Your Partner on the Way to K!

Program Overview
Your Partner

Make Every Moment Count
Maximize Time Spent Teaching and Learning

Make Every Word Count
Focus on Language and Content All Day, Every Day

Make Math and Science Count
Focus on Problem Solving, Investigations, and Inquiry

Make Pre-K Count for Every Child
Monitor Progress, Differentiate, and See Gains
on the Way to K!

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Make Every Moment Count with OWL!

Materials and Resources to Maximize
Count with OWL!

Time Spent Teaching and Learning

Program Features

- Equitable instruction in English and Spanish
- English-Only Edition also available
- Integrated Math, Science, and Social Studies
- Technology resources to enhance planning, instruction and assessment
- Support for English language learners and daily English Language Development lessons
- Rich literature in a variety of genres for a variety of purposes
- Little books for extended literary experiences
Planning and Assessment Teacher’s Guide

- Planning
- Assessment
- Teacher Resources

Setting Up Your Classroom

Organizing Your Classroom

When children come to school, you want them to feel safe and secure. You want them to know where everything is. So the first step to an effective classroom is organizing your space.

Whole-Group Area

The whole-group area is where you will gather children for Morning Meeting, Circle Time, and Story Time. It should be large enough for all children to sit comfortably. It’s helpful to have your attendance chart, daily schedule, and a chalkboard or easel with paper available in the whole-group area.

Small-Group Area

Find an area in your classroom where you can work with small groups of four to six children at a time. Set it up with a table and chairs with a view of the rest of the centers.

Center Areas

Set up a specific area for each center. Center areas can be created using shelves, walls, rugs, or tables. Each area should be large enough to accommodate several children and the necessary materials. Try to separate quiet areas from areas designated for noisier activities.

Planning

- Connecting with Families
- Setting Up Your Classroom
- Differentiating Instruction
- Establishing Routines
Resources

- Skills Across the Year Charts
- Story Word and Academic Vocabulary Lists
- Program Scope and Sequence
- Linguistics and ELL Students. And more!

Assess & Check in English and Spanish

- 4-Step Assessment Plan
- Observation Checklists
- Screening Assessments
- Progress Monitoring Assessments
- End-of-Year Assessments
- Support for Using the Results of Assessment
- In English and Spanish
Teacher’s Guide Planners
- Color-coded parts of the day
- Plan for integrating technology
- **SUCCESS PREDICTORS** Preview of progress monitoring opportunities

See your digital options at a glance—songs, graphic organizers, animations, Interactive Technology, big books, slide shows, and story sorts.
### Question of the Week

**What can we do to make things move?**

#### Day 3
- **Oral Language:** What's My Worth? Concept Words, p. 122

#### Day 4
- **Oral Language:** What’s My Worth? Repeated Knowledge

#### Day 5
- **Oral Language:** What’s My Worth? Read and Concepts of Print

### Digital Teacher’s Guide Plus!

In the **OWL Digital Teacher’s Guide Plus**, pages transform into live links. Click through the week, unit, or year.

Visit [mypearsontraining.com/OWL](http://mypearsontraining.com/OWL) to preview OWL online.
Set Up Centers

- See your Center activities at a glance
- Adjust the activities to fit your needs

Introduce and Monitor Centers

- Know when and how to introduce new Center activities
- Scaffold play and learning
- Promote social and emotional growth
- Incorporate English Language Development activities

Make Every Moment Count
Small Group Instruction

- See daily small group lessons across the week
- Differentiate instruction based on individual needs
- **SUCCESS PREDICTORS** Preview progress monitoring activities
- Special section of English Language Development lessons at the end of every unit

“One size does NOT fit all. Teachers must apply research-informed practices to differentiate instruction. Two such practices are small group instruction and centers. Together, they enable children to receive instruction matched to their needs and social development.”

Lee Wright, Ed.D., OWL Consulting Author, University of Houston
Make Every Moment Count
Organized by Parts of the Day

Whole Group/Circle Time

- Combine or adjust activities to meet your needs
- See how instruction goes deeper each day
- Scan all five days of instruction
Great Ideas for Planned Transitions!

