A theme guide for preschool | Unit 11

Here We Go! Transportation

The Curiosity Corner
2nd Edition
Curiosity Corner 2nd Edition Theme Guide:
Unit 11
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Success for All Foundation
A Nonprofit Education Reform Organization

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<th>Description</th>
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</thead>
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<td>Greetings, Readings, &amp; Writings</td>
<td>Preparation for the day, exploration of academic and creative activities in Learning Labs</td>
</tr>
<tr>
<td>Gathering Circle</td>
<td>Housekeeping (attendance, calendar, weather, jobs, etc.)</td>
</tr>
<tr>
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<td>Music and movement</td>
</tr>
<tr>
<td>Clues &amp; Questions</td>
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</tr>
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<td>Getting Along Together</td>
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<tr>
<td>Rhyme Time</td>
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<tr>
<td>STaR (Story Telling and Retelling)</td>
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<tr>
<td>Math Moments</td>
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</tr>
<tr>
<td>Question/Reflection</td>
<td>Thematic content extension and vocabulary review</td>
</tr>
</tbody>
</table>

### Instructional Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think-Pair-Share</td>
<td>The teacher asks a question and provides wait time for children to formulate their answers. Children discuss their answers with a partner, and the teacher invites some children to share with the class.</td>
</tr>
<tr>
<td>Whole-Group Response</td>
<td>The teacher prompts the class to respond in unison.</td>
</tr>
<tr>
<td>My Turn, Your Turn</td>
<td>The teacher models a response and then prompts students to repeat it in unison.</td>
</tr>
<tr>
<td>Sharing Sticks</td>
<td>A great time to use the sharing sticks to randomly select a child.</td>
</tr>
<tr>
<td>Paw Points</td>
<td>Opportunity to award paw points.</td>
</tr>
</tbody>
</table>

### Other Lesson Features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>Activity to help children transition from one component to the next</td>
</tr>
<tr>
<td>Video</td>
<td>Video provided to support the lesson content</td>
</tr>
</tbody>
</table>
Why *Here We Go! Transportation*?

As children interact with their surroundings, they develop a growing awareness of the world. As they grow and mature, the knowledge they gain through new experiences and challenges also grows. They travel in their neighborhoods, branching further and further from home as they enter school, go on field trips, and explore new places with family and friends.

These new experiences and explorations require transportation, whether by foot, bus, train, car, airplane, or some other means. The environment is a learning lab from which children can gain new knowledge and skills. In *Here We Go! Transportation*, children will learn about ways in which people and goods are transported from place to place. They will learn about cars, buses, boats, trains, and airplanes. Children will also learn about using arm and/or leg power to get from one place to another.

The stories in this unit focus on various types of transportation. The concepts-of-print book *Around the Town* familiarizes children with local forms of transportation while providing repetitive text for them to read along with you. As you read these books and engage children in retelling them, you provide opportunities for children to see different modes of transportation that they may not have experienced personally.

Pretending to be various vehicles allows children to use their whole bodies as they dramatize the ways in which different vehicles move people and products. As children manipulate small vehicles to create patterns and designs and use a balance scale to compare weight, they internalize math concepts. Children use the scientific method in *Here We Go! Transportation* as they make and test hypotheses and record the results when they roll different types of vehicles down ramps. In addition, they increase their theme- and math-related receptive and expressive language skills.

Enjoy your journey with the children!
Here We Go! Transportation

**thematic concepts**

- learn and use new theme-related vocabulary words
- speak in sentences
- recognize and read familiar signs
- follow text in a predictable book from page to page
- begin to recognize the sounds and shapes of “g” and “j”
- observe various letter shapes
- observe that the same letter arrangement in a different context still spells the same word
- count the number of words in a sentence
- observe that the first letter of a sentence is uppercase
- sing a song with rhyming words
- use words to represent sounds (onomatopoeia)
- recognize rhyming words
- listen attentively to stories
- answer comprehension questions about informational text and literature
- actively participate in the retelling of stories
- sequence story events
- experiment with writing to communicate meaning

**Creative Domain**

Children will:
- explore a variety of media.
- take pleasure in creating.
- use art materials to decorate “g” and “j” patterns.
- make and decorate airplanes.
- pretend and imitate during dramatic play.

