Big Day for PreK and **Journeys** support the learning of every child through instructional modifications and scaffolding, leveled resources, and tiered intervention.

Responsive Instruction

One-to-One Follow-Up

Use these suggestions to provide intervention for today's learning during Learning Center time or other times.

Observe	If ...	Then ...
This is Letter L! Observe whether children can produce the correct sound for the target letter. <small>ALPHABET KNOWLEDGE</small>	A child needs support to produce the sound /l/ ...	<p>Take a walk around the classroom to look for L.</p> <ul style="list-style-type: none"> Guide the child to find the letter L in classroom print, such as posters and book covers. As you find examples of L, have the child hold up a magnetic letter L to match it to the letters he or she finds and then make the /l/ sound.

Modifications

Use these suggestions to differentiate instruction to meet individual needs.

3-Year-Olds

Write the uppercase letter L on paper and then show children how their left index finger and thumb can be made into the same L shape. Repeat the word left (emphasizing the /l/ sound), and then raise your right hand and say right. Then call out left as you encourage children to repeat the word and make the L shape with their left hands.

Special Needs

To make the art supplies easier to grasp, provide wide markers and large block crayons for children with motor control issues to use as they decorate the ladybug paper-plate halves.

Enrichment

Encourage children who are able to do so to copy onto a list the L words their group finds in environmental print.

Only in **Big Day for PreK** will teachers find Daily Responsive Instruction in the form of One-to-One Follow Up and Daily Modifications for 3-year-olds, children with special needs, and enrichment.

Small Group Options

Differentiate Phonics and Words to Know

Struggling Readers

Phonemic Awareness/Phonics

Letters Ss, The Sound /s/

I DO IT

- Show Picture Card with: Emphasize the /s/ sound.
- Tell children that sss begins with the /s/ sound.
- Write the word sss.
- Underline the s. The letter s stands for the /s/ sound at the beginning of sss.
- Repeat with Picture Card sandwich.

WE DO IT

- Give children copies of Letter Card Ss. Tell them to hold up their card when they hear a word that begins with /s/.
- Say the following word pairs: sack, part, sat, saw, seven, net. Help children discriminate the /s/ sound at the beginning of words.
- What letter stands for the /s/ sound? Ss.
- Use Daily Assessment if children need additional help.

YOU DO IT

- Children paper and markers to children.
- Have children draw pictures of things whose names begin with the /s/ sound.
- Help children label their pictures.
- Have them underline the letter s.

FORMATIVE ASSESSMENT

Corrective Feedback Work with children to correct errors, following the model below.

Phonics Error: A child does not discriminate the /s/ sound.

Correct: No error. Say the words. Then name the words that begin with the /s/ sound. Line up sss with /s/.

Model: as you write the word, what's the beginning sound in saw? /s/ The letter s stands for /s/. The words you hear at the beginning of saw, /s/ Now name the words that stand for /s/.

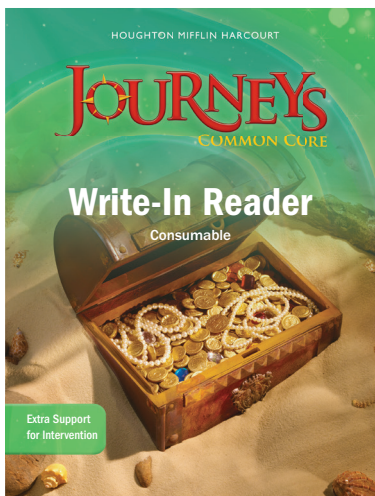
Check: Say the word you hear at the beginning of saw, /s/ Now name the words that stand for /s/.

Reinforce: Go back into pair and have children continue naming the word with /s/.