Make Every Minute Count

Transitions

Use these skill-based games to transition children from one activity to another.

Oral Language

Great Job!

Encourage children to describe tasks they have done well and to suggest other classroom and outside jobs they are aware of that they can do.

Phonological Awareness

If Your Name

Call names to help children recognize rhyme. If your name rhymes with Rodney, you may... If a child whose name rhymes with the example given does not respond, say Roden, your name rhymes with Rodney, so you may... Continue to call children’s names and change the initial sound.

Alphabet Knowledge

Letters in My Name

Materials: Letter Cards, Name Cards

Display a Letter Card. If you have the letter a anywhere in your first name, you may..., if a child whose name contains the target letter does not respond, say Maggie, you have the letter a in your name, so you may.... Have Name Cards ready for reference in case a child needs coaching.

Meal Time

Sit with children during meals or snack time and listen to what they are talking about. Join in by asking them to say more or to clarify their ideas. If children are quiet, use one of the following prompts to start a conversation.

- We can use our strength to move many things. How can you move? Have children use correct subject-verb agreement during the conversation. Language & Communication
- After we eat, we should brush our teeth. Why should we do that? Have children describe the process of tooth brushing. Science
- Turn an empty paper cup upside down. Is this still the same cup? Did its shape change? Invite children to slide, flip, and turn the cup to observe that its shape remains the same. Math
- What are some things that friends can do to help each other? Discuss examples such as helping to look for a lost toy. Social & Emotional

Outdoor Play

Observe children as they interact with their environment and with others. Be alert for the following opportunities to reinforce academic, social and emotional, and self-regulation skills.

- If new toys are brought outside, model how to use them. Then have children show initiative in independent situations by trying the new toys themselves. Social & Emotional
- Have children demonstrate coordination by hopping on one foot, skipping, jumping, and galloping. Physical Development
- Ask children to push a toy truck or car on a variety of surfaces, such as sand, dirt, and pavement. Which surface is easiest for the truck to move? Science

Make the Minutes Count

- Plan skill-based transitions
- Incorporate conversation into meal time
- Reinforce learning during outdoor play
Instruction Organized Around BIG Ideas

- Engage children in content-rich experiences
- Develop concepts and vocabulary at the same time
- Build word and concept knowledge over time and through multiple exposures

Animated Concept Development

Envision It! Animations introduce theme concepts and vocabulary.

Visit mypearsontraining.com/owl to preview OWL online.
Ensure Children Have the English and Spanish Vocabulary They Need to Succeed

- Concept Words
- Amazing Words
- Story Words
- Academic Vocabulary

“The centrality of vocabulary has become increasingly clear as has the need for a comprehensive, language- and knowledge-rich approach to instruction. OWL represents what I believe is the strongest curriculum-based approach to these challenges.”

David K. Dickinson, Ed.D., OWL Program Author, Vanderbilt University’s Peabody College
Vocabulary to Use

- Concept Words to discuss the Question of the Week
- Amazing Words that come from stories
- Academic Vocabulary for literacy, math, science, and more
Research supports the critical role of the child’s first language (L1) in literacy development and its effect on literacy in (L2) English. Strong L1 literacy skills facilitate the transfer into English literacy. OWL is authentic to each language and mirrors instructional routines that facilitate strong concept development.

Elena Izquierdo, Ph.D., OWL Consulting Author, University of Texas, El Paso
Math Circle
- Introduce math concepts, methods, and vocabulary
- Continue to develop math concepts during Small Groups, Center Time, Morning Meeting, Story Time, and Wrap Up Your Day
- Cover these math strands:
  - Geometry
  - Data Analysis
  - Measurement
  - Number & Operations
  - Patterns

Make Math Count
Focus on Problem Solving, Investigations, and...
“Young children need to touch, investigate, and move concrete materials as they develop their mathematical understanding of geometry, spatial sense, and measurement as well as number concepts. Teachers should be intentional about the most appropriate manipulative to use for specific lessons.”