**Cognitive Domain**

Children will:
- participate in brain games to develop their abilities to remember information and focus.
- observe and make discoveries.
- use real and imaginary props in dramatic play.
- solve simple problems.

**Personal/Emotional Domain**

Children will:
- demonstrate active listening when others speak.
- participate in group activities.
- organize materials when finished with them.
- follow classroom rules and routines.
- identify and name feelings.

**Mathematical Domain**

Children will:
- count to 20 by rote.
- match written numbers to quantities (to 9).
- measure and compare the weight of objects.
- use a balance scale to identify which item is heavier or lighter.
- represent the month and day on the calendar.
SETTING THE SCENE | Unit 11: Here We Go! Transportation

Language/Literacy Domain

Children will:
• learn and use new theme-related vocabulary words.
• speak in sentences.
• recognize and read familiar signs.
• follow text in a predictable book from page to page.
• begin to recognize the sounds and shapes of “g” and “j.”
• observe various letter shapes.
• observe that the same letter arrangement in a different context still spells the same word.
• count the number of words in a sentence.
• observe that the first letter of a sentence is uppercase.
• sing a song with rhyming words.
• use words to represent sounds (onomatopoeia).
• recognize rhyming words.
• listen attentively to stories.
• answer comprehension questions about informational text and literature.
• actively participate in the retelling of stories.
• sequence story events.
• experiment with writing to communicate meaning.

Social Studies Domain

Children will:
• become familiar with various forms of transportation and transportation methods.
• classify transportation by land, water, and air.
• dramatize some steps in mailing a letter.
• develop an awareness of their communities.
• begin to understand and follow rules for traffic safety.

Physical Domain

Children will:
• manipulate writing tools and puzzles for fine-motor control.
• explore rhythm and movement in response to music.
• throw and catch a ball.
• exhibit response inhibition when playing simple games.

Science Domain

Children will:
• match smells.
• observe changes in rice when it is soaked in water.
• draw conclusions based on survey data.

Interpersonal/Social Domain

Children will:
• identify feelings.
• practice giving “I” Messages about feelings.
• categorize feelings using the Feelings Tree.
• begin to learn and demonstrate anger-management strategies and how posture affects deep breathing.
• start to recognize and use techniques to aid in waiting their turn and not interrupting.
### Vocabulary

