Head to Toe

This is the fourth two-week unit. There are sixteen total units.
Welcome to School
I am Amazing! I Feel Fine!
Those Nearest & Dearest
Head to Toe
Cornucopia
What’s on the menu?
Sing a Song, Paint a Picture
Winter Weatherland
Day & Night, Dark & Light
Words & Roads Take Us Places
Safe & Sound
Buggy About Spring
City Gardens & Country Farms
Fur & Feathers
Water Wonders
Earth Day Is Every Day

Kindercorner
2nd Edition
KinderCorner 2nd Edition Theme Guide:
Unit 4
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We also wish to acknowledge the contributions of the KinderCorner 1st Edition team led by Bette Chambers.

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Why Head to Toe?

By kindergarten, children have experienced five years of life: five years of observing, of developing understanding, of acquiring facts and vocabulary. Most likely, these kindergartners also have developed some misconceptions about the human body’s functions. Children’s innate curiosity about their own and others’ bodies prompts them to verify, discuss, and build upon their existing knowledge.

Head to Toe provides a systematic approach to presenting accurate information and vocabulary about the major systems of the human body, the five senses, and how they all interrelate. Your students will learn through engaging instructional experiences. They will examine skin under a magnifier, listen to hearts and lungs, inflate and deflate balloons to simulate lungs, identify objects by using multiple senses, and make body portraits for an art project.

Students will learn how to give “I” Messages in which they tell how they feel and why. They will learn to use the sentence framework “I feel_______ because_______,” to tell others about their feelings. They will use their senses to think about what they do and do not like, and they will mark their feelings on the Feelings Thermometer.

Topics that some may find uncomfortable regarding the human body and everyday life will likely arise in group and casual conversation during this unit and at various times throughout the year. Students’ questions about sensitive topics need to be honored and handled with care. Advising parents to ask their children about their existing knowledge and perceptions—for example, “Tell me what you already know about that topic”—is often a good place to start. Remind parents that each child’s understanding of concepts will be limited by his or her level of development.

Attention focused on the five senses will naturally bring up the topic of being physically challenged. For example, students may wonder what it is like to function without sight or hearing. An emphasis on one’s ability to compensate with other senses will encourage the children to see that having a disability does not make one less of a human.

Should some of your students be physically challenged, you might consider consulting with their parents to inform them of the upcoming unit and to learn the student’s comfort level with and preferences for class discussions. Some students may welcome full conversations and easily field classmates’ questions, while others may prefer that little attention be drawn to their physical issues. Your sensitivity and consideration of each student’s physical and emotional needs will be a powerful model for all of your students.

It is anticipated that during these two weeks students will further develop an essential foundation of knowledge about the human body and how it works. Your kindergartners will be able to view their own and others’ bodies with greater appreciation and confidence!
• My body is marvelous. My brain controls what my body does, how I feel, and what I think.
• My muscles and bones move my body.
• My stomach is inside my body. It digests my food.
• My lungs are inside my chest. I breathe air into and out of my lungs.
• My heart is inside my chest. It moves blood to all the parts of my body.
• I have five senses that help me learn about my world: I hear with my ears, I see with my eyes, I smell with my nose, I taste with my tongue, and I touch with my skin.

Creative Domain
Students will:
• pretend with objects.
• experiment with musical instruments.
• participate in singing and chanting activities.
• take on dramatic roles.
• create theme-related works of art.

Cognitive Domain
Students will:
• make inferences and draw conclusions about stories heard.
• observe and make discoveries.
• discriminate among different visual, auditory, tactile, olfactory, and gustatory stimuli.
• play Brain Games to develop working memory and response inhibition.

Emotional/Personal Domain
Students will:
• make increasingly independent decisions.
• assume classroom chores independently.
• show increasing competence with self-care routines.
• follow classroom rules and routines.
• indicate their feelings on the Feelings Thermometer.

Language/Literacy Domain
Students will:
• speak with clear diction.
• participate in collaborative group conversations.
• hear initial sounds in words.
• demonstrate an increasing awareness of the sounds of the language.
**Interpersonal Domain**

Students will:
- participate in group activities.
- negotiate effectively with peers.
- give “I” Messages to communicate and explain their feelings.
- participate in problem-solving scenarios.
- use active-listening skills.

**Social Studies Domain**

Students will:
- recognize human similarities and differences.
- demonstrate an awareness of the roles people play in society.

**Science Domain**

Students will:
- explore science tools to discover what they do.
- expand knowledge of body parts and explain their functions.
- explore properties of solids and liquids.
- collect, describe, and record information through a variety of means.

**Mathematical Domain**

Students will:
- rote count to 10.
- develop numeric awareness.
- demonstrate an awareness of counting to determine quantity.
- develop number concepts and vocabulary.
- create and name sets of five.
- count by 5s and 10s.
- build, read, and interpret graphs.
- copy, extend, and create patterns.
- describe measurable attributes such as height.

**Physical Domain**

Students will:
- manipulate small objects with precision.
- engage fine-motor skills.
- throw, kick, or roll an object in the intended direction.
- catch a ball.
- play cooperative games.
- use physical movement to respond to verbal cues.
### Oral language development is the key outcome of the kindergarten year. Each unit addresses rich vocabulary thematically and allows many opportunities to reinforce essential background concepts.

#### Vocabulary

<table>
<thead>
<tr>
<th>Background Words</th>
<th>Health-Related Words</th>
<th>Animals and Insects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body Parts and Sensory Words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bitter</td>
<td>mouth</td>
<td>doctor</td>
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<tr>
<td>body</td>
<td>nose</td>
<td>nurse</td>
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<tr>
<td>bone</td>
<td>ribs</td>
<td>patient</td>
</tr>
<tr>
<td>bumpy</td>
<td>rough</td>
<td>butterfly</td>
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<tr>
<td>chest</td>
<td>salty</td>
<td>cat</td>
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<tr>
<td>ears</td>
<td>see</td>
<td>caterpillar</td>
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<tr>
<td>eyes</td>
<td>shoulders</td>
<td>dog</td>
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<tr>
<td>feel</td>
<td>smooth</td>
<td>egg</td>
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<tr>
<td>finger</td>
<td>soft</td>
<td>fly</td>
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<td>flavor</td>
<td>sour</td>
<td>frog</td>
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<tr>
<td>hand</td>
<td>sweet</td>
<td>mouse</td>
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<tr>
<td>hard</td>
<td>taste</td>
<td>wolf</td>
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<tr>
<td>head</td>
<td>toes</td>
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<tr>
<td>heart</td>
<td>tongue</td>
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<td>knees</td>
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<tr>
<td><strong>General</strong></td>
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<td>balloon</td>
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<td>cake</td>
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<td>cup</td>
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<td>fan</td>
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<td>feather</td>
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<td>fork</td>
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<td>key</td>
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<td>king</td>
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<td>ribbon</td>
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<td>rope</td>
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<td>rug</td>
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<td>teddy bear</td>
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<td>umbrella</td>
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<td>undershirt</td>
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<td>up</td>
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<tr>
<td><strong>Transportation</strong></td>
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<tr>
<td>bike</td>
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<td>bus</td>
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<td>car</td>
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</tbody>
</table>

Students will encounter background vocabulary words in natural ways throughout the unit. You will have a variety of opportunities to help students acquire these basic words that many students already know when they arrive in kindergarten.
The theme-related vocabulary words are explicitly taught each day. Encourage your students to use them whenever possible throughout the theme.

The mastery of theme-related and math vocabulary words is informally assessed during lesson activities and formally assessed in the Structured Oral Language Observation (SOLO).

**Theme-Related Words**

<table>
<thead>
<tr>
<th>brain</th>
<th>saliva</th>
</tr>
</thead>
<tbody>
<tr>
<td>breathe</td>
<td>sight</td>
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<tr>
<td>control</td>
<td>skeleton</td>
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<tr>
<td>digest</td>
<td>skin</td>
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<td>hear</td>
<td>smell</td>
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<td>lungs</td>
<td>stethoscope</td>
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<td>muscles</td>
<td>stomach</td>
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<td>noise</td>
<td>taste buds</td>
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<tr>
<td>nostrils</td>
<td>touch</td>
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<tr>
<td>pair</td>
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</tr>
</tbody>
</table>

**STaR Words**

clever

cocoon
delicious
foolish
hungry
ill
noise
quiet
stomachache
village
wise

STaR words help students to enrich their speaking vocabularies and increase their story comprehension.