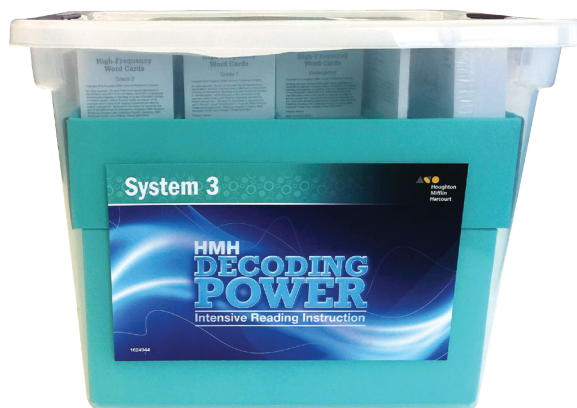
T456 • Unit 1 Lesson 5

Small Group Differentiation Lessons

Journeys provides evidence-based instruction and resources to address the needs of diverse learners, including daily formative assessment and small group differentiation lessons, integrated support for English Learners, and targeted Tier II and Tier III intervention.



Tier II



Tier III

4 CONTENT KNOWLEDGE

Each lesson in **Big Day for PreK** and **Journeys** uses rich literature and engaging informational texts to build children's knowledge of content-area topics.

Big Day for PreK learning experiences integrate all domains, including social-emotional development, oral language, literacy, mathematics, science, social studies, art, and physical development. **Big Day for PreK** curriculum is organized into eight engaging and child-friendly themes. As the year progresses, the themes broaden, and children begin to understand more about the world around them.

THEME	1 Ready for School!	2 My Family	3 Our Community	4 Awesome Animals!	5 Imagine It, Make It	6 Growing Up Healthy	7 Nature All Around Us	8 Moving On
SOCIAL-EMOTIONAL FOCUS	Cooperation	Kindness	Responsibility	Attention	Initiative	Self-Awareness	Curiosity	Persistence
KNOWLEDGE FOCUS	Children learn the expectations, routines, and behaviors of school.	Children learn about family members, family roles, and unique qualities of families.	Children learn about the role of community in their lives and the importance of good citizenship.	Children learn about science through the exploration of animals and animal life cycles.	Children learn how imagination and creativity shape our world.	Children learn about their bodies and how to take care of themselves.	Children learn about their environment by investigating characteristics of the natural world.	Children reflect on all the ways they have grown and changed during the year.
WEEK 1	BIG Ideas My School I am getting to know my school.	BIG Ideas Who's in My Family? I am an important part of my family.	BIG Ideas Places We Go I visit many places in my community.	BIG Ideas All Kinds of Animals I live in a world full of animals.	BIG Ideas Using My Imagination I can imagine all kinds of things.	BIG Ideas My Senses The five senses help me explore my world.	BIG Ideas How Do Plants Grow? I can plant a seed and watch how it grows.	BIG Ideas Going New Places I am ready to go to new places.
WEEK 2	BIG Ideas Making Friends I will make friends at school.	BIG Ideas We Take Care of Each Other I love my family and they love me.	BIG Ideas People We Meet The workers in my community help everyone.	BIG Ideas Animal Home Animals have a home just like me.	BIG Ideas Tools We Use I can use tools to create and build.	BIG Ideas Taking Care of Myself I know how to be healthy.	BIG Ideas What's in the Sky? I see how the sky is different during the day and at night.	BIG Ideas Trying New Things I feel comfortable trying new things.
WEEK 3	BIG Ideas Learning Together I work and play with my friends at school.	BIG Ideas Family Fun I share special times with my family.	BIG Ideas Things That Move Transportation is for doing jobs and getting around my community.	BIG Ideas Creepy, Crawly Insects I am very curious about bugs.	BIG Ideas Things We Build I can use different materials to make new things.	BIG Ideas Eating Well I eat healthy foods.	BIG Ideas Our Weather The weather affects what I wear and do each day.	BIG Ideas I Can Do It! I always try my best.
WEEK 4	BIG Ideas Getting Along I know how to share and I care about the feelings of others.	BIG Ideas All Kinds of Families Every family is unique.	BIG Ideas Going Green! I can make a difference.	BIG Ideas Animals Grow and Change Animals grow and change just like me.	BIG Ideas Art All Around Us I enjoy art that other people create.	BIG Ideas Staying Safe I know what to do to be safe.	BIG Ideas The Seasons I notice how the seasons change.	BIG Ideas We're Big Now! Look at what I can do now.