Juanita V. Copley, Ph.D., OWL Consulting Author, University of Houston
Make Science and Social Studies Count

Science and Social Studies Circle

- Demonstrate science and social studies concepts
- Guide children as they observe, identify, categorize, and describe
- Cover these science strands:
  - Physical Science
  - Life Science
  - Earth and Space Science
  - Health and Safety
- Cover these social studies concepts:
  - Communities
  - Geography
  - Cultures
  - Economics
  - Citizenship

Science Action Lab

Extend science inquiry with week-long projects where children learn to think like scientists. Science Action Labs are located in Week 5 of Units 2, 4, 6, and 8.
“Science is the exploration of the natural world—what a perfect fit for curious young minds! Science inquiry experiences serve as a catalyst for young children to develop as proficient critical thinkers and problem solvers.”

Judith S. Lederman, OWL Consulting Author, Illinois Institute of Technology
Monitor Progress on Success Predictors

- Monitor progress informally each week
- Identify children who need more practice
- Intervene immediately by providing personalized practice

UNIT 8 • Make It Move

Monitor Progress for

SUCCESS PREDICTORS

Monitor children’s progress on success predictors—math and literacy skills that have been identified by research as being predictive of success in school.

- Monitor progress informally each week
- Use formal progress monitoring assessments every eight weeks
- Track progress, regroup, and make instructional decisions

SUCCESS PREDICTORS

**Phonological Awareness**

- Pronounce words that end with the same sound
- Pronunciar palabras que terminan con el mismo sonido
- Dele to a phoneme from a consonant blend onset
- Manipular y combinar fonemas iniciales
- Produce rhyming words
- Produce palabras que rimen

**Alphabet Knowledge**

- Recognize and compose letters
- Reconocer y comparar letras
- Recognize and compose phonemes
- Reconocer y comparar fonemas
- Recognize the maximum number of an object
- Reconocer la capacidad que tiene un objeto

**Math**

- Recognize the maximum number of an object
- Reconocer la capacidad que tiene un objeto

**Oral Vocabulary**

- Recognize the maximum number of an object
- Reconocer la capacidad que tiene un objeto

**Concept Words**

- Recognize the maximum number of an object
- Reconocer la capacidad que tiene un objeto

**Amazing Words**

- Recognize the maximum number of an object
- Reconocer la capacidad que tiene un objeto
### For Every Child

#### Gains

**Review & Check**
- Dedicated time to review and assess
- Units 2, 4, 6, and 8
- Administer progress monitoring assessments
- Ensure all children are on their way to meeting end-of-year benchmarks

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### Monitor Progress

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Unit 8</th>
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<td><strong>Monitor progress on words from Units 7 and 8</strong></td>
<td><strong>Monitor progress on words from Units 7 and 8</strong></td>
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<td><strong>Verificar el progreso en palabras de Unidades 7 y 8</strong></td>
<td><strong>Verificar el progreso en palabras de Unidades 7 y 8</strong></td>
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### Monitor Oral Vocabulary

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<thead>
<tr>
<th>Concept Words</th>
<th>Amazing Words</th>
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<tr>
<td><strong>Monitor individuals’ responses to the following principles:</strong></td>
<td><strong>Monitor individuals’ responses to the following principles:</strong></td>
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<tr>
<td>- When are you most likely to see a strawberry, during the day or at night?</td>
<td>- When are you most likely to see a strawberry, during the day or at night?</td>
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<tr>
<td>- Name something that would scare you.</td>
<td>- Name something that would scare you.</td>
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<tr>
<td>- What is the most interesting thing you have ever done?</td>
<td>- What is the most interesting thing you have ever done?</td>
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<tr>
<td>- Which is more, a little or a big?</td>
<td>- Which is more, a little or a big?</td>
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<tr>
<td>- What is something you would want to do next?</td>
<td>- Which is more, a little or a big?</td>
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<tr>
<td>- Where do you think you would like to go on vacation?</td>
<td>- Where do you think you would like to go on vacation?</td>
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<tr>
<td>- What do you think you would like to do on vacation?</td>
<td>- What do you think you would like to do on vacation?</td>
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### Observe Behaviors

