

# Teacher lesson plans

## Use with My Learning Book

This original teaching sequence supplies lesson models, pupil materials, supported practice, expected reasoning, extensions, and fresh checks. Use the syllabus and domain guides at [arcomm.dev/human/docs/tk-syllabus](https://arcomm.dev/human/docs/tk-syllabus) for the full-year scope, sources, and assessment framework.

Teach from prerequisites. Keep literacy, mathematics, play, relationships, movement, science, and arts active together. A lesson is a repeatable teaching sequence, not a required single sitting. Adapt the timetable to the school calendar and observed learning.

### Adult preparation

Print the selected pupil pages at actual size, single-sided when they will be cut apart. Prepare cards, counters, and shapes. Supply pencils or accessible tools, paper, and ordinary classroom objects named in the lesson. Hands-on experiences need an adult and real materials; a website cannot supply water, space, or supervision. No paid curriculum, proprietary reader, app, or home purchase is required for the supplied lessons.

### Evidence and ambition

Record independent work separately from prompted, copied, or adult-scribed work. Revisit ideas in unfamiliar contexts and later occasions. Advanced sentence writing and kindergarten operations are explicit destinations for ready children. No completion rule in this pack establishes a 99th percentile. A percentile needs an appropriate named normed assessment and valid administration; see the assessment guide.

### Source and edition

First edition: September 2026. California PTKLF supplies all nine domain foundations; IES practice guides inform language, reading, and mathematics instruction. Kindergarten standards supply the stated advanced ranges. International frameworks inform context, not outcome claims. Original classroom materials may be copied and adapted for education with attribution to Arcomm. External sources retain their own terms.

# Tell the story

Pupil book: page 2. See the materials index for reusable pages.

## Goal

Retell connected events and explain a character's choice.

## Before teaching

Can attend to a short shared story using a preferred communication mode.

## Prepare

Story and drawing page; pencil or crayons.

## Model

Read The Spilled Water aloud. Explain spilled (left its container), damp (a little wet), and compare (look for what is the same or different). Model: "Mina wanted to help the plant. I know because she brought water." Point to evidence in the text.

## Guide, then apply

Reread with children acting or gesturing. Ask what happened first, what changed, and how the children solved the problem. Invite a retelling using the drawing boxes. Discuss why Jo chose the cloth instead of the block.

## Interpret the response

A useful retelling connects the spill, the comparison, and the cloth. Accept varied wording. If events are disconnected, revisit the text and model a causal link. "The cloth helped" needs an explanation of what it did.

## Support

Read a shorter section, use gesture or home language, and let an adult record the child's words. Explain vocabulary before asking for an inference.

## Extend when ready

Change the available materials and ask the child to justify a different solution. Compare how each character helped.

## Fresh check

Tell: "Lee's paper blew off the table. Lee put a block on a new sheet." Ask why the block helped and what might happen with a very light leaf instead. Look for an explanation connected to the situation.

# Hear the sounds

Pupil book: page 3. See the materials index for reusable pages.

## Goal

Blend and separate speech sounds before attaching print.

## Before teaching

Can recognize the spoken example words; teach their meanings first.

## Prepare

Sound boxes and paper counters; no letters for the first demonstration.

## Model

Say sun normally, then /s/ /u/ /n/, using the short vowel in sun. Move a counter for each sound, then sweep beneath them while saying sun. Keep consonants crisp; avoid adding "uh."

## Guide, then apply

Blend adult-spoken sounds in map, sit, and dog. Then invite children to segment familiar words into the boxes. Contrast the first sounds in sun and map. Use oral rhyme and syllable play alongside this phoneme work, not as a compulsory gate.

## Interpret the response

Sun, map, sit, and dog each have three phonemes in the intended examples. If the child counts letters or adds a vowel after a consonant, return to listening and oral modeling. Dialect differences are language differences, not automatic errors.

## Support

Begin with initial-sound matching or adult blending. Use known home-language words with a speaker who can model their sounds accurately.

## Extend when ready

Change /m/ in map to /t/ and blend tap. Explain that changing a sound changes the word.

## Fresh check

Use unfamiliar practice examples lip and net after confirming their meanings. Ask the child to blend then segment without copying the earlier counter movements.

# Match letters and sounds

Pupil book: page 4. See the materials index for reusable pages.

## Goal

Connect taught upper- and lowercase letters to frequent sound values.

## Before teaching

Can hear a target sound in familiar speech with support.

## Prepare

Alphabet reference and cut-apart letter cards from the pupil book.

## Model

Use the sample sequence s, a, t, m, i, p, n; then c, o, d, g, e; then r, h, b, f, l, u; then j, v, w, y, z, k, q, x. These groups are an original planning choice, not a pace requirement. For each letter, say its name, model its frequent sound in the reference word, connect both cases, and demonstrate formation.

