



TEXAS QUALITY REVIEW RESPONSE

Get Set for School® Pre-K Curriculum



Unique Multisensory Manipulatives

We would like to express our appreciation to the Texas Resource Review (TRR) for the review of the digital version of the Get Set for School Pre-K Program (GSS) by Learning Without Tears.

The TRR Qualitative Review recognized many of the strengths of the GSS program:

- High-quality texts across all content domains
- Repeated opportunities to practice social skills
- Support for developing vocabulary
- Direct instruction, modeling, and practice in alphabetic knowledge skills
- A variety of text types and genres
- Fine motor development through writing with a variety of tools and guidance
- Mathematics units with a logical continuum and manipulatives to support mathematical competencies
- Support for routine and systematic progress monitoring
- Guidance on fostering connections between home and school
- Appealing visual design of student and teacher materials

Engaging Apps



Pre-K Interactive Digital Teaching Tool



We would also like to thank the Texas Education Agency (TEA) for their review of GSS regarding the alignment to the Texas Pre-Kindergarten Guidelines (TPG), where **GSS was determined to meet 100 percent** and was approved by the State Board of Education for Pre-K curriculum adoption in the state of Texas.

Pub-lisher	Title	ISBN	I: Social & Emotional		II: Lang & Dev		III: Emergent Literacy Reading		IV: Emergent Literacy Writing		V: Math		VI: Science		VII: Social Studies		VIII: Fine Arts		IX: Physical Development		X: Tech Apps		Adop-tion Status
			St	T	St	T	St	T	St	T	St	T	St	T	St	T	St	T	St	T	St	T	
LWT	Get Set for School Complete Pre-K Program	9781 9505 7830 6	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Eligible For Adoption
LWT= Learning Without Tears; St= Student; T=Teacher; Source: Proclamation 2021 List of Instructional Materials Adopted (PDF)																							

Get Set for School® is a complete Pre-K program designed to prepare children for kindergarten in English and Spanish with integrated essential skills across content domains for connected and meaningful learning.

Integrated, Multisensory Activities In Each Lesson

Unit 3: Week 16: Day 2

Focus: Letter G and Number 6

Objective: Children find and match capital letters.

Grouping: Small group

Find & Identify Capital Letters

Multisensory Introduction: Sing the "Alphabet Song."

- Show children ABC Touch & Flip Cards letter G.
- Review G and its sound. G makes a /g/ sound in Gail, goat, gas, and goals. G makes a /j/ sound in George, gym, gentle, and giraffe.
- Put children in small groups. Give each child a cup with alphabet cereal (can substitute for other alphabet letters).
- Children search for letter G.

✓ **Check for Understanding:** Observe as children search. Are they able to find and separate the letter G from other letters?

Support/ELL: Give children less alphabet cereal. Find a G for them, so they can easily match.

Enrichment: Ask children to find other capital letters and sort into groups.

LANGUAGE & LITERACY

Materials:

- ABC Touch & Flip Cards (Vol. 1, p. 70)
- Tactile side: G
- Alphabet Cereal or Other Alphabet Letters
- Student App: Sound Around Letters G
- PreKITT Resources: "Alphabet Song"

We're Learning:

- Cooperate with peers, listen to/follow directions
- Recognize and name capital letters, recognize distinct letter sounds
- Position an object for use, placement, or release, notice and attach meaning to visual information

Vocabulary:

letter G, capital, name, letter, George, gym, gentle, giraffe, Gail, goat, gas

Theme: Community & Play

Objective: Children identify and describe a simple pattern.

Grouping: Small group

Describe a Simple Pattern

Multisensory Introduction: Review 6 with live teaching video: Number Story 6 and then have children select the page from I Know My Numbers Booklet 6

- Play "Pattern Dance." Children sing and move.
- Let's make a pattern. A pattern is something that repeats like this: green, purple, green, purple.
- Give each child one purple and one green Tag Bag. Place your green and purple Tag Bags on the table.
- Have children repeat the pattern one by one, adding green then purple to the row.
- Read the whole pattern when complete: GREEN, purple, GREEN, purple.

✓ **Check for Understanding:** Observe as children create a simple pattern. Can they repeat the pattern and extend it?

Support/ELL: Let children who do this activity easily take the first turn. It helps them to see others who go first.