**Math Words**

five (5)

pattern

repeat

Through Math Mysteries and 15-Minute Math activities, students will learn important mathematical vocabulary that will help them to communicate the new concepts that they are developing in math.
### Peek at the Week 1

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>Feelings Thermometer</td>
<td>Skill lesson: “I” Messages</td>
</tr>
<tr>
<td></td>
<td>Brain Game: Five Questions</td>
<td></td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>Discover functions of the brain.</td>
<td>Learn about muscles, bones, and movement.</td>
</tr>
<tr>
<td></td>
<td>Introduce the sight word “my.”</td>
<td></td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>“Head to Toes”</td>
<td>“Head to Toes”</td>
</tr>
<tr>
<td></td>
<td>Identify rhyming words.</td>
<td>Blend sounds to make words.</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td>Mabela the Clever</td>
<td>Dramatize a retell of Mabela the Clever.</td>
</tr>
<tr>
<td></td>
<td>Focus: purpose for reading</td>
<td>Retell Mabela the Clever through dramatization.</td>
</tr>
<tr>
<td><strong>Dramatic Play Lab</strong></td>
<td>Doctor’s Office: Role-play a visit to the doctor.</td>
<td>Doctor’s Office</td>
</tr>
<tr>
<td><strong>Blocks Lab</strong></td>
<td>Me Tower: Build towers.</td>
<td>Me Tower</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Creation Station: Create with various art materials.</td>
<td>Hungry Caterpillar Foods: Cut out and decorate foods.</td>
</tr>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Free Reading: Read self-selected books.</td>
<td>Free Reading</td>
</tr>
<tr>
<td><strong>Literacy Lab</strong></td>
<td>Play School: Review the shapes of “p,” “g,” and “o.”</td>
<td>Play School: Make playdough letters.</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>Puzzle Time: Assemble theme-related puzzles.</td>
<td>Puzzle Time</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Free Exploration: Use available media.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Sand/Water Lab</strong></td>
<td>Back in Circulation: Explore the properties of water movement.</td>
<td>Back in Circulation</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Looking Closely: Examine skin, nails, and hair with magnification.</td>
<td>Looking Closely: Make observations and share findings.</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>Free-Choice Writing: Use available materials to write.</td>
<td>Free-Choice Writing</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td><strong>Snack • Outside • Gross-Motor Play</strong></td>
<td>Create and eat graham-cracker people.</td>
<td>Create and eat muffin faces.</td>
</tr>
<tr>
<td></td>
<td>Play “Strut, Miss Mary.”</td>
<td>Play ball.</td>
</tr>
<tr>
<td><strong>Stepping Stones</strong></td>
<td>Read My Brain. Focus on orientation of the book, reading left to right.</td>
<td>Begin to recognize the sound and shape of “c.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read My Brain with partners.</td>
</tr>
<tr>
<td><strong>Math Mysteries</strong></td>
<td>Introduce the numeral 5.</td>
<td>Learn ways to make five.</td>
</tr>
<tr>
<td><strong>Let’s Daydream</strong></td>
<td>“A Circle of Sun”</td>
<td>“Loose and Limber”</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>Introduce strategy: Copy a word. Write about things the brain tells the body to do.</td>
<td>Write about how the body moves.</td>
</tr>
<tr>
<td><strong>Let’s Think About It</strong></td>
<td>Read From Head to Toe.</td>
<td>Review muscles, bones, and movement.</td>
</tr>
<tr>
<td>Day 3</td>
<td>Day 4</td>
<td>Day 5</td>
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<td>-------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td>Skill lesson: “I” Messages</td>
<td>“I” Message</td>
<td>Class Council</td>
</tr>
<tr>
<td>Learn about the digestive system.</td>
<td>Learn about the respiratory system.</td>
<td>Learn about the circulatory system.</td>
</tr>
<tr>
<td>“Head to Toes”</td>
<td>“Head to Toes”</td>
<td>“Head to Toes”</td>
</tr>
<tr>
<td>Segment words into sounds.</td>
<td>Blend sounds to make words.</td>
<td>Blend onset and rimes for single-syllable words.</td>
</tr>
<tr>
<td>The Very Hungry Caterpillar</td>
<td>Dramatize a retell of</td>
<td>Free Choice</td>
</tr>
<tr>
<td>Focus: Relate story plots to reality.</td>
<td>The Very Hungry Caterpillar.</td>
<td></td>
</tr>
<tr>
<td>Doctor’s Office</td>
<td>Doctor’s Office</td>
<td>Doctor’s Office</td>
</tr>
<tr>
<td>Me Tower</td>
<td>Me Tower</td>
<td>Me Tower</td>
</tr>
<tr>
<td>Body Tracings: Draw and decorate body tracings.</td>
<td>Body Tracings</td>
<td>Body Tracings</td>
</tr>
<tr>
<td>Free Reading</td>
<td>Free Reading</td>
<td>Free Reading</td>
</tr>
<tr>
<td>Play School: Decorate “c” shape.</td>
<td>Play School: Determine whether words start with “c” or “k.”</td>
<td>Play school.</td>
</tr>
<tr>
<td>Hungry Caterpillar Graphs:</td>
<td>Hungry Caterpillar Graphs</td>
<td>Hungry Caterpillar Graphs</td>
</tr>
<tr>
<td>Create and graph sets of fruit.</td>
<td></td>
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</tr>
<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>Back in Circulation</td>
<td>Back in Circulation</td>
<td>Back in Circulation</td>
</tr>
<tr>
<td>Looking Closely</td>
<td>Looking Closely</td>
<td>Looking Closely</td>
</tr>
<tr>
<td>Free-Choice Writing</td>
<td>Free-Choice Writing</td>
<td>Free-Choice Writing</td>
</tr>
<tr>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Recite “Head and Shoulders, Baby.”</td>
<td>Discuss digestion.</td>
<td>Discuss the human body.</td>
</tr>
<tr>
<td>Begin to recognize the sound and shape of “k.”</td>
<td>Focus on breathing while playing.</td>
<td>Continue to play games from this week.</td>
</tr>
<tr>
<td>Read Checkup. Focus on reading left to right and capitalization.</td>
<td>Begin to recognize the sound and shape of “u.”</td>
<td>Review /c/, /k/, and /u/.</td>
</tr>
<tr>
<td>Introduce the sight word “the.”</td>
<td>Read Checkup with partners.</td>
<td>Free choice with concepts-of-print book.</td>
</tr>
<tr>
<td>Match number cards to number necklaces.</td>
<td>Play Ten-Frame Bus Change.</td>
<td>Make and count sets.</td>
</tr>
<tr>
<td>“Noodles”</td>
<td>“Bubble”</td>
<td>“Running Song”</td>
</tr>
<tr>
<td>Write about something you like to eat.</td>
<td>Write about body parts.</td>
<td>Write about body parts.</td>
</tr>
<tr>
<td>Review the digestive system.</td>
<td>Review the respiratory system.</td>
<td>Review the circulatory system.</td>
</tr>
</tbody>
</table>
# Peek at the Week 2

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>Arrival Activities</td>
<td>Arrival Activities</td>
</tr>
<tr>
<td><strong>Theme Exploration</strong></td>
<td>Learn about the sense of hearing.</td>
<td>Learn about the sense of sight.</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>“My Five Senses” Produce rhyming words.</td>
<td>“My Five Senses” Blend sounds to make words.</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td>Too Much Noise Focus: Making predictions during story</td>
<td>Retell Too Much Noise with puppets.</td>
</tr>
<tr>
<td><strong>Dramatic Play Lab</strong></td>
<td>Doctor’s Office: Continue role-play from week 1.</td>
<td>Doctor’s Office</td>
</tr>
<tr>
<td><strong>Blocks Lab</strong></td>
<td>Build It!: Build to support imaginary play.</td>
<td>Build It!</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td>Making Music: Make musical instruments.</td>
<td>Making Music</td>
</tr>
<tr>
<td><strong>Classroom Library Lab</strong></td>
<td>Free Reading: Read self-selected books.</td>
<td>Free Reading</td>
</tr>
<tr>
<td><strong>Literacy Lab</strong></td>
<td>Play School: Make letter shapes for “c,” “g,” or “o” from pipe cleaners.</td>
<td>Play School</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td>The Right Number: Make sets of 1–5.</td>
<td>The Right Number</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td>Free Exploration: Use available media.</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Sand/Water Lab</strong></td>
<td>Free Exploration: Explore the properties of sand (or water).</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td>Using My Five Senses: Make and record observations.</td>
<td>Using My Five Senses</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td>Free-Choice Writing: Use available materials to write.</td>
<td>Free-Choice Writing</td>
</tr>
<tr>
<td><strong>15-Minute Math</strong></td>
<td>Continue counting and number-awareness activities.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td><strong>Snack • Outside • Gross-Motor Play</strong></td>
<td>Describe sounds of foods. Explore your senses.</td>
<td>Use sight to describe color, shape, and size of foods. Play with ball/beanbag.</td>
</tr>
<tr>
<td><strong>Stepping Stones</strong></td>
<td>A Nature Walk: Focus on capitalization and punctuation.</td>
<td>Begin to recognize sound and shape of “r.” Read A Nature Walk with partners.</td>
</tr>
<tr>
<td><strong>Let’s Daydream</strong></td>
<td>“Ears Hear”</td>
<td>“Until I Saw the Sea”</td>
</tr>
<tr>
<td><strong>Write Away</strong></td>
<td>Write about something you like to hear.</td>
<td>Write about something you like to look at or watch.</td>
</tr>
<tr>
<td><strong>Let’s Think About It</strong></td>
<td>Review the sense of hearing. Be sound detectives.</td>
<td>Review the sense of sight. Play I Spy.</td>
</tr>
<tr>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
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<tr>
<td>Arrival Activities</td>
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<tr>
<td>Skill lesson: &quot;I&quot; Messages</td>
<td>&quot;I&quot; Message Play What is Missing?</td>
<td>Class Council</td>
</tr>
<tr>
<td>Learn about the sense of smell.</td>
<td>Learn about the sense of taste.</td>
<td>Learn about the sense of touch.</td>
</tr>
<tr>
<td>Little Red Riding Hood: A Peaceful Adaptation Focus: Critiquing a Story</td>
<td>Retell Little Red Riding Hood: A Peaceful Adaptation using sequencing</td>
<td>Free Choice</td>
</tr>
<tr>
<td>Doctor's Office</td>
<td>Doctor's Office</td>
<td>Doctor's Office</td>
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<tr>
<td>Build It!</td>
<td>Build It!</td>
<td>Build It!</td>
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<tr>
<td>Free Reading</td>
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<td>Free Reading</td>
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<tr>
<td>Alphabet Bingo</td>
<td>Alphabet Bingo</td>
<td>Alphabet Bingo</td>
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<tr>
<td>Pattern-Block Patterns: Copy and extend patterns.</td>
<td>Pattern-Block Patterns</td>
<td>Pattern-Block Patterns</td>
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<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
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<td>Free Exploration</td>
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<tr>
<td>Free-Choice Writing</td>
<td>Sequencing Little Red Riding Hood: Create a personal book by sequencing illustrations.</td>
<td>Sequencing Little Red Riding Hood</td>
</tr>
<tr>
<td>Continue counting and number-awareness activities</td>
<td>Introduce Our-Favorite-Ice-Cream Graph.</td>
<td>Continue counting and number-awareness activities.</td>
</tr>
<tr>
<td>Discuss observations from the science lab. Play Statues.</td>
<td>Taste a variety of foods. Unstructured play</td>
<td>Talk about food textures. Play ball</td>
</tr>
<tr>
<td>Identify and extend patterns.</td>
<td>Create and compare patterns.</td>
<td>Create and compare patterns.</td>
</tr>
<tr>
<td>&quot;Be Glad Your Nose Is on Your Face&quot;</td>
<td>“Spinach”</td>
<td>“Tent”</td>
</tr>
<tr>
<td>Write about your favorite smell.</td>
<td>Write about something you like to taste.</td>
<td>Write about something you like to feel.</td>
</tr>
<tr>
<td>Review the sense of smell.</td>
<td>Review the sense of taste.</td>
<td>Review the sense of touch.</td>
</tr>
</tbody>
</table>
You Will Need