- Use the Observation Checklist from the Planning and Assessment Teacher’s Guide to help monitor children’s progress.
- Social and Emotional Development
- Language Development
- Fine and Gross Motor Development
- Creative Expression
Scaffold Learning

Adjust it!
- Make activities somewhat easier
- Provide extra scaffolding
- Adjust motor activities
- Utilize visual supports
- Help children proceed at their own pace

Extend it!
- Make activities somewhat more difficult
- Extend activities
- Encourage interest-based investigation

Scaffold it for ELLs!
- Frontload, or preteach, vocabulary and concepts
- Support children’s acquisition of language
- Scaffold children’s participation
- Help children transfer what they know about their first language to English

Make it Easier!
Day 1 As you read the story aloud, have children act out the elephant’s role. For example, when the elephant says that he has hurt his leg and cannot stand, have children hold their leg, then hop on one foot.

Day 2 Have children use the illustrations to help recall each event in the story and describe it as it happens first, next, and last.

Make it Harder!
Day 1 As they read the story, have children predict which animal will come up to the elephant next and what will happen.

Day 2 Assign each child to play one of the characters in the book and have them imitate the character’s actions.

English Language Learners
Days 1, 2 Pantomime heavy and sway, saying the words. Have children repeat the words, heavy and sway, and mime his actions. Days 1, 2 Discuss: Pair English learners with English native speakers and have them discuss each question before responding.
ELD for Every ELP Level

- Daily English Language Development lessons for Center Time / Small Groups
- Meet children where they are—from beginning to advanced levels of English language proficiency
- Focus on language acquisition, production, structure, and use
**Teacher’s Guides**
- Planning and Assessment Teacher’s Guide
  - Your start-here, do-it-all guide
  - Planning support, assessment forms, teacher resources

**Cards and Posters**

**Story Time Cards**
- Reading model for each Trade Book and Read More About It selection
- English and Spanish sets, 32 cards

**Concept Word Cards**
- Develop vocabulary related to the unit concept and Question of the Week
- Monitor development of oral vocabulary
- 192 cards, 6 per instructional week
- Bilingual

**Amazing Word Cards**
- Develop children’s oral vocabulary
- Monitor development of oral vocabulary
- 192 cards, 6 per instructional week
- Bilingual

**Alphabet Cards**
- Develop children’s alphabetic knowledge
- 30 bilingual cards, including ch, ll, and ñ

**Envision It! Learning Strips**
- Visuals to illustrate routines
- 12 cards and posters featuring Ollie and his friends

**Picture Cards for Phonological and Phonemic Awareness**
- For whole-group, small-group, and independent activities
- English and Spanish sets, 164 cards
Ollie’s Classroom Schedule
- Daily schedule cards that promote self-regulation
- 20 bilingual signs

Envision It! Retelling Storyboards
- Story maps that show sequence of events
- 32 cards, one for each Trade Book

Poetry Posters
- Develop oral language, phonological awareness, and alphabet knowledge
- 32 poems and rhymes, one for each week

OWL Manipulative Kit
- Playful manipulatives for intentional teaching

Ollie/Oli Puppet
Literature to Read Aloud

Trade Books
- 32 books, one for each week of instruction
- English and Spanish

Big Books/Little Books
- Use for shared reading
- 11 books, one per unit PLUS one alphabet book, one number book, and one social and emotional book
- English and Spanish
- Little book versions to extend literacy experiences.