<table>
<thead>
<tr>
<th>Theme-Related Words</th>
<th>Wonderful Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>airplane</td>
<td>Day 1 go</td>
</tr>
<tr>
<td>airport</td>
<td>Day 2 transportation</td>
</tr>
<tr>
<td>air pump</td>
<td>Day 3 air</td>
</tr>
<tr>
<td>bicycles</td>
<td>Day 4 wheels</td>
</tr>
<tr>
<td>boat</td>
<td>Day 5 travel</td>
</tr>
<tr>
<td>bus</td>
<td>Day 6 jet</td>
</tr>
<tr>
<td>car</td>
<td>Day 7 train</td>
</tr>
<tr>
<td>cargo</td>
<td>Day 8 ship</td>
</tr>
<tr>
<td>carriage</td>
<td>Day 9 horse</td>
</tr>
<tr>
<td>cart</td>
<td>Day 10 truck</td>
</tr>
<tr>
<td>conductor</td>
<td></td>
</tr>
<tr>
<td>delivery truck</td>
<td></td>
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<tr>
<td>drive</td>
<td></td>
</tr>
<tr>
<td>driver</td>
<td></td>
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<tr>
<td>engine</td>
<td></td>
</tr>
<tr>
<td>gas</td>
<td></td>
</tr>
<tr>
<td>glider</td>
<td></td>
</tr>
<tr>
<td>ground</td>
<td></td>
</tr>
<tr>
<td>helicopter</td>
<td></td>
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<tr>
<td>hot-air balloon</td>
<td></td>
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<tr>
<td>mechanic</td>
<td></td>
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<tr>
<td>move</td>
<td></td>
</tr>
<tr>
<td>mule</td>
<td></td>
</tr>
<tr>
<td>parachute</td>
<td></td>
</tr>
<tr>
<td>passenger</td>
<td></td>
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<tr>
<td>place</td>
<td></td>
</tr>
<tr>
<td>plane</td>
<td></td>
</tr>
<tr>
<td>pull</td>
<td></td>
</tr>
<tr>
<td>ride</td>
<td></td>
</tr>
<tr>
<td>river</td>
<td></td>
</tr>
<tr>
<td>road</td>
<td></td>
</tr>
<tr>
<td>roller skates</td>
<td></td>
</tr>
<tr>
<td>runway</td>
<td></td>
</tr>
<tr>
<td>sidewalk</td>
<td></td>
</tr>
<tr>
<td>skateboard</td>
<td></td>
</tr>
<tr>
<td>sky</td>
<td></td>
</tr>
<tr>
<td>station</td>
<td></td>
</tr>
<tr>
<td>street</td>
<td></td>
</tr>
<tr>
<td>submarine</td>
<td></td>
</tr>
<tr>
<td>subway</td>
<td></td>
</tr>
<tr>
<td>ticket</td>
<td></td>
</tr>
<tr>
<td>tires</td>
<td></td>
</tr>
<tr>
<td>track</td>
<td></td>
</tr>
<tr>
<td>transport</td>
<td></td>
</tr>
<tr>
<td>trip</td>
<td></td>
</tr>
<tr>
<td>vehicle</td>
<td></td>
</tr>
<tr>
<td>wagon</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td></td>
</tr>
</tbody>
</table>

Wonderful Words are theme-related words that have been highlighted for additional emphasis and practice. A new Wonderful Word is introduced each day.

Developing oral language and vocabulary is one of the most important goals for preschool children to achieve to prepare them for later success in school. In Curiosity Corner, we balance specific vocabulary instruction with experiences that promote natural language acquisition. The teaching strategies help to ensure that all children get ample opportunities to hear and practice using new words in a variety of situations.

The theme-related vocabulary words are taught as a part of content instruction.
### Setting the Scene

**Unit 11: Here We Go! Transportation**

**STAR Words**

- The Adventures of Taxi Dog
- fare
- hurry
- Cars and Trucks and Things That Go
- busy
- The Little Engine That Could
- sudden
- Harbor
- harbor

**Math Words**

- amount
- count
- scale
- weigh

Math words help children communicate about new concepts they are learning in math.

**Getting Along Together Words**

- breathing
- control
- interrupting
- waiting

Getting Along Together words and phrases help children communicate their feelings in social situations and help them work together to solve problems.

**Basic Words**

- around
- bird
- construction worker
- heavy
- letter
- light
- mail
- mailbox
- package
- repair
- roll
- spin
- stamps
- suitcase
- town
- turn
- wings

Basic words are those that are helpful for four- and five-year-old children to know. If children do not know them already, there will be opportunities to learn the basic words during this unit.

**STAR words help children to enrich their speaking vocabularies and increase their story comprehension.**
We recommend that snacks and outdoor gross-motor play be an integral part of the daily schedule. You will find suggested snacks and activities to support this theme in the appendix.
### Day 3
- There are many forms of transportation.