Texts in each **Journeys** lesson focus on a topic from science and social studies domains, developing children's content knowledge. Cross-Curricular Connection notes, Domain-Specific Vocabulary instruction, and Research and Media projects support this learning. Children can explore the FYI Site, an online resource for current, age-appropriate informational content aligned to each unit.

DOMAIN: Community

LESSON TOPIC: Jobs

Cross-Curricular Connection Remind children that rules and laws keep us safe and help us do the right thing. *Some people work at jobs that help people follow the rules. Can you think of a worker that helps people follow rules and laws? Sample responses: police officer, teacher, parent, baby-sitter Jobs also let people help others. Jobs help people to contribute to the community.* Discuss with children jobs that help people follow rules. Have them explain the purpose of laws in the community and how these laws are necessary to help keep everyone safe in the community.

Cross Curricular Connection

Whole Group

DAY 5

Extend the Topic

Domain-Specific Vocabulary

Introduce Words About the Topic: Remind children that the week's topic is Oceans and Waterways. Share the Words About the Topic in the left column with children. Explain that they can use these words when they talk about lakes, seas, or oceans. Read the meaning of each word aloud.

ENGLISH LANGUAGE SUPPORT: Use visuals to help children understand the meanings of the Words About the Topic. Show a picture of an iceberg. Say, "This huge piece of ice is an iceberg. It is like a floating mountain of ice. Use pictures and examples to help clarify the meanings of inlet, gulf, wave, and tide.

Interact with the Words: Help children become familiar with the words by responding to the following prompts.

- A big floating block of ice is called an **iceberg**.
- I like to visit the beach at low **tide**, so I can see more beach, rocks, and possibly **shells**.
- Waves** are a great place to go swimming, because the sand protects the water from too much wind. **Waves**.
- Waves** is a sport that people do using waves? **Sample answers: surfing, kite surfing, body surfing.**
- Which is bigger, a gulf or an inlet? For a hint, find the Gulf of Mexico on a map of the United States. A gulf is **bigger**.
- Have children work in small groups to create sentences using the words.

ENGLISH LANGUAGE SUPPORT: Guide children to interact with the words by having them respond to questions and prompts such as these: What are waves? Is a gulf a part of an ocean? How is an inlet like a gulf? How is it different from a gulf? Tell what you know about ocean waves and ocean life.

Domain-Specific Vocabulary

fyi

Grade K

Read On! Find a book about this topic!

Imagine It

Curious George: Curious About Transportation
Learn about transportation with Curious George!

Write a Poem
Have fun using your senses to think of words.

Shapes Geometry
Match all the shapes in the puzzle!