Enrichment: Make another type of pattern (ABB, AABB, etc.) with Tag Bags.

NUMBERS & MATH

Materials:

- Tag Bags (Vol. 1, pp. 88-89)
- Purple and Green Tag Bags
- I Know My Numbers Booklet 6
- Flip Crayons
- Objects to Count Beginning with Letter G
- PreKITT Resources: "Pattern Dance"
- PreKITT Resources: Live Teaching Video, "Number Story 6"

We're Learning:

- Take turns, work with others to solve problems
- Identify and describe a pattern by telling the repeating unit, duplicate and extend patterns, match 1-1, verbally count 1-10
- Position an object for use, placement, or release

Vocabulary:

pattern, repeat, purple, green

Objective: Children roll lines and curves of dough to build capital letters.

Grouping: Small group

Learn G with Roll-A-Dough Letters

Multisensory Introduction: Sing "Down on Grandpa's Farm"

- Review G and its sound. Grandpa starts with G! Give each child a letter card and have dough for all to use.
- Show children how to roll a Big Curve and two Little Lines using dough. Show them step by step how to place the dough on the letter G card in tray. Say the directions: Big Curve, Little Line up, Little Line across.
- Remove G letter card from tray. Children build G in empty tray.

✓ **Check for Understanding:** Observe as children place their cards in the tray. Do they orient them correctly?

Support/ELL: Help children use flat hands to roll back and forth to form the lines.

Enrichment: Use the tray to trace letters in sand, shaving cream, pudding, or finger paint.

READINESS & WRITING

Materials:

- Roll-A-Dough Tray and Dough (1 per child)
- Letter Card: G
- PreKITT Resources: "Down on Grandpa's Farm"

We're Learning:

- Sequence, listen to/follow directions, attend to a simple task
- Recognize and name capital letters, recognize distinct letter sounds
- Position an object for use, placement, or release, use both sides of the body, use visual cues to guide reaching for, grasping, and moving objects, reach across midline to get an object from other side

Vocabulary:

letter G, roll, Big Line, Little Line, top, bottom, smiley face

Objective: Children learn about celebrations.

Grouping: Whole group, small group

Describe Jobs

Multisensory Introduction: Sing and move to "It's Pre-K!"

- Pre-K is a party! How did singing and dancing to that song make you feel?
- Did you know a job that you can have when you grow up is called a party planner. Party planners plan celebrations for people. Discuss celebrations enjoyed with family with items from home.
- We all have different types of celebrations we enjoy with family. Let's plan a THANK YOU party for the school office, custodial, and cafeteria staff.
- Discuss reasons to be thankful for the school staff. Have children decorate a thank you banner and pictures. Use the pictures as part of the invitations and have children help deliver them.

✓ **Check for Understanding:** Observe as children sing and move to "It's Pre-K!" Do they smile and enjoy the music and movement?

Support/ELL: Assist children with sharing what is sent by their parents.

Enrichment: Using "Isabel's Birthday" from the Line It Up Story Cards, have children create a similar celebration story with three parts.

SOCIAL STUDIES

Materials:

- Parent Note (ask parents to send details, pictures, etc. about their family's cultural celebrations)
- Thank You! Banner and Pictures to Color
- Flip Crayons
- PreKITT Resources: "It's Pre-K!"

We're Learning:

- Recognize, appreciate, and respect similarities and differences in people, perceive themselves as unique individuals, show care and concern for others, child expresses creativity in thinking and communication
- Describe local, state, and national cultural events, celebrations, and holidays

Vocabulary:

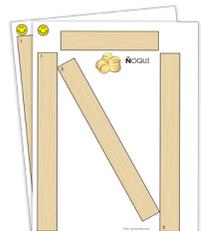
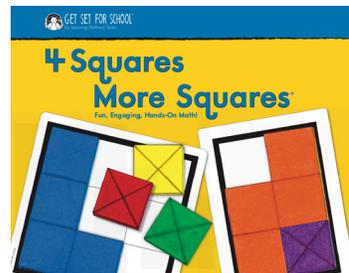
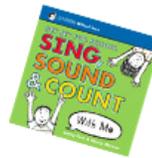
party, Pre-K, singing, dancing, party planner, celebrations, birthdays, family, plan

Children learn by doing. That's why Get Set for School® is structured around hands-on teaching strategies and manipulatives. It provides explicit, modeled instruction with multimodal-multisensory materials and creative lessons that enable children of different abilities to achieve. The curriculum is based on developmentally appropriate skills and content for 4-year-olds with child-friendly language and supplemental activities to meet preschool children at every level. Get Set for School provides teachers with the tools to teach critical social skills through modeling, practice, exploration, and discovery across all content domains.