**Supplied by SFAF:**

<table>
<thead>
<tr>
<th>You Will Need</th>
<th>STaR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books</strong></td>
<td></td>
</tr>
<tr>
<td><em>Mabela the Clever</em> by Margaret Read MacDonald</td>
<td></td>
</tr>
<tr>
<td><em>The Very Hungry Caterpillar</em> by Eric Carle</td>
<td></td>
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<tr>
<td><em>Too Much Noise</em> by Ann McGovern</td>
<td></td>
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<tr>
<td><strong>Concepts of Print</strong></td>
<td></td>
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<tr>
<td><em>My Brain</em> by Sally Francis Anderson (SFAF) teacher and student copies</td>
<td></td>
</tr>
<tr>
<td><em>Checkup</em> by Barbara Wasik (SFAF) teacher and student copies</td>
<td></td>
</tr>
<tr>
<td><em>A Nature Walk</em> by Barbara Wasik (SFAF) teacher and student copies</td>
<td></td>
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<tr>
<td><em>What Smells?</em> by Barbara Wasik (SFAF)</td>
<td></td>
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<tr>
<td><strong>Theme Exploration</strong></td>
<td></td>
</tr>
<tr>
<td><em>I Wonder Why I Blink</em> by Brigid Avison</td>
<td></td>
</tr>
<tr>
<td><em>From Head to Toe</em> by Eric Carle</td>
<td></td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td><em>The 20th Century Children’s Poetry Treasury</em> by Jack Prelutsky</td>
<td></td>
</tr>
<tr>
<td><strong>CDs/DVDs</strong></td>
<td></td>
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<tr>
<td>KinderCorner 2nd Edition Media DVD (SFAF)</td>
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<tr>
<td>KinderCorner 2nd Edition Software DVD (SFAF)</td>
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<tr>
<td><em>Getting to Know Myself</em> by Hap Palmer</td>
<td></td>
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<tr>
<td><strong>Cards/Card Sets</strong></td>
<td></td>
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<tr>
<td>KinderCorner Phonics Picture Cards</td>
<td></td>
</tr>
<tr>
<td>Key cards: “a,” “b,” “c,” “d,” “f,” “g,” “i,” “k,” “l,” “m,” “n,” “o,” “p,” “r,” “s,” and “u”*</td>
<td></td>
</tr>
<tr>
<td>Upper and Lowercase Letter Cards: “Bb” “Cc,” “Ff,” “Kk,” “Rr,” and “Uu”*</td>
<td></td>
</tr>
<tr>
<td>Picture cards: balloon, bike, bus, cake, car, cup, fan, feather, fork, key, king, kite, ribbon, rope, rug, umbrella, undershirt, and up*</td>
<td></td>
</tr>
<tr>
<td>Letter-Blending deck: “a,” “b,” “c,” “d,” “f,” “g,” “i,” “k,” “n,” “o,” “p,” “r,” “s,” “t,” and “u”*</td>
<td></td>
</tr>
<tr>
<td>KinderCorner Activity Cards</td>
<td></td>
</tr>
<tr>
<td>Rhyming Pair Picture Cards: cat, mouse, teddy bear, fly, frog, dog (unit 8)</td>
<td></td>
</tr>
<tr>
<td><strong>KinderCorner Rhyme Cards</strong></td>
<td></td>
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<tr>
<td>“Head and Shoulders, Baby” rhyme card</td>
<td></td>
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<tr>
<td>“Strut, Miss Mary” rhyme card</td>
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<tr>
<td><strong>Other</strong></td>
<td></td>
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<tr>
<td>Ear and mouth cards</td>
<td></td>
</tr>
</tbody>
</table>

Books, videos, CDs, interactive whiteboard media, picture cards, puppets, posters, and more are supplied in the KinderCorner kits.
### Posters
- Feelings Thermometer poster*

### Math Kit Items
- Bear counters
- Dot Set Recognition Cards 1–5
- Number cards for 1–5, one set per pair
- Making 5 Match Cards
- Graphing Mat
- Ten-frame cards 1–5
- Transparent spinner
- Our-Favorite-Ice-Cream graph
- Ice Cream Scoopers sheet

### Other SFAF Items
- Cool Kid certificates
- KinderCorner Weekly Record Forms for unit 4, weeks 1 and 2 (generate with data tools)
- *Little Red Riding Hood* flannelboard set
- Puppets: KinderRoo, Joey, and Alex
- Partner Practice Booklets—unit 4
- Read & Respond bookmarks
- Transparent color counting chips (for pocket points)

*Interactive whiteboard users do not need to gather this material.*

KinderCorner puppets, KinderRoo (a kangaroo), Joey (her child), and Alex (an ape) introduce ideas and bring fun to the program.
Teacher Acquired:

### Food
- Graham crackers, two large per student (not broken)
- English muffins, one per student
- Spread (hummus, cream cheese, butter)
- Olives with pimentos or carrot sticks
- Slices of red or green pepper
- Carrot sticks
- Bell pepper wedges, red, yellow, green (optional)
- Fruit yogurt, two different flavors
- Sugar or something sweet
- Salt or something salty
- Unsweetened chocolate or something bitter
- Lemon or something sour
- Vanilla
- Vinegar

### Office/Craft Supplies
- Cotton balls, at least five per student
- Homework folders, one per student
- Index cards, one per student
- Hole punch
- Tape
- Stapler
- Paper (craft), large enough to trace each student’s body
- Yarn

### General
- Props for medical office
- Pamphlets from doctor’s office or clinic
- Water-play accessories: meat baster, pumps (from detergent or hand lotion bottles), liquid soap
- Balloons, at least one per student
- Magazines, store circulars
- Tray (or box lid)
- Cloth (large enough to cover tray or box lid)
- Bells, sticks, other sound-making instruments
- Boxes or canisters (oatmeal)
- String
- Mirrors, small, several
- Spoon, large, wooden or plastic
- Water pitcher
- Ice
- Scented markers
- Beads, variety of colors
- Bags, two opaque
- Shaving cream
- Food coloring
- Bowl or empty egg cartons
- Stirring implements
- Yarn
- Beanbags and target
- Felt or magnetic board
- Pattern blocks

### Optional Items
- Bathroom scale
- Objects for /c/ (cat, cap, cup, or other common /c/ objects), /k/ (kitten, kite, key, or other common /k/ objects), /r/ (ring, ribbon, or other common /r/ objects), /b/ (ball, button, box, or other common /b/ objects), /f/ (fan, football, or other common /f/ objects)
- Stethoscope (real or toy)
## To Be Prepared:

### Day 1

<table>
<thead>
<tr>
<th>GRW</th>
<th>Create sign-in sheets with students’ first and last names, one for each day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE</td>
<td>Make thematic vocabulary word cards for “brain” and “control.”*</td>
</tr>
<tr>
<td>MM</td>
<td>Gather bear family picnic storyboards (appendix, unit 3).</td>
</tr>
<tr>
<td>MM</td>
<td>Fill plastic bags with ten to twelve buttons (or other counters) in each bag, one bag per pair.</td>
</tr>
<tr>
<td>LTAI</td>
<td>Duplicate Math Home Links: Making 5, one per student (appendix).</td>
</tr>
<tr>
<td>LL</td>
<td>Duplicate letter sheets for “p,” “g,” and “o,” one per student (appendix).</td>
</tr>
<tr>
<td>WA</td>
<td>Make a copy of the writing strategy icon for Copy a Word from the teacher's manual (optional).</td>
</tr>
</tbody>
</table>

### Day 2

| TE   | Make thematic vocabulary word cards for “muscles” and “skeleton.”*          |
| MM   | Fill paper bags, two filled with a mixture of red and blue multilink cubes, enough for each student to gather five cubes. |
| MM   | Duplicate 5 in a Hive sheet, one per student (appendix).                    |
| LL   | Duplicate Hungry Caterpillar sets (appendix).                               |