### Day 4
- Many forms of transportation have wheels.

### Day 5
- Many forms of transportation travel on roads.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy a Story</td>
<td>Enjoy a Story</td>
<td>Enjoy a Story</td>
<td>Enjoy a Story</td>
</tr>
<tr>
<td>Glittery “G”</td>
<td>Glittery “G”</td>
<td>Glittery “G”</td>
<td></td>
</tr>
<tr>
<td>Truck Match 1–9</td>
<td>Truck Match 1–9</td>
<td>Truck Match 1–9</td>
<td></td>
</tr>
<tr>
<td>Exploring with Technology</td>
<td>Exploring with Technology</td>
<td>Exploring with Technology</td>
<td></td>
</tr>
<tr>
<td>Postcards</td>
<td>Postcards</td>
<td>Postcards</td>
<td></td>
</tr>
<tr>
<td>Wheel Prints</td>
<td>Wheel Prints</td>
<td>Wheel Prints</td>
<td></td>
</tr>
<tr>
<td>Does It Roll?</td>
<td>Does It Roll?</td>
<td>Does It Roll?</td>
<td></td>
</tr>
<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td></td>
</tr>
<tr>
<td>Daily start-up routines</td>
<td>Daily start-up routines</td>
<td>Daily start-up routines</td>
<td></td>
</tr>
<tr>
<td>“Skip to My Lou”</td>
<td>Silent Ball</td>
<td>Freeze</td>
<td></td>
</tr>
<tr>
<td>Transportation picture card sort (air, land,</td>
<td>Concepts-of-print book: <em>Around the Town</em> by Mary Alice Bond</td>
<td>Transportation picture card sort (road/not road)</td>
<td></td>
</tr>
<tr>
<td>water) review the letter “g.”</td>
<td>Review the letter “g.”</td>
<td>Review the letter “g.”</td>
<td></td>
</tr>
<tr>
<td>“The Wheels on the Bus”; Phonological</td>
<td>“The Wheels on the Bus”; Phonological</td>
<td>“The Wheels on the Bus”; Phonological</td>
<td></td>
</tr>
<tr>
<td>Awareness—Onomatopoeia</td>
<td>Awareness—Onomatopoeia</td>
<td>Awareness—Onomatopoeia</td>
<td></td>
</tr>
<tr>
<td>Stop and think about something happy</td>
<td>Stop and think about something happy or calm.</td>
<td>Stop and think about something happy or calm.</td>
<td></td>
</tr>
<tr>
<td>or calm.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scenario Options: Same as day 1</td>
<td>Scenario Options: Same as day 1</td>
<td>Scenario Options: Same as day 1</td>
<td></td>
</tr>
<tr>
<td>Small-Group Instruction: Same as day 2</td>
<td>Small-Group Instruction: Same as day 2</td>
<td>Small-Group Instruction: Same as day 2</td>
<td></td>
</tr>
<tr>
<td>Interactive Story Reading: *Cars and Trucks</td>
<td><em>Cars and Trucks and Things That Go</em> by Richard Scarry</td>
<td>Free-Choice Story Reading:</td>
<td></td>
</tr>
<tr>
<td>and Things That Go* by Richard Scarry</td>
<td><em>Story Retell with illustrations</em></td>
<td><em>Suggestion – Scooter and Cupcake</em> by Mary Anne Lipousky-Butikas</td>
<td></td>
</tr>
<tr>
<td>Count to 20 by rote. Match written number to</td>
<td>Count to 20 by rote. Match written number to quantity (to 9);</td>
<td>Count to 20 by rote. Match written number to quantity (to 9);</td>
<td></td>
</tr>
<tr>
<td>quantity (to 9); count train tickets to match</td>
<td>clap a certain number of times to match a number card (1–9).</td>
<td>problem solving: find a matching quantity.</td>
<td></td>
</tr>
<tr>
<td>a number card (6–9).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brain Game: Pass It Down! Favorite ways to</td>
<td>Brain Game: Pass It Down!</td>
<td>Brain Game: Pass It Down!</td>
<td>Opposites game</td>
</tr>
<tr>
<td>travel</td>
<td>Transportation picture card sort (wheels/not wheels)</td>
<td></td>
<td></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>Learning Focus for the Day</strong></td>