SUPPORT FOR IMPLEMENTING GET SET FOR SCHOOL

The strength of GSS lies in its rich, hands-on curriculum and custom manipulatives created from years of experience and research on teaching children emergent reading and writing skills. GSS is a complete program with resources that can be used in any type of preschool setting and with any group of children, regardless of ability. GSS assumes children enter Pre-K with no prior knowledge to ensure all learning gaps are closed with progress through the curriculum, and teachers should be provided with a flexible resource and support them in making informed choices based on the needs of their students using various assessments, including but not limited to how students are grouped, and the level of ELL support or interventions they need and/or enrichment along with the various needs, schedules, and teaching models due to the pandemic.

The first volume of the GSS teacher's guide provides general modeling and scripting for teachers to provide a foundation of knowledge of best practices. The second volume is intentionally concise, with more limited scripting to give teachers more flexibility. There are appropriate supports for all teachers to ensure instruction can be delivered effectively.



CONTENT DOMAINS

Engaging Students with Emergent Reading and Writing

Get Set for School follows the prescribed target age group articulated in Texas Prekindergarten Guidelines, which outlines the expected outcomes for 4- and 5-year-olds by the end of Pre-K.

Because of the hands-on, multimodal approach of GSS, children not only build essential foundational skills but self-esteem, and self-concept skills through a truly scaffolded approach. This approach to letter formation is unique and intentional, as it has a strategic focus on the fine motor development of 4-year-old children. For example, we want to ensure that children start at the very beginning and build grip first before being asked to form any letters to prevent poor pencil grip later. Then, our sequential approach progresses to learning letter formation based on the GSS Readiness & Writing lessons. Each day, these lessons come after the letter of focus is introduced through language & literacy lessons that teach and reinforce skills in one of the five domains of phonological awareness, alphabet knowledge, concepts about print, comprehension, and writing as a process.

Building Language & Literacy Skills

Engaging with a variety of writing experiences as a process is embedded throughout the program through language & literacy lessons. GSS provides opportunities for children to draw in response to text read-alouds and to practice writing skills independently in Centers.

We know that Pre-K is a time for seeing how spoken words are written. The use of manipulatives accommodates learners from all language backgrounds and is developmentally appropriate for Pre-K. Manipulatives allow students to use their first language, activate prior knowledge, and develop new conceptual understandings and vocabulary. Using the Sound Around Box™, phonological awareness is taught and reinforced along with songs like "Syllable Sound-Off." Children involve their whole bodies in learning essential skills like phonemes, words, and sentences through the daily multimodal lessons.

In addition, using the Line It Up Story Cards, the Mat Man Book Set, and the Get Set for School Read-Aloud Library, children are not only participating in shared reading, they are also building print awareness, vocabulary and background knowledge, speaking and listening skills, and comprehension of text. Children also learn expressive and process writing as they participate in modeled, shared, and independent writing through activities across all learning areas. In addition, the read-aloud library includes bilingual texts for students to first build on their home language and Get Set for School provides explicit instruction for teachers to facilitate read-alouds.

Unit 4: Week 22: Day 2

Focus: letter R and Number 9

Objective: Children recognize and name capital letters.

Grouping: Whole group, small group

Identify Capital Letters

Multisensory Introduction: Sing and move to the "Rain Song."

1. Review **R** and its sound.
2. Build **R** on the Sound Around Box. **Let's look around our classroom and find things that begin with R.**
3. Have a child get the first item from somewhere in the classroom. **Look, we have a RED car. Red starts with R.**
4. Write **RED** on the side of the Sound Around Box. Point to the **R** in **RED**. **Red starts with R.**
5. Repeat steps two through four with more children.

✓ **Check for Understanding:** Observe as children participate. Can they find items that begin with **R**?