### Day 3

| TE   | Make thematic vocabulary word cards for “stomach” and “digest.”*            |
| MM   | Duplicate and prepare Number Necklace cards, four to six copies (appendix). |
| MM   | Duplicate Let’s Build a Neighborhood, one per pair (appendix).              |
| MM   | Fill plastic bags, each with thirty multilink cubes, one per pair.          |
| MM   | Duplicate graphing grids (appendix).                                       |
| LL   | Duplicate letter sheets for the letter “c” (appendix).                      |

### Day 4

| TE   | Make thematic vocabulary word cards for “breathe” and “lungs.”*             |
| STaR | Gather Hungry Caterpillar Sets (from art lab, day 2) or scarves/colored fabric or paper, one per student, or newspaper, enough for each student to have several pieces. |
| MM   | Use masking tape to make a large ten-frame in the middle of students' floor area, or draw a ten-frame on a large piece of yellow bulletin board paper. The ten-frame must be large enough for students to stand or sit in. |
| MM   | Duplicate Ten-Frame Bus, one per student (appendix).                        |
| MM   | Fill plastic bags each with ten bear counters, one per pair.                |

### Day 5

| TE   | Make thematic vocabulary word cards for “stethoscope.”*                     |
| MM   | Duplicate and prepare 1–5 spinner (appendix).                              |
| MM   | Fill plastic bags each with six to eight linking cubes, one bag per student. |

### Day 6

| TE   | Make thematic vocabulary word cards for “hear” and “noise.”*                |
| SS   | Make word wall word cards for “The” and “the.”                              |
| MM   | Duplicate the Pattern Copying workmat, one per student (appendix).         |
| MM   | Duplicate the Right Number Cards (appendix), five sets.                     |
### Day 7

| TE  | • Make thematic vocabulary word cards for “sight” and “pair.”* |
| STA|R  | • Duplicate *Too Much Noise* retell cards, one set for every four or five students (appendix). |
| MM  | • Fill a plastic bag with five cubes each of red, blue, and green, one bag per student. |
| MM  | • Make a stick of linking cubes with a pattern: red, blue, green, red, blue, green, red, blue, green. |
| LL  | • Duplicate the eye chart (appendix). |

### Day 8

| TE  | • Make thematic vocabulary word cards for “smell” and “nostrils.”* |
| TE  | • Prepare two plastic bags for each partnership. Label one bag with the number “1,” and place a cotton ball lightly soaked or scented with vanilla or mint extract or another scent that student will identify as good. Label the other bag with the number “2,” and place a cotton ball soaked with vinegar or another odor that students will identify as bad. |
| STA|R  | • Prepare *Little Red Riding Hood: A Peaceful Adaptation* story pieces by attaching felt or magnetic strips to back. |
| MM  | • Fill plastic bags, one per student containing linking cubes (any two colors, ten of each color). Note: Used also on days 9 and 10. |
| MM  | • Duplicate Extending Patterns strips (appendix). |
| LTAI | • Duplicate Patterns Math Home Link, one per student (appendix). |
| LL  | • Duplicate and cut apart alphabet bingo cards, one set (appendix). |
| LL  | • Duplicate Pattern-Block Strips A and B (appendix). |

### Day 9

| TE  | • Make thematic vocabulary word cards for “taste buds” and “saliva.”* |
| TE  | • Make a large drawing of a tongue on chart paper. |
| STA|R  | • Duplicate and cut out *Little Red Riding Hood: A Peaceful Adaptation* sequencing cards, one per student for the writing lab, plus one set for every four or five students (appendix). |
| 15-MM | • Before students arrive, remove the Number Recognition Circle 1–5 from the 15-Minute Math bulletin board. |
| 15-MM | • Duplicate Ice Cream Scoops (appendix). |
| 15-MM | • Attach the Our-Favorite-Ice-Cream Graph to the bulletin board. Arrange the ice cream scoopers as labels on the graph. (See sample bulletin boards in the KinderCorner Teacher’s Manual.) Prepare the materials for the graph by making copies of the Ice Cream Scoops in the appendix; one for each student. Place the scoops of ice cream in a plastic bag near the bulletin board. |
| MM  | • Prepare yarn: cut it into necklace or bracelet lengths (one per student). |

### Day 10

| TE  | • Make thematic vocabulary word cards for “touch” and “skin.”* |
| MM  | • Prepare a stick of multilink cubes in a red-and-blue alternating pattern. |
| MM  | • Fill plastic bags of linking cubes (or use bags created for day 8). |
| MM  | • Duplicate the pattern sheets (appendix), fifteen copies. |

*Interactive whiteboard users do not need to prepare this material.
Day 1 | Ready, Set...

Focus

My body is marvelous. My brain controls my body.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings, Readings, &amp; Writings</td>
</tr>
<tr>
<td>• Sign-in sheets that include students’ first and last names for them to copy</td>
</tr>
<tr>
<td>• Classroom Library Lab: STaR books and other books provided for unit 4, theme-related books about how the human body works, ear and mouth cards</td>
</tr>
<tr>
<td>• Literacy Lab: Materials for tactile letter activities, such as zipper-closure baggies filled with hair gel, cookie sheets covered in a thin layer of sand, etc., and key cards for “p,” “g,” and “o”</td>
</tr>
<tr>
<td>• Math Lab: Bear family picnic storyboards (from unit 3, day 10) and bear counters</td>
</tr>
<tr>
<td>• Writing Lab: A variety of writing instruments and paper, students’ writing journals</td>
</tr>
<tr>
<td>• Theme-related puzzles and games</td>
</tr>
<tr>
<td>• KinderCorner Weekly Record Form for unit 4, week 1</td>
</tr>
</tbody>
</table>

| Gathering Circle |
| • Feelings Thermometer poster or IWB access |

| Theme Exploration |
| • Trade book: *I Wonder Why I Blink* |
| • Thematic vocabulary word cards for “brain” and “control” or IWB access |

| Rhyme Time |
| • KinderCorner 2nd Edition Media DVD or IWB access |

| STaR |
| • Trade book: *Mabela the Clever* |
| • Feelings Thermometer poster |

| 15-Minute Math |
| • No new materials needed |

| Snack/Outside/ Gross-Motor Play |
| • Graham crackers, two large (not broken down) crackers per student |
| • Feelings Thermometer poster |

| Stepping Stones |
| • Concepts-of-print book (teacher and student copies): *My Brain* |
| • KinderCorner 2nd Edition Media DVD or IWB access |

| Math Mysteries |
| • Plastic bags with ten to twelve buttons (or other counters) in each bag, one bag per partnership |
| • Blue construction paper |
| • Cotton balls |
| • Glue |
| • Crayons |
### Materials

| Let’s Daydream                       | “A Circle of Sun,” page 4 of *The 20th Century Children’s Poetry Treasury* |
| Write Away                           | Chart paper and marker or whiteboard for teacher modeling  
| | Pencils  
| | Paper or students’ writing journals  
| | *Writing Development Feedback Guide*  
| | *Writing Strategies Bank*  
| | **am → pm** |
| Let’s Think About It                 | Trade book: *From Head to Toe*  
| | Feelings Thermometer poster  
| | Making 5 math Home Link, one copy per student  
| | Read & Respond forms for the week  
| | Homework folders (recommended) |

### Learning Labs

#### General
- Writing journals or paper and pencils for lab plans  
- *Writing Development Feedback Guide*

#### Dramatic Play Lab | Doctor’s Office
- Books depicting health care workers  
- Props to suggest a medical office—e.g., white shirts and/or jackets, scrub suits and caps (or shower caps), empty eyeglass frames, adhesive bandages, cloth bandages, fabric for slings, cotton balls, small crutches, clipboard(s), notepads, pens, pencils, telephone(s), a growth chart, an eye chart, posters on health and nutrition, chairs for a waiting area, empty medicine containers, etc.  
- A box containing materials for students to make their own props

#### Blocks Lab | Me Tower
- Blocks  
- Writing materials (on a clipboard or in a file folder if possible)  
- A bathroom scale (or other item that students can stand on to serve as a pretend scale)

#### Art Lab | Creation Station
- Open-ended materials, such as construction paper, wrapping paper, glue, scissors, paint, paint brushes, an easel, smocks, yarn, sequins, markers, crayons, etc., that students can use to create art pieces
### Classroom Library Lab | Free Reading
- Books that support the theme (including STaR books that have not yet been introduced)
- Pamphlets from a doctor's office or medical clinic (preview content for acceptability)
- Ear and mouth cards

### Literacy Lab | Play School: Playdough Letters
- Playdough
- /p/, /g/, and /o/ outline pages (appendix)

### Math Lab | Puzzle Time
- Puzzles that depict body parts, health care workers, and other theme-related concepts

### Computer/Media Lab | Free Exploration
- CD: Hap Palmer's *Getting to Know Myself*, cued to the song “Touch”

### Sand/Water Lab | Back in Circulation
- Water table: a meat baster, pumps—e.g., recycled from large detergent or hand cream bottles (appropriate size and level of difficulty for your group)
- Sand table: cups, sifters, shovels

### Science Lab | Looking Closely
- Magnifying glasses
- Paper and pencil, tape recorder and blank audiotapes or a digital recording device (optional)

### Writing Lab | Free-Choice Writing
- A variety of writing instruments and paper
- Students’ writing journals
Day 1

Greetings, Readings, & Writings

TIMING GOAL: 15 minutes

Student Routines

1. Remove coats and backpacks.
2. Turn in homework.
3. Sign in.
4. Self-select activities.

Teacher Routines

1. Greet parents and students.
2. Remind students to read the Arrival Poster as they prepare for their day.
3. Encourage students to describe what they are doing in full sentences as you observe their activities.
4. Observe for student progress with their individualized objectives from the weekly record form. Circle demonstrated skills if applicable.