## Guide, then apply

Introduce new correspondences as observation permits, review previously taught ones in mixed order, find the sound in a spoken word, and select the matching card. Integrate each usable correspondence into blending and writing. Teach c as /k/ in cat and g as /g/ in gum initially; later explain that letters can represent other sounds.

## Interpret the response

The reference words specify the initial teaching values. x in box represents /k/ /s/; q is usually taught with u as /k/ /w/ in quit, not as an isolated single sound. Do not claim English has one sound per letter. A letter-name response is useful but does not show its sound value.

## Support

Use a familiar name, a tactile or enlarged letter, and a smaller selection. Accept pointing or eye gaze to separate recognition from speech production.

## Extend when ready

Find the same letter in different readable print styles and discuss a word where its sound differs. This is extension, not a prerequisite for CVC reading.

## Fresh check

Mix taught cards in a new order. Ask for names, sounds, and a chosen letter for a spoken sound without the anchor picture. Record each correspondence separately.

# Build and read words

Pupil book: page 5. See the materials index for reusable pages.

## Goal

Blend taught sound-spellings and encode simple CVC words.

## Before teaching

Knows the sound values used in the selected words; can blend orally with support.

## Prepare

Letter cards, word cards, and sound boxes.

## Model

Build sat. Point to s, a, t and voice the sounds, then blend smoothly into sat. Explain the word in a sentence. Change s to m, read mat, and identify what changed. Say map, segment it, select m-a-p, then read it back.

## Guide, then apply

Use cumulative banks in the pupil book only after their spellings have been taught. Alternate reading a built word and building a spoken word. Include words in mixed order rather than a predictable ladder alone.

## Interpret the response

Correct reading includes the whole word, not only isolated sounds. For a guessed word, cover unrelated pictures, point to each grapheme, blend, and check meaning. For encoding, locate the missing sound and rebuild; do not demand memorized whole-word shapes.

## Support

Use continuous consonants where helpful, reduce the card selection, and model continuous blending. Separate articulation differences from decoding knowledge.

## Extend when ready

Change an initial, final, or vowel sound and explain the resulting word. Move to the next spelling pattern only after teaching it explicitly.

## Fresh check

After all its letters are taught, ask the child to read rim and build dug from speech. Do not rehearse these probe words immediately beforehand.

# Read and understand

Pupil book: page 6. See the materials index for reusable pages.

## Goal

Read original connected text using taught spellings and explain meaning.

## Before teaching

Can blend the letters used in the selected reader; understands its vocabulary.

## Prepare

Original readers in the pupil book; no purchased reader is required for these lessons.

## Model

Select Sam and Tim after s, a, m, t, i, e are known. Explain names and met orally. Model pointing beneath words left to right and pausing at a period. Decode a word, then reread the sentence with meaning.

## Guide, then apply

The child reads with help as needed, acts out who sat and who met whom, and draws a matching scene. Use The Red Hen after its additional letters are secure. Adults read titles and instructions if their spellings are not taught.

## Interpret the response

A correct explanation matches the sentence. If decoding is accurate but meaning is unclear, discuss vocabulary and reenact. If the child recites without tracking new print, rearrange the sentences and model decoding again.

## Support

Read alternate sentences together and provide explicit sound help. Record that support; rereading a memorized text alone does not establish independent reading.

## Extend when ready

Read the fresh sentence in the check, explain it, and compose another decodable sentence with the known words.

## Fresh check

With s, a, m, t, i, e, p, n taught, show "Tim met Sam." and "Sam sat." in a new order. Ask who did what. Later use "A pig hid." only after its spellings and the word A have been taught.

# Make letters for a message

Pupil book: page 7. See the materials index for reusable pages.

## Goal

Form useful letter shapes and connect writing to a purpose.

## Before teaching

Can make intentional marks with an accessible tool.

## Prepare

Alphabet reference, handwriting lines, pencil or adapted writing tool.

## Model

Choose a meaningful taught letter. Model its start, direction, and finish in the school's print style while the child watches. Say its name and sound. Show the capital and lowercase form. Use a large movement, then a paper-sized movement.

## Guide, then apply

The child forms the letter with a model, then tries from memory when ready. Apply it in a name, label, or a taught word. Use the same cycle with the remaining taught letters; do not require completing the alphabet before writing meaningful words.

## Interpret the response

Look for a recognizable form and purposeful motor sequence. If orientation or shape is unstable, return to a larger model and a useful cue. Do not score neatness as language ability or treat a reversal alone as a diagnosis.