Support/ELL: Identify items in the classroom that begin with **R**. Hold up or point to each item as you say its name. Emphasize the letter sound at the beginning of each.

Enrichment: Use blank Word Cards to write words beginning with capital **R**. Have children point to the beginning letter and say its sound.



LANGUAGE & LITERACY

Materials:

- Sound Around Box (Vol. 1, pp. 48-49)
- Magnetic Pieces for Capitals
- Objects Beginning with Letter **R**
- Dry Erase Marker
- PreKITT Resources: "Rain Song"

We're Learning:

- ♥ Take turns
- ✎ Point to/name capital letters
- ✎ Move an object in one hand to position it for use

Vocabulary:

letter **R**, capital, red, things, classroom

Emergent Literacy—Reading:

- Speaking & Listening Skills
- Print Knowledge & Concepts
- Phonological Awareness
- Alphabet Knowledge
- Vocabulary Skills
- Shared Writing



Building Confidence Through Readiness & Writing

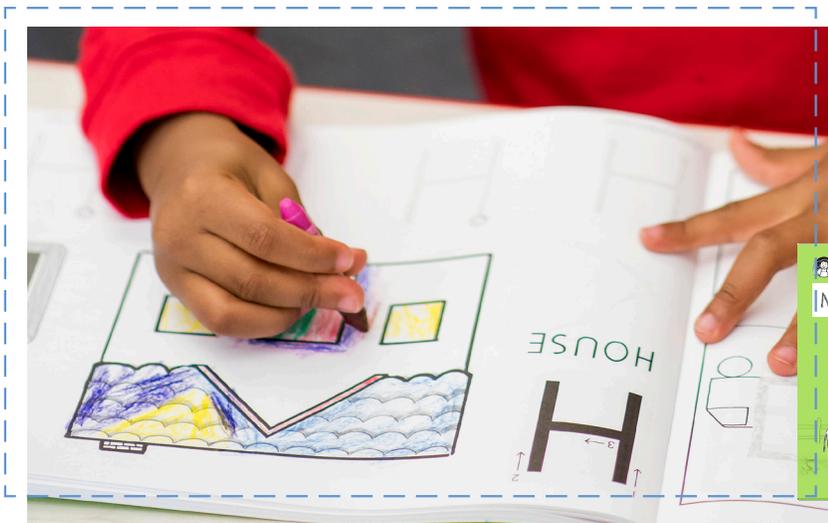
Emergent reading and writing lessons are integrated within each day of learning. Incorporated into Language & Literacy lessons is the letter of focus each day (and its sounds) which are connected to learning letter formation during each subsequent Readiness & Writing lessons. Children build fine motor skills by forming letters in correct sequence throughout the week with different manipulatives (e.g., Roll-A-Dough, Stamp and See Screen, Wet-Dry-Try with the Slate Chalkboard, etc.) every day before ever being asked to put them on paper. This builds a child's confidence. While learning letter formation, children experience more modeled writing from an adult, then independent writing when practicing the letters learned and learning to write their names using the Capital Practice Strips and those with the Magnetic Lowercase and Blackboard Set.

For more opportunities with writing, children participate in shared writing through the use of various graphic organizers and class lists, stories, etc. during Oral Language, Social Studies, Science, and Numbers & Math lessons.

For specific examples of shared writing experiences, see the following lessons: 1. Language & Literacy (Vol. 2, pp. 18, 384); 2. Language & Literacy, Enrichment (Vol. 2, p. 142); 3. Readiness & Writing, Enrichment (Vol. 2, p. 420); 4. Numbers & Math (Vol. 2, p. 173); 5. Numbers & Math, Enrichment (p. 227); 6. Science (Vol. 2, pp. 129, 253); 7. Social Studies (Vol. 2, p. 163); 8. Social Studies, Enrichment (Vol. 2, p. 187).

Emergent Literacy—Writing:

- Alphabet Knowledge
- Phonological Awareness
- Letter Formation
- Fine Motor & Gross Motor Physical Development



READINESS & WRITING

Objective: Children develop correct writing habits for writing their name.