Homework

- Read & Respond

Sign In

- Provide sign-in sheets this week that include students’ first and last names for them to copy.

Available Activities

Classroom Library Lab

- Include new theme-related books about how the human body works.
- Have the ear and mouth cards available. Encourage pairs of students to use the partner reading routine as they explore the books.

Literacy Lab

- Place the key cards for “p,” “g,” and “o” in the lab so students will be encouraged to use the tactile letter-formation materials to practice their letter formation.

Math Lab

- Set out the bear family storyboards and bear counters from last week so partnerships can continue to tell stories about the bear family.

Computer/Media Lab

- Let students know that the computer/media lab is open. Turn on the computers if necessary.
Writing Lab

- Let students know that the writing lab is open. Students may continue writing about their family portraits from last week, or they may freely write whatever they want.

- Have a variety of writing instruments (crayons, markers, pencils) and types of writing paper (lined, unlined, construction) available. Students’ writing journals should also be easily accessible.

- Allow students to freely write whatever they want.

Other

- If you have any theme-related puzzles or games, make them available.

Sing a transitional gathering song. Encourage students to sing along as they move to the gathering area.

Gathering Circle

**TIMING GOAL:** 15 minutes

**Routine**

1. Welcome students to the Gathering Circle.
2. Check attendance.
3. Discuss yesterday’s homework assignment. Award pocket points if at least half the students completed their homework.
4. Assign classroom jobs for the week.
5. Assign partnerships for the week. Have students move to sit with their partners.
6. Select this week’s first Cool Kid.

**Partner Challenge**

Now it’s time to work on our Getting Along Together skills. These skills help us to be good friends and to solve problems. We’ll start today with our Partner Challenge.

- Display the Feelings Thermometer poster, or refer to the Feelings Thermometer on the interactive whiteboard. Explain the challenge.

  **Our Partner Challenge this week is to share where we would mark on the Feelings Thermometer to show how strongly we feel about different things.**

  Today you and your partner will tell where you would mark on the Feelings Thermometer to show how excited you would feel if you found out that you had a tuna sandwich to eat for lunch.
Provide a moment for students to share their initial reactions to the question with their partners. Remind students that they will talk about the Partner Challenge with their partners during snack time and at other times throughout the day.

Remind students that the Cool Kid will be helping us to use the Feelings Thermometer and other things that we have learned such as practicing active listening, using Say it Back, and asking questions.

**Brain Game**

- Explain the game.
  
  We’ve been playing brain games each day to help us exercise our mind muscles. Today we will learn a new game called Five Questions. The game Five Questions helps with remembering. Demonstrate the “Remembering” signal. (Massage your temples with your fingers.) In today’s game, we will ask questions about things that one of our classmates feels happy about.

- Use the sharing sticks to select a student to stand in front of the class. Ask the student to think of something that makes him or her feel happy, but not to say it aloud.

- Use Think-Pair-Share to have partners think of questions that they could ask to help them guess the answer. Use the sharing sticks to select students to ask their questions. Award pocket points if the class is able to guess the answer before they’ve asked more than five questions.

**Theme Exploration**

**Partnership Question of the Day**

- Distribute the mouth and ear cards if your students still need them for Think-Pair-Share. Otherwise, use peanut-butter-and-jelly assignments to manage the Think-Pair-Share process.

  We are starting a new theme today. Many of you noticed some new books, games, or other things in our classroom. What do you think we will talk about for the next two weeks?

  Our new theme is called Head to Toe. We will learn lots of things about how our bodies work. Each day we will focus on a different part of the body. Watch as I write our Daily Message, which will tell us what we will learn about our bodies today.
Daily Message

My body is marvelous. My brain controls what my body does, how I feel, and what I think.

- Write the Daily Message in front of students, reading each word as you finish writing it. Then read the entire message again, touching each word as you read it.
- Reinforce literacy objectives by pointing out the following:
  - The word “my” is a word from the word wall. It occurs twice in the sentence. Underline both words.
  - Why is “My” written with an uppercase “m”? Because it is the first word in each sentence.
  - T-P-S: Have students identify the other words that begin with the /m/ sound. Circle the “m”s in these words. Repeat this activity with the /b/ sound.
  - Read each sentence slowly, and have students count after you say each word.

Let’s count the words in each sentence. I’ll point to each word as I read it. You count each time you hear me say a word. Ready? Listen: “My [one] body [two] is [three] marvelous [four].” How many words are in the first sentence? [Four.] Yes. There are four words in the first sentence. Now let’s count the words in the second sentence. Repeat with the second sentence.

Theme Learning

- Explain the content of the Daily Message.

Let’s talk about what our message means. When we talked about ourselves, we recited a rhyme that began, “Me! Let me tell you about me! /Magical, marvelous, magnificent me!” We are marvelous (Circle the word “marvelous.”) and magnificent! Our bodies—yours, mine, and everyone’s—are marvelous and magnificent, and our brains are amazing too.

Our brains make all the other parts of our bodies work. That’s what the word “control” means—to make something happen. Brains control bodies. Our brains make our bodies work. They control the things our bodies do and even how we feel and what we think. It’s your brain that makes you feel happy or unhappy about being at school today.

T-P-S: Where is your brain—in what part of your body?

- Use page 6 of the book I Wonder Why I Blink to show where the brain is located inside the body.

We will use this book over the next two weeks to help us learn lots of things about our marvelous bodies. On this page, we can see what the brain looks like. Your brain is inside your head.
Read the section under the question “What is inside my head?” on page 6. Explain to students that you will read other parts of the book over the next two weeks, but it will be in the classroom library for them to look at in the morning or during Learning Labs each day.

T-P-S: **What things do you think your brain helps your body do?**

Share the following ideas if students do not name them as they share:

– Your brain makes your heart beat all the time.
– Your brain makes your arms and legs move when you want them to.
– Your brain is where your thoughts, ideas, feelings, and imagination come from.
– Your brain helps your eyes to see and your ears to hear.
– Your brain helps you speak and learn.
– Your brain makes you breathe, even when you are asleep.

• Re-emphasize the theme-related vocabulary words. Post the words, or point to them on the interactive whiteboard as you discuss each one.

**Our two new words for today are “brain” and “control.”**

The brain is the part inside your head that makes your body think, feel, and do things. I can make a sentence with the word “brain.”

My brain tells my legs to run.

The word “control” means to make something happen. I can make a sentence with the word “control.” I am thinking about how the crossing guard in front of the school makes the cars stop so students can cross the street. My sentence will be:

The crossing guard can control the traffic.

Ask students to stand up as they sing “It’s Time for a Rhyme” to signal the transition to Rhyme Time.
Use My Turn, Your Turn to teach the rhyme to students, one line at a time.

**Head to Toes**

*My body is amazing from my head* (Point.) *to my toes.* (Touch toes.)

*My head* (Point.) *holds my brain, eyes* (Point.), *mouth* (Point.), *ears* (Point.), *and nose.* (Point.)

*My arms* (Hold up.) *have elbows* (Point.), *wrists* (Point.), *and hands.* (Hold up and shake.)

*My fingers spread wide* (Spread apart.) *to do some handstands.* (Spread hands flat on the floor.)

*My legs* (Point.) *have knees* (Point.), *ankles* (Point.), *and feet.* (Point.)

*My feet have toes that tap to keep a beat!* (Tap toes as if tapping a beat.)

*My trunk* (Point to whole torso.) *holds my stomach* (Point.), *lungs* (Point with both hands to upper chest.), *and my heart.* (Put hand over upper center part of chest.)

*My skin keeps my body from coming apart!* (Sweep hands over entire body.)

*My bones and muscles help me dance around.* (Dance around.)

*My body is amazing from my head to the ground!* (Touch head and then ground.)

*My body is amazing from my head to the ground!* (Touch head and then ground.)

**Develop Phonological Awareness—Identify Rhyming Words**

- Review the concept of rhyming words.

  We’ve been learning about rhyming words. Rhyming words are words that sound the same at the end. Today we will use the rhyme to help us find rhyming words.

- Reread the poem, two lines at a time.

- Ask students to say the rhyming words, or words that have rhyming parts at the end, in each set of lines.

- Help students make the connection between saying the rhyming words and the movements in their mouths.

  Now turn to face your partner. We’re going to say the rhyming words. As we say them, look at your partner’s mouth to see that it looks the same when he or she says both words.
We’ll use My Turn, Your Turn. Ready?

<table>
<thead>
<tr>
<th>Teacher: toes</th>
<th>nose</th>
<th>Students: toes</th>
<th>nose</th>
</tr>
</thead>
</table>

What did you see? Was your partner’s mouth open both times? Did your partner’s mouth open or close the same way at the end of both words?

What did you see? Was your partner’s mouth open both times? Did your partner’s mouth open or close the same way at the end of both words?

- Continue in this manner with the remaining words.
  
  hands  handstands
  feet  beat
  heart  apart
  around  ground

- Celebrate success by adding pocket point chips to KinderRoo’s pouch.

Sing the song “Let’s Read Together” with students.

STaR Interactive Story Reading

STaR Words:

- clever
- foolish

Story Telling and Retelling fosters the growth of literacy skills and allows students to develop a love of reading that will continue in subsequent school years.

Mabela the Clever

Retold by Margaret Read MacDonald
Illustrated by Tim Coffey

The Cat invites all the mice in the village to join the secret Cat Society to learn all the secrets of the Cat. As the mice march innocently into the forest, they sing the secret song that tells them to never look back. The Cat follows the mice, scooping them one by one into a bag. Mabela, the smallest mouse, remembers her father’s advice and uses her senses and her wit to foil the Cat’s plan.