## Support

Adjust paper, grip, size, posture, or input method. An adult can scribe composition while the child practices a manageable motor goal separately.

## Extend when ready

Write a taught word from speech and check each letter against its sound and shape. Make a useful label for the classroom.

## Fresh check

Ask for a recently learned letter without the model, then use it in a new meaningful label. Record independent formation separately from adult-scribed language.

# Say a complete idea

Pupil book: page 8. See the materials index for reusable pages.

## Goal

Compose and expand a complete spoken sentence.

## Before teaching

Can communicate a person, object, or action using speech, sign, or AAC.

## Prepare

Scene drawing page; classroom objects or actions.

## Model

Act out a toy cat sitting. Say "The cat sits." Contrast "The cat" as a fragment that leaves the listener waiting for what happened. Add a useful detail: "The cat sits on a mat." Model changing the detail while keeping the idea coherent.

## Guide, then apply

Children act, draw, or choose a familiar scene, name who or what it is about, and say what happens. A partner repeats the message and asks for a useful detail. Do not demand one rigid word order across languages.

## Interpret the response

Accept any complete, sensible idea in the language being used. "The cat sits" is an example, not the required answer. If a child lists nouns, model linking an actor and action, then let the child choose their own content.

## Support

Offer actor/action choices and model in the child's strongest language. Use AAC or an adult recast while preserving the intended meaning.

## Extend when ready

Add where, how, or why when it improves meaning. Compare two sentences and explain which helps the listener imagine the event.

## Fresh check

Use a new action such as a puppet dropping a cup. Invite a complete idea and then an added detail without giving the child a sentence to copy.

# Write your own sentence

Pupil book: page 9. See the materials index for reusable pages.

## Goal

Write a self-composed sentence with readable words, spacing, and emerging conventions.

## Before teaching

Can compose a complete idea and encode some taught sounds; motor access is arranged.

## Prepare

Sentence page, alphabet reference, word cards, pencil.

## Model

Say "Sam sat." Model holding the idea in mind, saying each word, segmenting its sounds, writing letters, leaving a space, using a capital at the start, and placing a period at the end. Read back while pointing. Explain that the sentence tells a reader an idea.

## Guide, then apply

Child chooses a real idea from a drawing or experience, says it, then writes it. Use taught spellings and plausible sound-based attempts for untaught words. Supply a needed conventional spelling during teaching and explain the support. The child reads the sentence back and checks that it says the intended idea.

## Interpret the response

Assess meaning, sound representation, spacing, and conventions separately. "I lik mi dog." can show a complete idea and useful encoding while identifying spellings to teach. An adult-scribed sentence shows composition but not independent handwriting or spelling.

## Support

Separate oral composition from motor work, provide a letter bank, or let the child dictate before writing a manageable part. Record exactly what the adult supplied.

## Extend when ready

Write a connected sentence that adds information, gives a reason, or recounts what happened next. Select challenge by meaning and current spelling knowledge, not required sentence length.

## Fresh check

Offer a different experience or picture. Ask the child to compose and write without a sentence model. Save the exact work, read-back, and assistance. A copied sentence does not meet this check.

# Help your reader

Pupil book: page 10. See the materials index for reusable pages.

## **Goal**

Revise meaning and check emerging sentence conventions.

## **Before teaching**

Has a self-composed sentence to revisit.

## **Prepare**

Pupil editing page and earlier writing.

## **Model**

Write "sam sat" as an adult example. Read it aloud, preserve its meaning, and model the conventional form "Sam sat." Name the capital and period. Show how "Sam sat on a mat." adds information rather than only correcting marks.

## **Guide, then apply**

Child reads their own sentence aloud, checks whether a reader can understand it, notices word spaces, initial capital and end punctuation, then chooses a useful revision. Teach only the conventions relevant to the child's current work; preserve the original sample.

## **Interpret the response**

The example edit is Sam sat. Other pupil revisions depend on the intended message. Do not replace the child's idea with an adult's preferred sentence. Invented spellings call for specific sound-spelling instruction, not wholesale erasure.

## **Support**

Read the child's words aloud exactly as written, offer a choice of possible punctuation, or focus on a single relevant feature as a teaching step.

## **Extend when ready**

Change an imprecise word or add a reason, then explain how the revision helps a reader. Compare before and after.

## **Fresh check**

Use a new adult example, "tim ran", after its words are readable. Ask what would help a reader, then see whether the child applies the idea to their own later writing.

# Count and show how many

Pupil book: page 11. See the materials index for reusable pages.

## Goal

Count with one-to-one correspondence and use the last count word as the total.

## Before teaching

Can attend to a small collection and use an accessible counting response.

## Prepare

Paper counters, numeral cards, count mats.