Grouping: 1:1

Write Name using Wet-Dry-Try

1. As the child watches, write child's name in title case, with chalk on the Magnetic Lowercase & Blackboard Set.
2. Instruct child to trace each letter with wet sponge and then dry the letter with a small crumpled up paper towel.
3. Child continues until all letters are traced with wet and dry.
4. Finally, have child trace/write their entire name with chalk.

✓ **Check for Understanding:** Observe grip. Is the child holding the sponge and chalk correctly?

Support/ELL: Add additional tracing opportunities. Use wet finger to trace letters.

Enrichment: Have children write their name independently on the Blackboard or use the A Click Away Write Name in Title Case practice pages.



Materials:

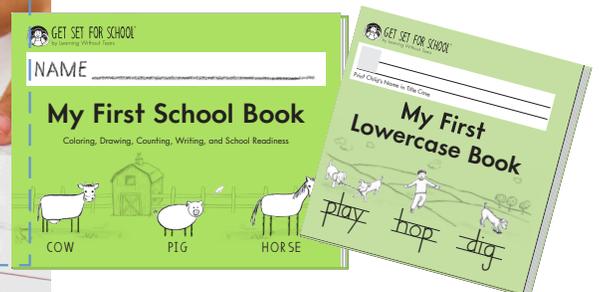
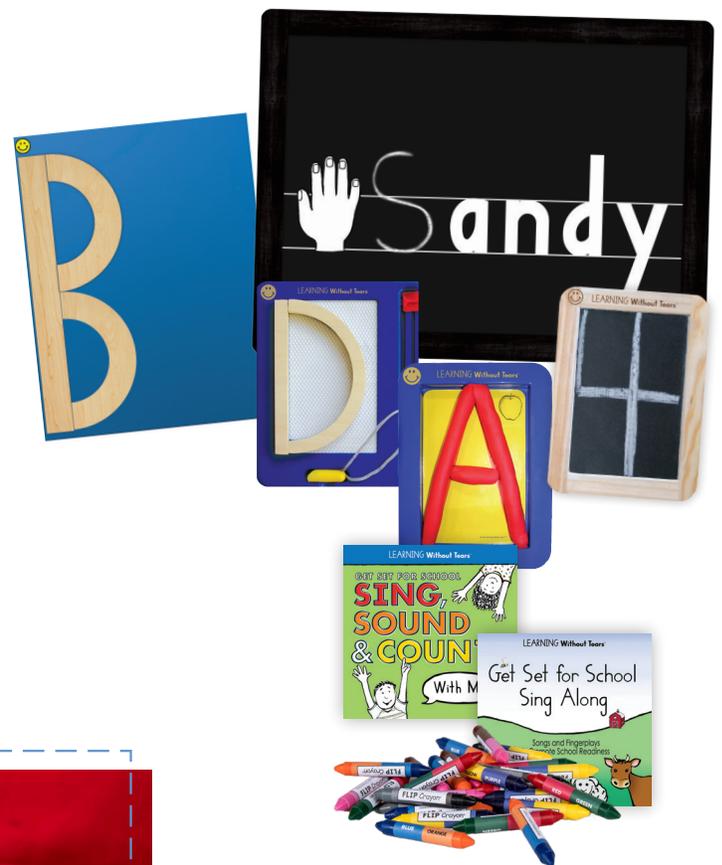
- Magnetic Lowercase & Blackboard Set (Vol. 1, pp. 76-77)
- Little Chalk Bits, Little Sponge Cubes, Cups of Water, Paper Towel Pieces
- PreK/IT Resources: Write Name in Title Case, Lowercase Letter Formation Chart

We're Learning:

- ☞ Recognize and name capital and lowercase letters, recognize distinct letter sounds
- ☞ Hold a tool with proper grip to write
- ☞ Trace correctly, step by step, develop fill-in coloring skills, color and draw creatively

Vocabulary:

name



Oral Language Skills are Built Each Day

Language-rich environments are so important during Pre-K as children are learning to understand and use language for multiple purposes and these skills are key to the development of reading and writing skills (Texas Pre-K Guidelines, 2015). The GSS Oral Language lessons, using Word Time™, boost children’s vocabulary, thinking, and speaking skills through a Look, Do, Say, Talk format. Children begin learning grammar through a consistent focus: verbs on Monday; adjectives on Wednesdays, and nouns with questions and answers on Fridays. The Word Cards reinforce print concepts with words and images connected directly to the lessons and class discussions to support language acquisition.