Ollie and Friends Readers
- Simple, patterned text; usually one word per page
- 8 thematically related titles
- English and Spanish

Read More About It Books
- One paired selection for each week
- Extend science, social studies, and social and emotional concepts
- 4 books, 2 units per book
- English and Spanish

Read Aloud Anthology
- Read alouds to learn new words and concepts
- Engage children in comparing text
- 192 pages, 1 to 3 selections per week
- Bilingual

OWL iOpeners Big Books
- Visually stunning books, amazing facts and pictures
- Address science and social studies content, unit concepts, academic vocabulary, and concepts of print
- 12 thematically related titles
- English and Spanish
- Additional titles available separately

"A good storybook in the hands of a good story reader captures attention, prompts thinking, supports oral language development, expands knowledge, and produces endless joy and delight."

Judith Schickedanz, Ph. D., OWL Consulting Author, Boston University
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<th>Unit 1</th>
<th>Big Book</th>
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<td>My Friends / Mis amigos</td>
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<td><strong>Trade Books</strong></td>
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<tr>
<td>Call Me Alex! / ¡Llámeme Álex!</td>
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<td>Corduroy / Corduroy</td>
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<td>Oscar Is Cold / Óscar tiene frío</td>
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<td>Matthew and Tilly / Mateo y Mati</td>
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<td><strong>iOpeners</strong></td>
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<td>Lend a Hand / Dar una mano</td>
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<td>A Dog Named Honey / Un perro llamado Miel</td>
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<td><strong>Ollie Reader</strong></td>
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<td>We Are Friends / Somos amigos</td>
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<tr>
<td>Tasting Time on Harmony Street / Hora de saborear en la calle Armonía</td>
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<td>Quinito, Day and Night / Quinito, día y noche</td>
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<td>Oonga Boonga / Onga bonga</td>
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<td>Kevin and His Dad / Kevin y su papá</td>
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<td>Antonio’s Birthday Fiesta / La fiesta de cumpleaños de Antonio</td>
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<td><strong>iOpeners</strong></td>
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<tr>
<td>A Trip to the Beach / Un viaje a la playa</td>
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<td><strong>Ollie Reader</strong></td>
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<td>Kitten’s Family / La familia de Gatita</td>
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<th>Unit 3</th>
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<td>Trucktown Helpers / Ayundantes de Trucktown</td>
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<td><strong>Trade Books</strong></td>
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<td>The Two-Promise Walk / El paseo de dos promesas</td>
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<td>A Day in the Life of a Firefighter / Un día en la vida de un bombero</td>
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<td>The Little Red Hen (Makes a Pizza) / La galinita roja (hace una pizza)</td>
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<td>The Ugly Vegetable / Los vegetales feos</td>
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<td>Looking At Cities / Mirando ciudades</td>
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<td>Homes Around the World / Hogares alrededor del mundo</td>
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<td><strong>Ollie Reader</strong></td>
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<td>Ollie Pretends / Oli juega</td>
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<td>Farmer John / El granjero Simón</td>
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<td>Farm / La granja</td>
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<td>Otis / Otis</td>
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<td>Click, Clack, Moo: Cows That Type / Clic, clac, muu: Vacas escritoras</td>
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<td>Apple Farmer Annie / Ana cultiva manzanas</td>
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<td><strong>iOpeners</strong></td>
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<td>Where Breakfast Comes From / ¿De dónde viene el desayuno?</td>
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<td><strong>Ollie Reader</strong></td>
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<td>Red Bird on the Farm / Pajarito Rojo en la granja</td>
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<td>Desert Quails Hit Jungle Trails / Del desierto a la jungla</td>
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<td><strong>Trade Books</strong></td>
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<td>Amazing Jungle! / ¡La asombrosa selva!</td>
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<td>Chameleon’s Colors / Los colores del camaleón</td>
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<td>Two Cool Coyotes / Dos coyotes</td>
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<td>The Gingerbread Cowboy / El vaquero de jengibre</td>
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<td><strong>iOpeners</strong></td>
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<td>Animals A to Z / Animales de la A a la Z</td>
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<td>Encyclopedia of Places / Enciclopedia de lugares</td>
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<td><strong>Ollie Reader</strong></td>
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<td>Ollie Colors / ¡Oli colorea!</td>
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<th>Unit 6</th>
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<td>Tiny Mouse, Roaring Lion / Ratón diminuto, rugiente león</td>
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<td><strong>Trade Books</strong></td>
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<td>Night Shift Daddy / Papá sale de noche</td>
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<tr>
<td>One Dark Night / Una noche oscura</td>
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<td>A Tree for All Seasons / Un árbol para todas las estaciones</td>
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<tr>
<td>Think Green! / ¡Pensemos verde!</td>
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<td>Star Pictures / Figuras de estrellas</td>
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<td>Trees and Leaves / Árboles y hojas</td>
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<td><strong>Ollie Reader</strong></td>
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<td>When Tomo Moves / Cuando Tomi se mueve</td>
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<td>Whistle for Wilie / Silbale a Wilie</td>
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<td>Moonbear’s Shadow / La sombra de Osito</td>
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<td>Raccoon on His Own / Mapache, solito</td>
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<td>The Puddle Pail / El cubo de charcos</td>
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<td>Where Do Plants Grow? / ¿Dónde crecen las plantas?</td>
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<td><strong>Ollie Reader</strong></td>
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<td>Shadow or Reflection / Sombra o reflejo</td>
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<tr>
<td>Push! Pull! Go! / ¡Jalón o empujón!</td>
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<tr>
<td>Oscar and the Cricket / Óscar y el grillo</td>
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<tr>
<td>A Little Bit More / Un poquito más</td>
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<td>Gilberto and the Wind / Gilberto y el viento</td>
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<td>The Cool Pool / La piscina marina</td>
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<td><strong>iOpeners</strong></td>
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<tr>
<td>What Makes It Go? / ¿Qué los mueve?</td>
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<td><strong>Ollie Reader</strong></td>
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<tr>
<td>Friends Move / Los amigos se mueven</td>
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OWL Technology Included with your OWL kit