## Model

Move a counter for each spoken count word. After counting, say the total without restarting. Rearrange the same collection and explain that none was added or removed. Show zero with an empty mat.

## Guide, then apply

Count collections in the pupil book, build a requested set, attach its numeral, and rearrange. Begin with a range the child can represent. The optional kindergarten pages use arranged collections to 20 and scattered collections to 10 under K.CC.5.

## Interpret the response

The printed collections contain 3, 5, and 4. Count words alone do not prove correspondence. If objects are skipped or counted twice, organize a counted and uncounted space. Check numeral recognition separately from quantity.

## Support

Use touchable large pieces, a pointing partner following the child's direction, or a smaller visible collection.

## Extend when ready

Build a requested collection from 1-20 and explain why rearrangement preserves the quantity. The range is from K.CC.5, not a TK gate.

## Fresh check

Ask for a new collection within the child's taught range, spread it differently, and ask whether its quantity changed. Look for both construction and explanation.

# Compare collections

Pupil book: page 12. See the materials index for reusable pages.

## Goal

Determine more, fewer, or equal using matching or counting.

## Before teaching

Can count or match the selected quantities.

## Prepare

Counters and comparison mats.

## Model

Make sets of 3 and 5, one spread wide and one close together. Pair one item from each. Explain that the unpaired items show which has more, regardless of the row's length.

## Guide, then apply

Compare the pictured groups, then build different groups and rearrange them. Invite both matching and counting explanations. Ask how to make a pair of unequal collections equal.

## Interpret the response

On the pupil page, 5 is more than 3; 4 and 4 are equal. If the child uses physical length alone, match items and change spacing while preserving number.

## Support

Use movable pieces and aligned pairs. Teach the words more, fewer, and equal through action and home-language equivalents.

## Extend when ready

Find how many must be added or removed to make the collections equal, and explain why.

## Fresh check

Compare a widely spaced set of 4 with a close set of 6 after both quantities are taught. Ask the child to prove the comparison.

# Put parts together

Pupil book: page 13. See the materials index for reusable pages.

## Goal

Represent parts and a whole and connect joining to addition.

## Before teaching

Can count the selected collections and recognize that the last count word gives the total.

## Prepare

Part-part-whole mat and counters.

## Model

Place 2 counters in one part and 1 in the other. Move them into the whole: 3. Say "Two and one make three." Connect the action to  $2 + 1 = 3$ . Explain equals as the same amount, not a signal meaning "write an answer."

## Guide, then apply

Model the pupil stories with counters and drawings before writing equations. Separate the same whole into different parts. Include an empty part after zero is understood.

## Interpret the response

Practice results:  $2 + 1 = 3$ ;  $3 + 2 = 5$ ;  $4 + 0 = 4$ . If the child counts a moved counter again in both part and whole, physically separate the phases and recount the whole once.

## Support

Use concrete action and spoken explanation without requiring equation writing. Point to each part and its role.

## Extend when ready

Find different decompositions of a whole and explain what remains constant. Move toward K.OA.2 word problems within 10 when the smaller examples are understood.

## Fresh check

Tell "There are 1 red cup and 3 blue cups. How many cups?" Ask for a model and explanation using a different arrangement.

# Take away and explain

Pupil book: page 14. See the materials index for reusable pages.

## Goal

Represent subtraction and connect start, change, and result to an equation.

## Before teaching

Can count the start set and recognize its total; understands the story vocabulary.

## Prepare

Counters and subtraction mat.

## Model

Place 5 counters: "Five birds are here." Move 2 off the mat: "Two fly away." Count the 3 remaining. Write  $5 - 2 = 3$  and point to the start, removed part, and result. Explain that the minus sign records taking away in this story.

## Guide, then apply

Act, draw, and explain the pupil stories. Cross out or move only the removed objects; keep enough of the record to show the starting set. Include removing none and removing all. Use mental relationships after concrete understanding, not as a replacement for it.

## Interpret the response

Practice results:  $4 - 1 = 3$ ;  $5 - 3 = 2$ ;  $3 - 0 = 3$ ;  $2 - 2 = 0$ . If the child counts removed objects as the result, label "left here" and "went away," then retell the story.

## Support

Use a smaller understood start set, gesture, or an adult scribe. Let the child direct the physical action. Record representation independently from numeral writing.

## Extend when ready

Use the pupil kindergarten stories within 10 under K.OA.2. Develop fluent facts within 5 under K.OA.5 through understood relationships. Neither is a required TK percentile cutoff.

## Fresh check

Tell "Four toy cars were parked. Two drove away." Ask how many remain, request a new model, and ask where each equation number appears in the story. Later change context and starting quantity.