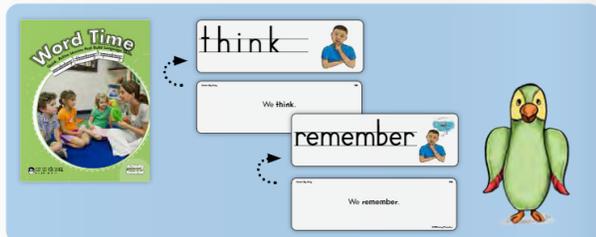
Language & Literacy Multisensory Activities

Oral Language with Word Time

Oral language lessons use Word Time, which is a fun and easy way to build strong vocabulary, promote print awareness, and develop grammar skills. Children learn words and their meanings, practice using them in sentences, and apply them in conversation.

The lessons follow six thematic units: Get Set for School, My Body, Community & Play, Earth, Machines, and Animals. Within the units, the Oral Language lessons are organized by days of the week and taught on Mondays, Wednesdays, and Fridays. Tuesdays and Thursdays do not use Word Time, but are for Science and Social Studies lessons that expand vocabulary through exploration while building background knowledge. Each weekly set of Oral Language lessons are designed to be given over three days.

- **Monday** is the day for action sentences. All the verbs are action verbs. Action verbs are those that children can experience physically. Children learn action verbs by acting them out.
- **Wednesday** is the day for describing sentences. Adjectives describe how something looks, feels, smells, sounds, or tastes. Sensory experiences bring adjectives to life. Children experience adjectives with their senses and learn to describe people, places, and things.
- **Friday** is the day for asking and answering questions. Friday questions use questions, such as, what, where, or who to ask about subjects. Children learn to answer the questions with complete sentences.



Set Includes:

- Activity Booklet
- Curriculum overview and sample lesson
- Squawker, the parrot puppet
 - Helps teach daily vocabulary including verbs, adjectives, and nouns

- 216 easy-to-read laminated Word Cards with illustrations on the front and the sentence from the lesson on the back
- Promote left-to-right visual tracking
- Numbered by lesson and labeled by unit so they are easy to find and file

Teacher-Led Activities (more information can be found in activity booklet)

- 1. Word Helper** – Use a word helper to assist with finding Squawker’s location at the beginning of the lesson, displaying the word cards and demonstrating the word meanings. Children love to rotate through this special job.
- 2. Opening** – At the beginning of the lessons, have children look for Squawker. Place him in different positions. Ask children, “Where is Squawker?” Have them answer in complete sentences, “Squawker is on the chair.” Start by having Squawker land on, behind, beside, under, or in front of a chair.
- 3. Lesson Plan** –

Look

Look at the Word Cards and make a connection for children between the words and the illustrations. Say each word, the letters in the word, and then repeat the word. Children repeat letters and words. Both words are always the same part of speech. Use the Word Cards to build additional skills, like identifying the initial sound of the word, the final sound, count the syllables, add a syllable, delete a syllable, separate a compound word into two words, etc.

Do

Doing an action or activity brings meaning to words. Everyone can understand and participate. In addition, include props to create concrete, multisensory experiences with the words.

Say

Help children say the two sentences for the lesson. Each sentence is complete and grammatically correct. Saying complete sentences aloud develops children’s speaking skills.

Talk

Squawker encourages children to talk more about the words introduced. Classroom talk time helps children make personal connections with the words.

- 4. Closing** – Sing “Letters, Words, and Sentences” together (to the tune of “Hickory, Dickory, Dock”).
Letters together make words. We learn new words each day. We put the words together and have a new sentence to say.

Tips

- **Read Aloud It:** Incorporate books from Books All Year and Book Connections to extend the understanding and vocabulary of subjects from the Oral Language, Science, and Social Studies lessons.
- **Act It Out:** When teaching action verbs (e.g., walk, skip), have children act out the word to expand gross motor skills.
- **Class Word Book:** Keep a list of words for review. Make a page for each word. Children can add illustrations.
- **Stretch It:** When deeply exploring a subject (e.g., animals), teachers will find that children are able to learn more challenging vocabulary.
- Go to A Click Away to download the Word Time Letter Home and Cutouts for Squawker.