Interactive Story Reading

Before Reading

- Introduce the title, author, and illustrator of the story. Have students identify the author’s and illustrator’s roles and the purpose of the title.

Point to the title. The title of this book is *Mabela the Clever*. What does the title tell us about a book? The title tells the name of the story. It helps us know what the story will be about.
Point to the words “Retold by.” This story is special because instead of telling us who the author is, it says that it was retold by Margaret Read MacDonald. That means that this story has been told over and over by different people for many years. Margaret Read MacDonald is the person who wrote the words down to make this book.

The illustrator is Tim Coffey. WGR: What does the illustrator do?
The illustrator draws or paints the pictures.

- Have students preview the story. Guide them as they make predictions about the story based on the cover illustration and the title.

  I see a cat and a mouse on the cover. What do you know about cats and mice? Are they usually friends?
  Do you think the cat and mouse in the cover illustration will be friends in this story? Why or why not?

- Introduce the story vocabulary words.

  You will hear some new words in our story today. One word is in our title. The word is “clever.” Our title tells us that Mabela is clever. That means she is a good thinker. She is good at using her brain to make decisions.

  T-P-S: Which of the animals on the cover of our book do you think looks clever? Why did you choose that animal?

  Another new word that we will learn in this story is foolish. Foolish is the opposite of clever. It describes someone who does not use his or her brain to make good decisions.

- Introduce the good-reader skill for today.

  Good readers have a purpose for reading. They know why they want to read something. Maybe it’s to learn something, or maybe it’s just to relax and have fun. Why do you think we are going to read this book today?

During Reading

- Use Think-Pair-Share or Whole Group Response to engage students in an ongoing discussion about the story as guided by the questions and comments below.

  - Page 2: T-P-S: What advice did Mabela’s father give her that will help her to use her brain to make good decisions? Always use her ears to listen, always use her eyes to look around, pay attention to what she says when she speaks, and move fast if necessary.

  - Page 4: T-P-S: Why do the mice go to the Cat’s house on Monday morning? They have been invited to join the secret Cat Society. How could we show on the Feelings Thermometer how excited the mice feel about being invited to join the secret cat club?

  - Page 15: T-P-S: What does Mabela hear when she stops and listens? That there is not a long line of mice behind her and that the Cat’s voice is getting closer each time they sing “Fo Feng!” WGR: Is Mabela being clever or foolish when she stops to listen? Clever.

  - Page 16: T-P-S: What does Mabela see when she turns her head just a little? A short line of mice; the Cat is very close. WGR: Is Mabela being clever or foolish when she stops to look? Clever.
Page 20: WGR: How do you think Mabela feels when she sees that the Cat is right behind her? T-P-S: If you were Mabela, where on the Feelings Thermometer would you mark to show how (feeling that students named) you were feeling?

Page 22: WGR: Mabela remembers that her father said, “If you have to move, move fast.” How does Mabela move fast to get away from the Cat? She dives into the thorns. Show me how you would move if you were Mabela.

Page 28: WGR: Why do you think Limba parents are still telling this story to their children? To keep them safe.

After Reading

- Make summary statements about the story that reinforce the STaR vocabulary. Guide students to make up sentences with the words.

  It’s a good thing that Mabela used her father’s advice, or she and all of her friends would have been eaten by the Cat!

  T-P-S: That makes me think of our new word “clever.” Let’s make a sentence together using the word “clever.” Talk to your partner about ideas that you have for our sentence.

- Use students’ ideas to develop a sentence. Write the sentence on the board in front of students, saying each word as you write it. Repeat this process with the word “foolish.”

- Review students’ responses about their purpose for reading this story. Ask them if the purpose was met.

Use the 1-2-3 Move signal to move students from the STaR area to the dramatic play lab for the beginning of the lab tour.

Learning labs allow students to explore the theme through play and imagination, while building language skills, concepts, social skills, and cognitive regulation skills.

Routine

1. Have a lab tour to explain the activities or materials in any new labs.
2. Guide students as they select the lab that they will visit. Use the lab-management system to ensure that not too many students plan to visit the same lab at the same time.
3. Students will complete their Learning Lab plan. Conference with as many students as possible about their writing before they are dismissed to labs.
   - Write the code for the writing stage exhibited by the student in the top right-hand corner of the child’s paper.
   - Use the methods described in the Writing Development Feedback Guide to provide feedback.
4. Monitor students as they visit their selected labs.
DAY 1 | Unit 4: Head to Toe

Dramatic Play Lab | Doctor’s Office

Description:
- The dramatic play area will be a doctor’s office.

Purpose:
- Participation in this lab will help students develop cognitive skills through role-play and the creative use of props. It will also help to develop oral language.

When You Tour:
- Explain that today the dramatic play area will be a doctor’s office. Use Think-Pair-Share to have students identify the different roles they could play in a doctor’s office [doctor, nurse, receptionist, patient, patient’s family members, etc.]. Remind students to specify which role they would like to play as they write their lab plans.
- Point out the different props they will find in the area. Invite students to share their ideas about how they could use the props provided or make others.

Facilitate Learning:
- Ask questions that will help students develop mature levels of play by prompting them to think about their roles, the props, and the rules they created for the scenario. For best results, jump in and join the play as you interact with students.

Examples:
- I need to see a doctor. I think my arm is broken. Who should I talk to, or where should I go?
- Excuse me, are you a nurse here? I’m a new nurse, and I don’t know where to find a thermometer. We don’t have one? Maybe I can make one.

Blocks Lab | Me Tower

Description:
- The blocks lab today serves as an extension of the doctor’s office that will be used in the dramatic play lab. In the blocks area, patients will have their height measured. Nurses will build block towers to determine the height of each patient and then record the block height of the patient on an information sheet.

Purpose:
- Participation in this lab will help students develop fine-motor skills and cognitive skills through role-playing, and it will help to develop oral language. It will also provide opportunities to practice measuring with nonstandard units and to use writing to record data.

When You Tour:
- T-P-S: What are some of the things that happen when you go to the doctor? What do the nurses do before you see the doctor? Guide students’ responses to identify being weighed and measured as two things that happen.
• Explain that today students will weigh and measure one another as a part of their doctor’s appointments. For weighing, they can stand on the scale (or a pretend scale). For measuring height, they can use the blocks to build a tower that is the same size as the patient. Then they can count the blocks and write the number next to the patient’s name.

• Ask students to identify the roles that would be played in this lab. One role will be the person who records the heights and weights; another could build the block towers, etc.

Facilitate Learning:
• Ask questions that will help to reinforce measurement and counting objectives, reinforce theme-related vocabulary, and facilitate general oral-language development.

Examples:
– If students are using different sizes of blocks for different patients, ask, “How can James be twenty-five blocks tall and Maria only ten blocks tall? Maria is taller than James.”
– How did you know that using the larger blocks on the bottom would make your tower stronger?
– Allow students to create a tower to measure your height. Make comments to reinforce the theme-related vocabulary as they work. You used your brain to place the blocks in a good order so they wouldn’t fall down.

Art Lab | Creation Station
Description:
• Students will use open-ended materials to freely create.

Purpose:
• This lab will provide the opportunity for students to make choices about what they would like to make and the materials they would like to use to stimulate creativity.

When You Tour:
• Point out any new materials that you have added to the lab.

Facilitate Learning:
• When interacting with students about their creations, try to focus on the techniques or materials that students have used rather than on the products.

Examples:
– You used lots of different colors here.
– I can see that you were really thinking about different ways to paint with the sponge.
– You really took your time with this part.
– What I notice first about your painting is...
Classroom Library Lab | Free Reading

Description:
- Students will have the opportunity to explore books independently or with a friend. Theme-related books will be added to the regular classroom library.

Purpose:
- This lab provides practice with correct book handling and the opportunity to explore letters, words, and sentences in the context of a book. For some students, this lab provides practice with reading. The lab also provides an opportunity for students to learn more about their bodies.

When You Tour:
- Point out any new books or pamphlets that you have added to the lab. Remind students that if they would like to read one of the books with a friend, even if they are just pretending, they can use the ear and mouth cards to help them take turns reading and listening.

Facilitate Learning:
- Use this opportunity to provide guidance or coaching to students who have not demonstrated mastery of objectives as indicated on the weekly record form.

Literacy Lab | Play School: Playdough Letters

Description:
- Students will use materials commonly found in classrooms to play school. In their imaginary classroom today, students will have the opportunity to practice making letter shapes for the letters introduced in unit 3 (“p,” “g,” and “o”) with playdough.

Purpose:
- This lab provides students with an opportunity to develop cognitive skills through role-playing and the creative use of props. It will also help to develop oral-language and literacy skills. The playdough activity will also help students to develop fine-motor skills and will reinforce letter shapes.

When You Tour:
- Briefly explain that students can use the playdough to practice making the letter shapes that are displayed as they play school today.

Facilitate Learning:
- To refrain from interrupting the play, interact with students in this lab through role-playing. Announce who you are (a new student, the principal, a parent, the teacher next door), and then join in. In this character, ask students questions such as:
  - How did you shape this letter? Can you help me make the letter “p” “g” “o”?
  - How do you know what the letter should look like?
Math Lab | Puzzle Time

Description:
- Students will have the opportunity to put together puzzles that depict body parts, health care workers, etc.

Purpose:
- This lab helps students develop fine-motor skills and spatial skills.

When You Tour:
- Highlight the puzzles that you have added.

Facilitate Learning:
- Use the following prompts to facilitate oral-language development.
  - Tell me how you knew that these two pieces would fit together.
  - What do you like about this puzzle?
  - Why did you choose to work on this part of the puzzle first?