# Find the hidden part

Pupil book: page 15. See the materials index for reusable pages.

## Goal

Reason about a missing part of a known whole.

## Before teaching

Can represent joining and taking away with the selected quantities.

## Prepare

Counters, part mat, folded paper cover.

## Model

Show 5 counters, cover 2, and leave 3 visible. Ask what must be hidden and why. Uncover to check. Connect  $3 + 2 = 5$  and  $5 - 3 = 2$  without requiring formal algebra.

## Guide, then apply

Use different splits of a known whole, letting the child both hide and solve. Ask what information a partner needs. Record visible, hidden, and whole with drawings or numbers.

## Interpret the response

For the pupil examples, whole 5 with 3 visible has 2 hidden; whole 4 with 1 visible has 3 hidden. If the whole is forgotten, show it again and use a fixed whole card.

## Support

Use a smaller whole, leave outlines of the starting collection, or let the child physically remove the visible part from a matching set.

## Extend when ready

Explain a missing-change story: some counters leave and a known number remain. Compare more than one possible story for the same relationship.

## Fresh check

Show a whole of 4, cover 2, and ask how the child knows what is hidden without lifting the cover first. Listen for a relationship, not just a guess.

# Build with shapes

Pupil book: page 16. See the materials index for reusable pages.

## Goal

Describe, sort, and compose shapes by attributes.

## Before teaching

Can notice and communicate a visible feature.

## Prepare

Cut-apart shape pieces and build page; adult prepares pieces if needed.

## Model

Rotate a triangle and explain that its orientation changed while its straight sides and corners did not. Compare a triangle, square, rectangle, and circle. Explain that a square is a special rectangle with equal sides.

## Guide, then apply

Sort by an explicit property, build a new figure from pieces, and ask a partner to reproduce it from a description. Use different sizes and orientations. Distinguish a flat shape drawing from a solid object.

## Interpret the response

A triangle keeps three straight sides when rotated. Accept justified alternative sorts. If the child names by orientation or familiar object only, compare boundary features directly.

## Support

Offer large or tactile pieces, allow pointing, and model spatial words while acting them out.

## Extend when ready

Find different ways to compose the same outline and explain how the parts fit. Compare classroom solid objects by their surfaces and ability to roll or stack.

## Fresh check

Show a long thin triangle in a new orientation and a curved three-lobed figure. Ask which fits the triangle rule and why.

# Find the repeating part

Pupil book: page 17. See the materials index for reusable pages.

## Goal

Identify, continue, and translate a repeating unit.

## Before teaching

Can distinguish the chosen attributes.

## Prepare

Pattern page and shape pieces.

## Model

Arrange circle-square-circle-square. Mark circle-square as the unit that repeats. Say it while pointing. Show why simply guessing the next item is weaker evidence than identifying the unit.

## Guide, then apply

Continue the pupil patterns, identify the repeating unit, and translate one into clap-tap or accessible movements. Invite a partner to find and repair a deliberate break.

## Interpret the response

Pattern A continues circle, square; pattern B (triangle, triangle, circle) continues triangle, triangle, circle. Different appearances can preserve the same relational pattern.

## Support

Use a clear contrasting pair and model grouping the unit. Replace color-only distinctions with shape or texture.

## Extend when ready

Create a different repeating unit, represent it with symbols, and explain whether a partner's translation preserves it.

## Fresh check

Make stamp-stamp-clap repeated and ask the child to represent the repeating unit with new materials.

# Measure and show data

Pupil book: page 18. See the materials index for reusable pages.

## Goal

Compare length using equal units and represent category counts.

## Before teaching

Can align objects and count within the chosen range.

## Prepare

Paper unit strip, counters, recording page, classroom objects.

## Model

Align equal paper units end to end from an object's starting edge. Model a gap or overlap and explain why it changes the result. If an object ends partway through a unit, report that honestly rather than inventing an exact whole-unit length.

## Guide, then apply

Measure selected objects using the same unit, compare results, and record them. Sort a classroom collection into stated categories and show a counter for each item in a simple graph. Discuss what the display shows and what it does not.

## Interpret the response

Real measurements vary with the chosen objects. Look for consistent units, alignment, and accurate records. Categories must be stated so each counted item has a clear home; sort ambiguous items by an agreed rule.

## Support

Use a partner to place units under the child's direction, larger units, or direct side-by-side comparison first.

## Extend when ready

Measure the same object with a different unit and explain why the count can change. Ask a question answered by the graph and one it cannot answer.

## Fresh check

Give a new object and a unit strip. Observe alignment without a model, then ask the child to interpret a newly arranged category display.

# Make a plan and improve it

Pupil book: page 19. See the materials index for reusable pages.