Numbers & Math, Science, and Social Studies

The multimodal approach continues with learning numbers and math concepts. Tag bags offer opportunities for classification and sorting and build fine motor skills through the fasteners, as well as being used for non-standard units of measure. The 4 Squares More Squares activity is designed to help children as they learn puzzle skills like slide flip, and turn, spatial relationships, and problem-solving skills.

Multimodal Instruction—Math, Science, & Social Studies:

- Math Skills: Classifying, Patterns, Measurements
- Science: Observations, Investigations
- Social Studies: Geography Exploration



Get Set for School integrates children’s literature throughout the curriculum. In the following graph (second column), we list the learning area and location each book is associated with.

Get Set for School Read-Aloud Library				Get Set for School Read-Aloud Library			
Book Title	Vol. 2 Lesson Page	Genre	Skills Focus	Book Title	Vol. 2 Lesson Page	Genre	Skills Focus
<i>The Doorbell Rang</i> by Pat Hutchins	Numbers & Math, p. 13	Fiction	Counting, Friends	<i>Oh, The Things You Can Do That Are Good for You: All About Staying Healthy</i> by Tish Rabe	Science, p. 227	Fiction	Classifying, Self-Care, Self-Discipline, Health
<i>Each Kindness</i> by Jane Addams	Social Studies, Enrichment, p. 15	Fiction	Anti-Bullying, Empathy	<i>One Duck Stuck: A Mucky Ducky Counting Book</i> by Phyllis Root	Language & Literacy, p. 236	Realistic Fiction	Letter D, Counting, Animals, Rhyming
<i>My Five Senses</i> by Ailiki	Science, p. 39	Nonfiction	Senses, Explore Sounds	<i>Little Raindrop</i> by Igloo Books	Social Studies, p. 237	Fiction	Water Cycle, Nature, STEAM
<i>Maria Had a Little Lamb</i> by Maria Tenia	Language & Literacy, p. 76	Fiction	Letter L, Rhyming, Bilingual	<i>If You Give a Pig a Pancake</i> by Laura Numeroff	Language & Literacy, p. 246	Fiction	Letter P, Compound Words, Chain Reactions, Social Engagement, Communication
<i>Waiting Is Not Easy!</i> by Mo Willems	Language & Literacy, p. 100	Fiction	Letter E, Patience, Waiting, Relationship Building, Surprise	<i>The Tiny Seed</i> by Eric Carle	Science, p. 249	Fiction	Occupations, Nature, Seasons
<i>The Little House</i> by Virginia Lee Burton	Language & Literacy, p. 114	Fiction	Perspective Taking	<i>Not for Me, Please! I Choose to Act Green</i> by Maria Godsey	Social Studies, p. 273	Realistic Fiction	Occupations, Care for Environment, Climate, Recycling
<i>Los Tres Osos – The Three Bears</i> by Margaret Hillert	Numbers & Math, p. 131	Fiction, Fairy Tale	Order By Size, Counting, Analyzing Situations	<i>Why Should I Recycle?</i> by Jen Green	Science, p. 277	Informational	Environmental Awareness, Responsibility, Recycling, Communication, Solving Problems
<i>Curious George Goes to a Costume Party</i> by Margret Rey and H A Rey	Social Studies, p. 163	Fiction	Letter C, Number 5, Dramatic Play, Holiday, Tradition	<i>I Get Wet!</i> by Vicki Cobb	Science, p. 289	Nonfiction	Predictions, Weather, Properties of Water
<i>Pete the Cat: My Four Groovy Buttons</i> by Eric Litwin	Language & Literacy, p. 164	Fiction	Problem-Solving, Counting	<i>Good Night Planes</i> by Adam Gamble	Social Studies, p. 297	Realistic Fiction	Occupations, Flight, Exploring, Appreciating Diversity
<i>Olivia</i> by Ian Falconer	Language & Literacy, p. 174	Fiction, Fantasy	Letter O, Analyzing Situations	<i>National Geographic Readers: Planes</i> by Amy Shields	Science, p. 301	Nonfiction	Letter A, Experimentation, Senses, Transportation, Order by Size
<i>Crossing Guards (People in My Community)</i> by Joann Early Macken	Social Studies, p. 175	Nonfiction	Stop/Go, Ethical Responsibility, Respect for Others, Recognize Community Helpers	<i>The Cloud Book</i> by Tomie de Paola	Oral Language, Support/ELL, p. 303	Nonfiction	Clouds, Shapes, Animals