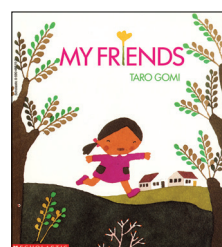
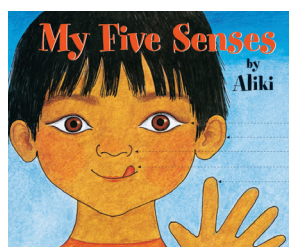
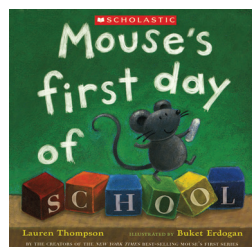
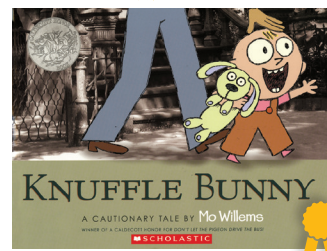
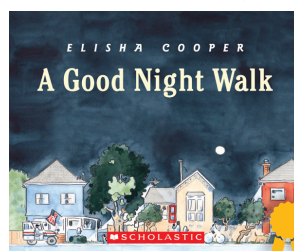
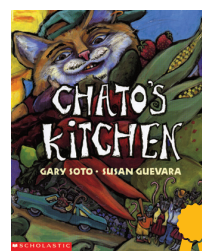
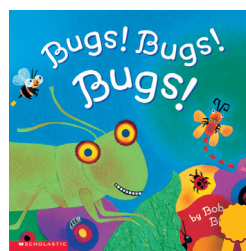
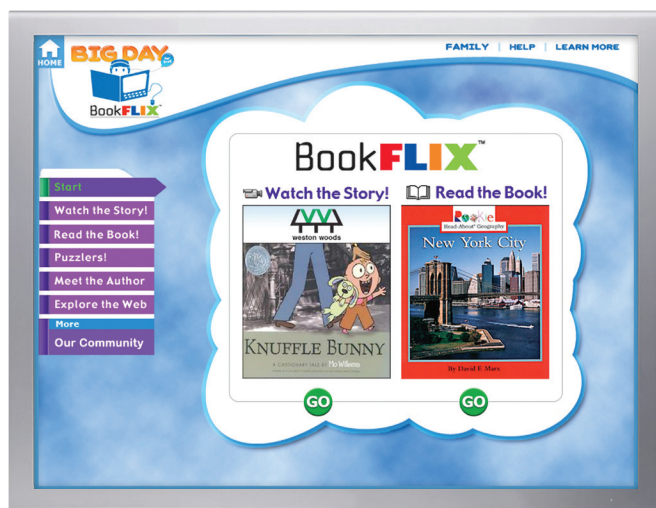
FYI Site

5 LITERATURE

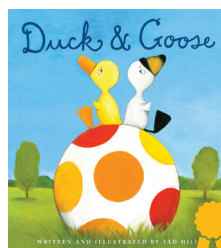
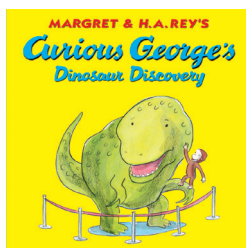
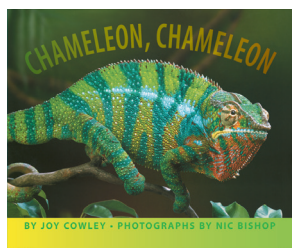
With **Big Day for PreK** and **Journeys**, children are surrounded by authentic, award-winning literary and informational texts that inspire curiosity and promote learning.

PreK children are surrounded by the best, authentic books in a variety of formats and genres in **Big Day for PreK**. Books are used throughout the program to introduce new vocabulary, springboard content-area learning, build reading enjoyment, and promote conversations.

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In **Journeys**, children are inspired by authentic, award-winning texts, including 32 Big Books and 30 Read Aloud Books at Kindergarten.

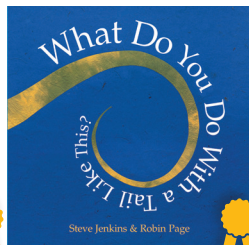
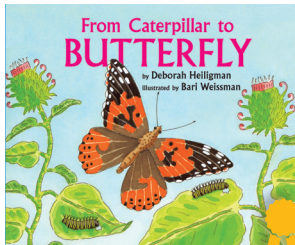


Genres

Literary Texts
Informational Texts
Realistic Fiction
Poetry
Fantasy
Fairy Tales
Fables

Formats

Big Books
Little Books
Alphabet Books
eBooks
Audiobooks
Read-Aloud Books
Downloadable Books



AWARD WINNERS



Make Learning Bigger



JOURNEYS

Every Reader

Empowered. Inspired. Confident.



To learn more about these programs,
please contact your HMH Account Executive.

Connect with us:



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