## **Goal**

Plan, test, persist, and change strategy in a meaningful task.

## **Before teaching**

Can choose a goal and engage with materials using needed support.

## **Prepare**

Paper, blocks or folded paper supports, bridge planning page.

## **Model**

Set a purpose: a paper bridge should let a paper toy cross a gap. Draw a plan, think aloud about supports, build, and test. Model noticing a collapse as information: "The middle bent. I can change the support."

## **Guide, then apply**

Children plan, make, test, and revise a bridge. Invite partners to agree roles and explain changes. Change the gap or toy only when the current task is understood; record the test condition.

## **Interpret the response**

Several designs may work. Look for a goal, action based on a plan, observation, and a purposeful revision. If the child repeats an unsuccessful action, help notice what happened before proposing a strategy.

## **Support**

Offer a choice of designs, pre-folded supports, visual steps, or a partner who carries out the child's plan.

## **Extend when ready**

Compare two designs under the same test condition and explain the tradeoff. Ask what evidence would change the child's preferred plan.

## **Fresh check**

Present a new support problem, such as keeping a paper sign upright. Observe whether the child uses a plan-test-revise cycle with less support.

# Solve a problem together

Pupil book: page 20. See the materials index for reusable pages.

## Goal

Communicate needs, consider another perspective, and try a shared solution.

## Before teaching

Can express a need through speech, sign, gesture, or AAC.

## Prepare

Paper puppets, drawing page.

## Model

Act with puppets: both want the same block. Name each need without blame, model a calm help request, invite possible solutions, choose one both can try, and check how it worked. Adults remain responsible for safety and co-regulation.

## Guide, then apply

Children act out joining play, asking for a turn, or fixing an accidental disruption. Offer scripts as supports, then apply them during real play. Use feeling words without declaring what someone must feel.

## Interpret the response

There is no single correct feeling or sharing rule. A useful response recognizes needs and proposes a safe workable action. Forced apologies or eye contact are not evidence of empathy.

## Support

Use communication choices, a trusted adult, or observation before participation. Do not require disclosure or public performance.

## Extend when ready

Compare possible solutions from each person's perspective and revise an agreement that did not work.

## Fresh check

During an ordinary new classroom disagreement, observe the child's communication and adult support. Do not create conflict to test them.

# Test an idea

Pupil book: page 21. See the materials index for reusable pages.

## Goal

Compare materials and connect an explanation to observed evidence.

## Before teaching

Can observe a change and communicate a prediction.

## Prepare

Paper, cloth, shallow tray, small classroom water supply, record page; adult manages spills.

## Model

Ask which material takes up water. Predict, then place a comparable small amount of water on paper and cloth under the same conditions. Name what is visible. Avoid declaring a universal winner from one sample.

## Guide, then apply

Children predict, observe with adult help, draw results, and compare. Discuss what was kept similar and what differed. Link to the story without pretending its fictional events are experimental data.

## Interpret the response

Results depend on actual materials. A sound response describes an observation and relates it to the question. If a child reports the prediction as the result, point to the observed record and model revising an idea.

## Support

Provide descriptive words, tactile access when appropriate, a partner, or an adult scribe. Offer a dry demonstration if water access is unsuitable.

## Extend when ready

Suggest a change that would make the comparison more informative, then explain what can and cannot be concluded.

## Fresh check

Ask the child to predict and investigate a new safe pair of classroom materials with the same comparison question. Look for an evidence-based revision.

# Notice growth and weather

Pupil book: page 22. See the materials index for reusable pages.

## **Goal**

Document changes in a living thing and its surroundings.

## **Before teaching**

Can compare visible features with support.

## **Prepare**

A cared-for classroom plant or repeated observations of an existing accessible plant; recording page.

## **Model**

Identify the plant and follow suitable care guidance. Date a drawing, describe visible features, and distinguish an observation from a guess about what will happen. Record weather separately; do not infer cause from two events occurring together.

## **Guide, then apply**

Return to the same plant, draw changes, compare records, and discuss its needs. Observe the local sky and weather safely, then choose a suitable daily routine. Never look directly at the sun or withhold plant care for this activity.

## **Interpret the response**

Answers depend on observation. A useful record makes a change or stability visible and gives its date. A growing drawing alone is not proof unless it matches the observation.

## **Support**

Use photographs taken under school policy, an adult description, accessible location, or tactile models where appropriate.

## **Extend when ready**

Use a consistent measure, compare records, and propose an answerable new question about growth or surroundings.

## **Fresh check**

Show a new pair of dated plant records. Ask what changed, what evidence supports that, and what remains unknown.

# Choose a movement route

Pupil book: page 23. See the materials index for reusable pages.