<table>
<thead>
<tr>
<th>Online at Pearson SuccessNet*</th>
<th>CD/DVD</th>
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<tbody>
<tr>
<td>Teacher's Guides eText (8 units and Planning and Assessment Teacher Guide)</td>
<td>x</td>
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<tr>
<td>Live Weekly Planners</td>
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<tr>
<td>Hotlinked and Embedded animations, slide shows, story sorts, games</td>
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<tr>
<td>Customizable Lesson Plans</td>
<td>x</td>
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<td>Assign activities</td>
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<td>Professional Development Handbook</td>
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<tr>
<td>Interactive Big Books with Learning Games featuring text to audio highlighting</td>
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<tr>
<td>Ollie and Friends Readers</td>
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<tr>
<td>Graphic organizers, patterns, activity aids, letter cards, number cards</td>
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</tr>
<tr>
<td>Family Times Newsletters, Take-Home Books, Family Workshops</td>
<td>x</td>
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<tr>
<td>Social and Emotional Handbook</td>
<td>x</td>
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<tr>
<td>Model Readings – Big Books, Trade Books, Read More About It Selections</td>
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<tr>
<td>Songs, Model readings of Poetry Posters</td>
<td>x</td>
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<tr>
<td>Enter Assessment Data</td>
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<tr>
<td>Student Assessment and Class Mastery Reports</td>
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Visit mypearsontraining.com/owl to preview OWL online resources.

*Utilize the Puffin Academy App for iPad access
Check out what your Pre-K children can achieve.

**OWL Classrooms Show Growth**
Research shows that children in OWL classrooms achieve greater gains than children in comparison programs over one year.

**PPVT-III Pre-/Post Standard Scores**

![Graph showing PPVT-III Pre-/Post Standard Scores]

**PPVT-III Percentile Ranks**

![Graph showing PPVT-III Percentile Ranks]

**Scores Increase Across All Types of Learners**
Research shows that all types of learners make significant gains during one year in an OWL classroom.

Created by Leading Researchers and Educators

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**Make Pre-K Count for Every Child**
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