<i>The Tortoise and the Hare</i> by Janet Stevens	Language & Literacy, p. 184	Fiction, Fable	Letter Q, Perspective-Taking, Self-Motivation, Accurate Self-Perception, Opposites	<i>Favorite Book of Nursery Rhymes</i> by Scott Gustafson	Language & Literacy, p. 316	Fiction, Fairy Tales	Rhyming, Counting, Animals, Social Engagement, Respect for Others, Relationship Building, Problem-Solving
<i>The Gingerbread Man</i> by Catherine McCafferty	Numbers & Math, p. 187	Fiction	Letter G, Whole/Half, Identifying Emotions, Communication, Social Engagement	<i>Bilingual Tales: Los tres cerditos / The Three Little Pigs</i>	Science, p. 323	Fiction, Fairy Tales	Letter N, Natural, Analyzing Situations, Solving Problems
<i>The Recess Queen</i> by Alexis O’Neill	Social Studies, p. 187	Realistic Fiction	Letter Q, Anti-Bullying, Communication, Relationship-Building, Problem-Solving	<i>The Fat Cat Sat on the Mat</i> by Nurit Karlin	Language & Literacy, p. 384	Fiction	Rhyming, Animals, Communication
<i>About Pets</i> by Sindy McKay	Social Studies, p. 191	Nonfiction	Classification, Responsible Decision-Making, Relationship Skills, Dramatic Play	<i>Actual Size</i> by Steve Jenkins	Science, p. 389	Nonfiction	Animals, Size Comparisons, Labeling
<i>Chefs and What They Do</i> by Liesbet Slegers	Social Studies, p. 223	Nonfiction	Occupations, Appreciating Diversity, Social Engagement	<i>Gratitude Soap</i> by Olivia Rosewood	Readiness & Writing, Enrichment (replace Fox and Goat), pg. 400	Fiction	Reflecting, Empathy, Respect for Others, Identifying Emotions
<i>Look! A Starfish!</i> by Tessa Kenan	Language & Literacy, p. 224	Informational	Letter J, Jellyfish, Ocean Animals, Habitats	<i>Señorita Mariposa – Bilingual Tale</i> by Ben Gundersheimer	Language & Literacy (replace Goldilocks and the Three Bears), p. 434	Informational	Letter B, Monarch Butterfly Migration, Rhyming, Butterfly Life Cycle
				<i>Rainbow Fish</i> by Marcus Pfister	Language & Literacy, p. 442	Fiction	Letter F, Upper/Lowcase Letters, Social Engagement, Identifying Emotions, Reflecting
				<i>It’s Mine</i> by Leo Lionni	Language & Literacy, p. 442	Fiction	Letter F, Upper/Lowcase Letters, Reflecting, Communication, Relationship-Building, Analyzing Situations

Discovering the World Through Science and Social Studies

Children build scientific thinking through discovery experiments, investigating activities, and inquiry-based instruction and exploration. Children have authentic opportunities to develop their observation, questioning, and communication skills as they explore their environment using a variety of scientific tools and through literature in the Get Set for School Read-Aloud Library, many of which can be found in existing classroom libraries. The GSS Social Studies lessons allow children to build knowledge of themselves, their families, and their communities.

Coming 2021!

- **GSS Dual Language/ Bilingual Classroom Kit** with Read-Aloud Library
- **Digital Support** for the Hearing Impaired
- **Synchronous & Asynchronous Professional Development Options** Ex. Live, in-person or virtual synchronous introduction to the curriculum with ongoing, asynchronous sessions
 - **Sample of a few GSS Asynchronous Sessions:**
 - *Maximize Student Learning Potential using their Home Language*
 - *Making Pre-K Read-Alouds Dynamic Learning Opportunities*
 - *Cognates, Digraphs, and Language Support: Strategies to Maximize Learning for Spanish –Speaking Students*
 - *Positive Classroom Management Strategies To Facilitate Joyful Learning*
 - *Teachable Moments and Social-Emotional Learning*



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