## **Goal**

Control movement and adapt a route to space and access needs.

## **Before teaching**

Can participate in an accessible movement with adult support.

## **Prepare**

Flat paper floor markers, clear supervised space, optional soft ball.

## **Model**

Model checking the space, choosing a route, travelling, stopping, and changing direction. Show an accessible alternative with the same spatial goal. Follow school movement and supervision procedures.

## **Guide, then apply**

Child draws or points out a route, travels by an appropriate method, and tells a partner how to follow it. Practice a controlled roll and receive with a soft ball if suitable. Change one route feature and invite an adjustment.

## **Interpret the response**

Look for intentional control and spatial choices relative to the child's access needs. Do not compare speed or body performance across children. Remove an obstacle that prevents access.

## **Support**

Adapt surface, markers, movement mode, ball size, or partner position. A child can direct a partner or use small-scale movements for a spatial-language goal.

## **Extend when ready**

Explain how to change the route so another person can use it. Combine movements while retaining control.

## **Fresh check**

Use a new accessible marker arrangement. Observe planning, space awareness, and adjustment with support recorded.

# Care for yourself and ask for help

Pupil book: page 24. See the materials index for reusable pages.

## **Goal**

Use a familiar care routine and communicate a need.

## **Before teaching**

Has an accessible communication method and adult support.

## **Prepare**

Care cards; actual classroom care setting.

## **Model**

Demonstrate the school's approved handwashing routine at the sink. Use the pupil cards to recall actions. Then model saying or signaling "I need help" to a known adult for a care need.

## **Guide, then apply**

Sequence the cards and practice in the real setting. Use puppet scenarios for thirst, rest, discomfort, toileting, a spill, and an unwanted touch. Teach the school's actual help and safeguarding routines with accurate body-boundary language.

## **Interpret the response**

Card sequence: wet, soap, rub, rinse, dry. These cards are memory cues, not a substitute for the complete approved procedure. A useful help response identifies a need and an available adult or communication method.

## **Support**

Provide private assistance, visual or tactile cues, accessible fixtures, and a communication-board option. Do not demand personal disclosure.

## **Extend when ready**

Explain why a routine fits a new situation and identify how to get help if the first adult is unavailable.

## **Fresh check**

Observe an ordinary transition when the routine is needed and a new pretend help scenario. Record support; do not stage a frightening event.

# Make a map for someone

Pupil book: page 25. See the materials index for reusable pages.

## **Goal**

Represent a place, consider community needs, and explain change over time.

## **Before teaching**

Can identify familiar places and communicate a route.

## **Prepare**

Map symbols and drawing page; classroom or paper model.

## **Model**

Represent a familiar place with a symbol and explain a key. Draw a route between places and ask whether another person could follow it. Compare an earlier classroom sketch with the current arrangement to show change over time.

## **Guide, then apply**

Build or draw a community with places for care, food, living, play, and movement. Decide how shared paper supplies are used. Give the map to a partner, observe confusing parts, and revise. Invite different perspectives on who can use the routes.

## **Interpret the response**

There is no required map layout. Check correspondence between symbols and places, route usability, explanation of change, and a reason for a shared decision. A decorative picture without a usable representation needs explicit modeling.

## **Support**

Use familiar classroom places, tactile symbols, partner drawing, or a map the child directs an adult to make.

## **Extend when ready**

Explain a tradeoff in a community decision and revise the map for a person with a different need. Compare two accounts of an earlier event.

## **Fresh check**

Ask a different partner to use the map without the maker leading them. Record what works and what the child changes.

# Make an artwork with an idea

Pupil book: page 26. See the materials index for reusable pages.

## **Goal**

Choose and revise visual features to express an idea.

## **Before teaching**

Can make or direct intentional marks or arrangements.

## **Prepare**

Paper, crayons or collage materials; artist page.

## **Model**

Choose an idea, such as a busy place. Show how line, shape, texture, and placement can convey it. Explain a choice without presenting a product everyone must copy.

## **Guide, then apply**

Children plan an idea, make a work, tell a partner what to notice, and choose whether to revise. Discuss different interpretations respectfully. Use an adult-written artist statement if desired.

## **Interpret the response**

Evaluate intentional choice and explanation, not realism or resemblance to an adult model. A changed intention can be a thoughtful revision.

## **Support**

Offer varied tools, large paper, collage, tactile material, or a partner who follows the child's directions.

## **Extend when ready**

Use the same subject with a different expressive intention and explain how the choices changed.

## **Fresh check**

Invite a new work with a chosen message. Ask which feature communicates it and what a viewer noticed.

# Make music, movement, and drama

Pupil book: page 27. See the materials index for reusable pages.