Computer/Media Lab | Free Exploration

Description:
- Students will explore educational software or listen to music with computers, CD players, or other digital devices.

Purpose:
- This lab provides students with an opportunity to explore technology, reinforce literacy concepts in a new context, or enjoy music.

When You Tour:
- Remind students of the software or websites that they may use on the computers, and identify the available music CDs or stories on tape that you have placed in the listening area.

Facilitate Learning:
- Encourage students to listen to the song “Touch” from Hap Palmer’s *Getting to Know Myself* CD, and do the actions that are described.

Sand/Water Lab | Back in Circulation

Description:
- Students will use pumps, basters, cups, and other equipment to experiment with various ways to move water or sand.
Purpose:
- This lab will help students become familiar with the physical properties of water and sand. This will help to build background knowledge in preparation for day 5's focus, the circulatory system.

When You Tour:
- Identify the tools available, and explain that the purpose is to explore ways to make the water or sand move.

Facilitate Learning:
- Use the following prompts to facilitate oral-language development:
  - Show me one of the ways that you can move the water/sand.
  - With which tools were you able to move more water/sand?

Science Lab | Looking Closely

Description:
- Students will use magnifying glasses to explore their fingernails, skin, hair, and other exposed parts of their bodies.

Purpose:
- This lab provides students with opportunities to explore the human body closely.

When You Tour:
- When you explain the use of the magnifying glasses, point out the writing materials and/or the audio recording device, and encourage students to write about or record their findings.

Facilitate Learning:
- Use the following prompts to reinforce scientific concepts and to facilitate oral-language development.
  - When you use the magnifying glass, what do you notice about your fingernails (hair, skin) that you didn’t notice without it?
  - Look at a knuckle on your hand when you move your finger. What do you notice about the skin?
  - Choose a hair on your arm to examine. Find the base of the hair, where it comes out of your skin. What do you notice?

Writing Lab | Free-Choice Writing

Description:
- Students will use the writing instruments and paper or journals to write about a topic of their choice.
Purpose:
- This lab provides students with an opportunity to freely express themselves in writing.

When You Tour:
- Briefly explain that students can use whichever materials they want to write about whatever they would like.

Facilitate Learning:
- Ask students to read their writing to you. Give specific feedback about the content of what they have written. Acknowledge any writing strategies that they have used.
  
  Examples:
  - I really love the part at the end! That’s a funny story.
  - You used a lot of the letters that we have learned in your story! I see an “s” right here and an “m” to stand for “marshmallow.”

Provide five-minute and three-minute warnings before the end of labs. Then sing the clean-up song to prompt students to put away lab items and move to the 15-Minute Math board.

15-Minute Math

Complete the following activities:

Calendar
- Have students recite the months of the year, name the current month, recite the days of the week, and state today’s day, month, and date.

Days of the Week
- Reveal today’s date card; place the Today card behind it.
  
  What day is it today? Today is (day), the (date) of (month).

- Place the Yesterday card in the pocket holder behind the appropriate date, and say, Yesterday was (day of the week).

Days-of-School Tape
- Determine which number to write and why, write the number, read the number, and state how many days you have been in school.
Hundreds Chart

- Determine with students which number to color in, read the numbers that have been colored, and point out the number of completed rows and additional squares.

Ten-Frames

- Add a dot in the appropriate place, and state how many dots there should be. Point to and count them aloud with students.

Number-Recognition Circle 1–5

- Remove the clothespin. Tell students that you are going to clip the clothespin to one of the sections and that they are going to clap the same number of times as is shown in that section. For example, if the clothespin were clipped to the section of the circle with the number 4, students would clap four times.

- Move the clothespin to the section of the circle with the number 3. **How many times should you clap? Three times.** Ask students to clap three times. Continue in the same manner with the numbers 1, 2, and 4.

Recite a favorite Rhyme Time chant as students move to the area where you will serve the snack.

Snack

- Serve two large graham crackers to each student.

- Use the snack to reinforce thematic concepts.

Since each cracker breaks evenly into four rectangles, you could use them to make boxy body shapes. If one half of a cracker serves as the body’s trunk, how could the other cracker pieces be broken so they could represent the arms, legs, and head?

As students make and eat the shapes, ask what their brains are telling their bodies to do. Lead them to some of the following responses. **Replies: Think about body shapes, chew, taste, swallow, talk, breathe, keep the heart beating, move the hand muscles, listen and hear,** etc.

- Review the Partner Challenge of the day.

**Our Partner Challenge today is to tell where you would mark on the Feelings Thermometer to show how excited you would feel if you had a tuna sandwich to eat for lunch.**

If today is Monday, add two dots to the ten-frames for Saturday and Sunday before students arrive.
What are some of the things we can do to show our partners that we are listening to them when they share their ideas with us? Use the active-listening posture, use Say It Back, and ask questions. When you talk to each other and use active listening, that will help you remember what your partner tells you so you can tell us at the end of the day.

- Invite students to talk with a partner about the Partner Challenge. Monitor students’ conversations, providing guidance with the Feelings Thermometer as needed. When students indicate where on the Feelings Thermometer they would mark, distribute pocket point chips for them to place in KinderRoo’s pouch.

**Outside/Gross-Motor Play**

- Lead a game of Strut Miss Mary.

Students may form a circle or two lines that face each other. The adult leader struts around the inside of the circle or down the center of the lines as he or she sings or chants with an upbeat rhythm.

**Strut, Miss Mary**

*(Tune: “Mama’s Little Baby Loves Shortnin’ Bread”)*

- Strut, Miss Mary, strut, Miss Mary
- Strut, Miss Mary, all day long.
- Strut, Miss Mary, strut, Miss Mary
- Strut, Miss Mary, all day long.

- Ask volunteers to demonstrate what they think the word “strut” means. Encourage many kinds of imaginative strutting. Once various leg movements have been tried, suggest that students add arm, hand, and head variations.

- Change “Miss” to “Mister,” and vary the names used in the chant to include students’ names. Encourage students to choose partners and strut together.

- Invite additional students to imitate movements as they follow a leading strutter down the line or around the circle. Change the chant to:

**Here comes another one—just like the other one**

**Here comes another one—all day long.**

When students come back inside, select one student to play teacher. As students return to the gathering area for Stepping Stones, that student will point to each word on the word wall for the other students to read.
**Day 1 | Unit 4: Head to Toe**

**Stepping Stones**

Introduces students to concepts about print, phonemic awareness, letter sounds, and the blending of sounds to make words. Skills are presented with active student involvement and multiple modalities, building success over time for every child.

**Stepping Stones**

**TIMING GOAL:** 30 minutes

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**Beginning Phonics**

- Point to each mnemonic picture on the wall frieze, and ask students to name each picture.
- Show the Animated Alphabet segments for /t/, /i/, and /n/.

**Emergent Reading**

**Story Introduction**

- Show the cover of *My Brain*. Because of the lesson activity, do not introduce the title, author, or illustrator at this time.

  We’ve been learning about our brains today. Now we are going to read a book about our brains. It tells about things that our brains tell our bodies to do, or how our brains control our bodies.

- Introduce a game that will review many of the concepts of print and book conventions that have been introduced so far.

  Today we are going to play the What’s Wrong? game. I will read the story to you, and I want you to watch for things that I am doing wrong. If you see something, raise your hand! When I ask, “What’s wrong?” you can tell me, all together aloud.

- Begin the game. Hold up the book with the back cover facing the class. OK, I am ready to start reading. Hopefully they will notice that you are showing the back cover. When you see hands raised, ask, “What’s wrong?” and correct your behavior. Repeat this procedure with the following steps:
  - Show the front cover of the book, but hold it upside down.
  - Point to the author’s name. Introduce the author as the title. The title of our story is *Sally Francis Anderson*.
  - Open the book to the last page to begin reading.
  - Track the text of the first page from right to left, but read the words correctly, as they are written (e.g., “Here comes the ball!”).
  - Track the picture as you read the correct words on page 2.
  - Say the wrong noun when you read page 3 (e.g., “Here comes a car!”).

**Guided Group Reading**

- Distribute a book to each student. Read the book again, this time inviting students to read in unison with you as they follow along in their own books.
- Remind students that they will remember what the page says by looking at the picture.

Invite students to sing “March to Math” to signal that it is time for Math Mysteries.
Show What You Know

- Ask students to count to 4 with their partners.
- Use the sharing sticks to select a student to count to 4 for the class. Award pocket points if the student is able to count to 4 successfully.
- Remind students that they have been learning about the numbers 1, 2, 3, and 4. What do you remember about the numbers 1, 2, 3, and 4?
- Acknowledge what they have learned. We know how to count to 4, make sets of 1, 2, 3, and 4, and write the numbers 1, 2, 3, and 4.

Active Instruction

- Introduce the concept of the number 5. Help students reflect on what they know about the number.
  
  **Today we are going to learn about the number 5.** Write the numeral 5 in the middle of a piece of chart paper, or point to it on the interactive whiteboard. T-P-S: What do you know about the number 5? I am five years old; my hand has five fingers; five comes after four; etc. Generate a written list with your students. Then read the list to them.

- Guide partners to make sets of five buttons.
  
  I am going to give you and your partner a bag of buttons to share. I'd like each of you to take five buttons from the bag and place them in front of you.

- Give each pair of students a bag of buttons. When each child has five buttons in front of him or her, ask, How many buttons do you have? How do you know?
- Ask students to touch and count the buttons as you count them aloud together. Take this opportunity to observe which students are able to count the buttons correctly by saying one number per button. If any students are having difficulty, ask them to put the buttons in a row and push one button up at a time as they count. Ask students to count the buttons aloud again as they put them back into the bag.