## **Goal**

Create and interpret patterns and a story through sound, movement, and role.

## **Before teaching**

Can participate through an accessible expressive mode.

## **Prepare**

Performance score page, voice or body percussion, original story, paper puppets.

## **Model**

Keep a steady beat, then clap a pattern over it. Show symbols for chosen sounds. Model a movement phrase with a beginning, change, and ending. Use a story moment to show how a character's action communicates meaning.

## **Guide, then apply**

Children create a sound score a partner can perform, change tempo or volume while keeping the pattern, and create accessible movement to match. Use The Spilled Water for a short drama or invent a new ending, with narrator, actor, sound, and movement roles available.

## **Interpret the response**

Look for a reproducible symbol choice, an intentional expressive change, and a connection to a story or idea. Public confidence is not the learning target.

## **Support**

Use a partner, seated movement, sound-making, narration, sign, AAC, or observation followed by a private demonstration.

## **Extend when ready**

Explain how changing music or movement changes a viewer's interpretation of the same scene.

## **Fresh check**

Have a partner interpret a new score or scene using the child's symbols and directions. Ask the creator what worked and what to revise.

# Pupil materials index

Original read-aloud: pupil page 28

Sam and Tim reader: pupil page 29

The Red Hen reader: pupil page 30

Alphabet reference, first half: pupil page 31

Alphabet reference, second half: pupil page 32

Letter cards, first sheet: pupil page 33

Word cards, first sheet: pupil page 37

Counters and number cards: pupil page 41

Part-part-whole mat: pupil page 42

Subtraction mat: pupil page 43

Kindergarten operation stories: pupil page 44

Kindergarten counting: pupil page 45

Shape pieces and equal units: pupil page 46

Care cards: pupil page 47

Reusable sentence page: pupil page 48

Letter cards continue across four sheets; word cards across four sheets. Cut only with school-approved adult preparation or supervised tool use. The alphabet reference words are adult-read anchors, not an independent decoding test.

# Answer and observation notes

Subtraction extension:  $7 - 2 = 5$ ;  $8 - 3 = 5$ ;  $6 + 2 = 8$ ;  $9 - 4 = 5$ . The unused-seat story can be represented as a missing part or subtraction; accept either with a correct explanation.

Counting extension: requested quantities and arrangements vary. Check correspondence, cardinality, numeral meaning, and invariance under rearrangement. The frame provides twenty spaces but filling all spaces is not the task unless twenty was requested.

Sentence conventions: the adult examples become "Sam sat." and "Tim ran." A child's original sentence has no fixed answer. Record meaning, encoding, spacing, capitals, punctuation, and the exact assistance separately.

Readers: Sam and Tim each sat; Sam met Tim. In the second reader, a red hen hid, Ben fed a hen, and a hen ran. The text does not specify why the hen hid. Accept "we do not know" for unsupported inferences.

Care cards: wet, soap, rub, rinse, dry. Apply the full school-approved routine. The cards deliberately omit a universal duration; this pack is a learning resource, not health procedure authority.

Inquiry, design, community, movement, and art have context-dependent outcomes. Compare the child's claim with the observation, representation, access supports, and stated purpose. Do not manufacture a single right product.

# Learning record

**Child / date / domain / goal**

**Task, language, materials, and exact adult support**

**What the child did or said; attach the work**

**Independent, supported, or not yet observed; why**

**Fresh or later application and what it showed**

**Next teaching choice and family or specialist input**

# References

**California PTKLF, all nine domains**

<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

**IES: Preparing Young Children for School (2022)**

<https://ies.ed.gov/ncee/wwc/PracticeGuide/30>

**IES: Teaching Math to Young Children (2013)**

<https://ies.ed.gov/ncee/wwc/PracticeGuide/18>

**IES: Foundational Reading Skills (2016; revised 2019)**

<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

**California kindergarten language and literacy standards**

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>

**California kindergarten mathematics framework: K.CC.5, K.OA.1-5**

<https://www.cde.ca.gov/ci/ma/cf/documents/mathfwkindergarten.pdf>

**EEF: Preparing for Literacy (2018)**

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years>

**Singapore: Nurturing Early Learners (2022)**

<https://nel.moe.edu.sg/tl/all-resources/nel-framework-2022-/>

**New Zealand: Te Whariki (2017)**

<https://tewhariki.tahurangi.education.govt.nz/early-childhood-curriculum-home>

**AERA, APA, NCME: Testing Standards (2014)**

<https://www.testingstandards.net/open-access-files.html>

Sources consulted September 2026. Each online domain guide identifies its specific PTKLF publication. Standards alignment is not evidence that this original pack produces a measured percentile gain.