Partner Practice

- Explain the activity.

  You will now make a picture of five clouds. At your tables, you will find paper, glue, crayons, and cotton balls to share. You will glue five cotton balls to your paper in any way that you want. You might put them all in a row, in a circle, or scattered on the paper. First, think about how you would like your picture to look, and then lay five cotton balls on your paper where you would like to put them. Do not glue them down yet.
• Provide time for students to lay the cotton balls on their papers without glue. Then ask students to count the cotton balls on their papers. Encourage students to think about how they are gluing their cotton balls on the paper to make a picture to represent five clouds.

• When students are done, ask them to count the cotton balls on their partners’ papers. Once students are confident that both papers represent the number 5, they may glue on the cotton balls. They may also use crayons to decorate their designs.

Recap

• Show a few examples of different ways to represent the number 5.

You have shown many ways that we can make the number 5. While all our pictures look very different, they all show five in some way.

• Award pocket points if several students were able to represent the number 5 on their papers successfully.

• Introduce the homework. Show the “Making 5” page.

Before you go home today, you will get one of these. You can use it to make your very own card game! You just have to cut apart the squares, mix them up, and try to match the dot, number, and picture cards. These will also be available in the math lab when you arrive tomorrow morning, so you can play a game with a friend.

Sing “It’s time to go to sleep. It’s time to count our sheep.” Then count in a quiet voice, touch each student lightly on the head, and send them to retrieve their nap-time supplies.

Let’s Daydream

This quiet portion provides time for reflection in thematic content. During this quiet time, teachers read poetry related to the theme.

Routine

1. Have students get out their supplies (towels, cots, etc.) for nap time.
2. Read the selected poetry, and play soft music (optional) as students rest.
3. Allow students to quietly look at another book during this time if they prefer.

Recommended Poetry Selection

• “A Circle of Sun,” The 20th Century Children’s Poetry Treasury, page 4
**Introduce the Poem**

Today I’m going to read a poem called “A Circle of Sun.” The author has written a poem that lets you know that she feels just great about herself and her body and all that it can do. Listen to how she feels that she is an important part of the world. We are each an important part of the world. As you listen to her happy poem, think about all the things she is doing that her brain is helping her to do.

Gather students in a place where you will model during Write Away.

**Write Away**

**Copy a Word**

**TIMING GOAL:** 20 minutes

**Prewriting**

- Present the writing topic for the day, and encourage students to share their ideas. To discourage copying later, do not write the ideas on the board.

Today we’ve been talking about things our brains can do. One thing our brains can do is tell our bodies to do things. You are going to write about something that your brain can tell your body to do. First let’s talk about some ideas that you may have.

What are some things that your brain can tell your body to do?

- Share an example that applies to you. Acknowledge all developmental stages represented in your classroom by reviewing how kindergartners write using the example below, or other ways you have seen your students write.

I think that I will write a sentence that says, “My brain tells my body to sleep.”

Let’s think about how kindergartners write. Some kindergartners write like this. Draw some scribble marks on the board or on chart paper. Say, “My brain tells my body to sleep,” as you scribble. Other kindergartners do this. Say your sentence again as you draw a line of loops.

Some kindergartners are ready to use more grown-up writing. We have been learning about things we can do if we don’t know how to write words the grown-up way.

- Review previously introduced emergent-writing strategies. T-P-S: What are some things that I can do if I don’t know how to write some of the words in my sentence? Draw a picture, draw a line, and write sounds that you know.

Today I will tell you about another thing that I can do. If I know where to find a word on the word wall, on the whiteboard, or in a book, I can copy that word.
I will use these things to write my sentence. You can use them when you write your sentence too.

• To model writing your sentence, use the writing strategies that have already been introduced.

First, count the words on your fingers as you say the sentence again. Then, draw lines on the board to represent each word.

Example:

I am ready to write my sentence. My sentence is, “My brain tells my body to sleep.”

– The first word is “My.” That’s a word from the word wall, so I can copy it! Walk to the word wall, if necessary, to illustrate that you are copying the word. Because it’s the first word in my sentence, I will write it with an uppercase letter. Write the word on the first line.

– “My brain tells my body to sleep.” The next word is “brain.” I can copy that word too! Where could I find it? In the theme-related vocabulary word list. Copy the word.

– The next word is “tells.” Hmmm…I think I know some of the sounds in that word, don’t you? WGR: What sounds do you hear? Repeat the word slowly a few times, emphasizing the individual sounds. Write any letters that students say.

– Touch each word that you have written so far, and read it aloud. “My brain tells my…. I know how to write the word “my” now, but this time it is in the middle of my sentence, so I will write it with a lowercase letter.

– The next word is “body.” I think I will just draw a picture for that word. Draw a stick figure to represent the word “body.”

– “My brain tells my body to…. “To.” /t/. I know how to write /t/. It’s like the tall tower. I’m not sure about the other part, so I will write /t/ to stand for “to.”

– “Sleep.” I hear some sounds that we have learned in Stepping Stones. WGR: What sounds do you hear? Repeat the word slowly if necessary. Write any letters that students say.

• Reread your sentence, touching each word, or word representation, as you do.

Let’s watch Alphie use some strategies to write a sentence.

• Play the Alphie Models Writing video segment.

Partner Planning

• Ask students to share what they would like to write with their partners. Encourage them to use the Say It Back strategy to show their partners that they are listening.

• Monitor students, and listen to their discussions. Ask one or two students what their partners are planning to write.
Writing
- Distribute pencils and either writing journals or paper.
- Monitor students as they write. Encourage them to use the writing strategies that you have introduced as needed.
- Hold a writing conference with a few students as time permits. Record the stage of writing that you observe for some students on the weekly record form.

Sharing
- Ask students to share their sentences with their partners.
- Use the sharing sticks to select one or two students to share their writing with the class. Acknowledge and celebrate any emergent-writing strategies that they have used.

Invite students to recite or sing “Let’s Think About It” as they move to the gathering area.

Let’s Think About It

Theme-Learning Recap
- Review the learning focus of the day. We have been talking about our amazing brains today and all the wonderful things our brains can do. Our brains control the way we move, feel, and think.
- Introduce the book *From Head to Toe.* I am going to read this story, called *From Head to Toe* by Eric Carle today. But you will need to stand up because in this story, the characters use their brains to tell their bodies to move in different ways. We will see if you can move your body in the same way! Go ahead and stand up.
- Read the story to students, encouraging them to mimic the movement described on each page after you read “Can you do it?” After they perform the motion, have them say, “I can do it!”
- After reading the story, reinforce the theme-related vocabulary words that have been introduced.

You did a great job of using your **brain** to control your bodies!
Vocabulary Review

- Briefly review the new theme-related vocabulary words. Use My Turn, Your Turn to have students practice saying each word. Then provide a brief definition, and have students make connections to the contexts in which the word was used today.

  One of our new words today is “brain.” Your brain is the part of your body that controls the way you move, feel, and think. T-P-S: When did we see, hear, or use the word “brain” today?

  Another word we learned was “control.” When you control something, you make something happen. Our brains control our bodies. T-P-S: When did we see, hear, or use the word “control” today?

- Ask partners to work together to think of a sentence that uses one of the words. Use the sharing sticks to select a student to share the sentence with the class. Use the suggestions below to help foster oral-language development. Use the Oral-Language Scoring Rubric to score the response. Record the score on the weekly record form.

  **Theme Vocabulary:**
  
  *brain*
  
  *control*

<table>
<thead>
<tr>
<th>Fostering Richer Language</th>
<th>Oral-Language Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Response</strong></td>
<td><strong>Teacher Prompt</strong></td>
</tr>
<tr>
<td>The student responds in an incomplete sentence.</td>
<td>Good answer. Can you say that in a complete sentence?</td>
</tr>
<tr>
<td>Brain help think.</td>
<td></td>
</tr>
<tr>
<td>The student responds in a complete, but not very elaborate, sentence.</td>
<td>You made a complete sentence with the word. Can you add some details to your sentence? OR Can you tell us a little more about the ________?</td>
</tr>
<tr>
<td>My brain thinks.</td>
<td></td>
</tr>
</tbody>
</table>

  - Award pocket points if the student is able to create a complete sentence.
Partner Challenge

- Review the Partner Challenge of the day.

  We have one more opportunity to earn pocket points today! Let’s review our Partner Challenge. Your Partner Challenge today was to talk about where you would mark on the Feelings Thermometer to show how excited you would feel if you had a tuna sandwich for lunch. Would someone like to share his or her response with the class?

- Allow one or two volunteers to come up and show where on the Feelings Thermometer they would mark. Encourage them to tell how they feel and why.

- Award pocket points if students are able to successfully show where on the Feelings Thermometer they would mark.

- Invite students to compliment the Cool Kid for successfully demonstrating Getting Along Together skills.

Pocket Points for the Day

- Empty the chips from KinderRoo’s pouch, and encourage students to join you in counting them.

- Pour the chips into the jar, and observe how close you are to the reward line. Remind students about their reward.

Home Link/Departure

- Invite students to tell their partners one thing that they did or learned today at school.

- Make any announcements or give reminders (upcoming field trips, picture day, etc.).

- Explain the homework assignment.

  Read & Respond: Share one of your KinderCorner books, such as Families Together or Getting Dressed, with someone in your family. Ask him or her to sign your Read & Respond bookmark.

  Math Mysteries: Distribute the Making 5 Home Link page. You can cut these cards apart to make your very own Mix and Match game.