<td>Some forms of transportation travel in the air.</td>
<td>Some forms of transportation move on tracks.</td>
</tr>
<tr>
<td>Classroom Library Lab</td>
<td>Enjoy a Story</td>
<td>Enjoy a Story</td>
</tr>
<tr>
<td>Letter Lab</td>
<td>Gel Letters</td>
<td>Gel Letters</td>
</tr>
<tr>
<td>Math Lab</td>
<td>Vehicle Patterns</td>
<td>Vehicle Patterns</td>
</tr>
<tr>
<td>Computer/Media Lab</td>
<td>Exploring with Technology</td>
<td>Exploring with Technology</td>
</tr>
<tr>
<td>Writing Lab</td>
<td>How Will We Get There?</td>
<td>How Will We Get There?</td>
</tr>
<tr>
<td>Art Lab</td>
<td>Amazing Airplanes</td>
<td>Amazing Airplanes</td>
</tr>
<tr>
<td>Science Lab</td>
<td>Heavy or Light?</td>
<td>Heavy or Light?</td>
</tr>
<tr>
<td>Puzzles &amp; Games Lab</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s Choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering Circle</td>
<td>Daily start-up routines</td>
<td>Daily start-up routines</td>
</tr>
<tr>
<td>Move It!</td>
<td>“Head, Shoulders, Knees, and Toes”</td>
<td>“Sammy”</td>
</tr>
<tr>
<td>Clues &amp; Questions</td>
<td>Identify airplanes as a means of transportation.</td>
<td>Identify trains as a means of transportation.</td>
</tr>
<tr>
<td></td>
<td>Introduce the letter “j.”</td>
<td>Review the letter “j.”</td>
</tr>
<tr>
<td>Rhyme Time</td>
<td>“Row, Row, Row Your Boat”; Phonological Awareness—Rhyme Recognition</td>
<td></td>
</tr>
<tr>
<td>Getting Along Together</td>
<td></td>
<td>Practice strategies for waiting.</td>
</tr>
<tr>
<td>Plan &amp; Play</td>
<td>Scenario Options:</td>
<td>Scenario Options: Same as day 6</td>
</tr>
<tr>
<td></td>
<td>Airport</td>
<td>Small-Group Instruction: Which Weighs More?</td>
</tr>
<tr>
<td></td>
<td>Post Office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auto Mechanic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Road Construction</td>
<td></td>
</tr>
<tr>
<td>STaR</td>
<td>Interactive Story Reading: <em>The Little Engine That Could retold by Watty Piper</em></td>
<td><em>The Little Engine That Could Story Retell: Sequence the train engines.</em></td>
</tr>
<tr>
<td>Math Moments</td>
<td>Count to 20 by rote.</td>
<td>Count to 20 by rote.</td>
</tr>
<tr>
<td></td>
<td>Compare the weight of objects.</td>
<td>Compare the weight of objects.</td>
</tr>
<tr>
<td>Question/Reflection</td>
<td>Brain Game: I Spy</td>
<td>Brain Game: I Spy</td>
</tr>
<tr>
<td></td>
<td>Dramatize an airplane in flight.</td>
<td>Reread concepts-of-print book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Around the Town.</td>
</tr>
<tr>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
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<tr>
<td>-------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>Some forms of transportation travel by water.</td>
<td>Sometimes animals are used for transportation.</td>
<td>We can use various forms of transportation to send things from one person to another.</td>
</tr>
<tr>
<td>Enjoy a Story</td>
<td>Enjoy a Story</td>
<td>Enjoy a Story</td>
</tr>
<tr>
<td>Gel Letters</td>
<td>Gel Letters</td>
<td>Gel Letters</td>
</tr>
<tr>
<td>Vehicle Patterns</td>
<td>Vehicle Patterns</td>
<td>Vehicle Patterns</td>
</tr>
<tr>
<td>Exploring with Technology</td>
<td>Exploring with Technology</td>
<td>Exploring with Technology</td>
</tr>
<tr>
<td>How Will We Get There?</td>
<td>How Will We Get There?</td>
<td>How Will We Get There?</td>
</tr>
<tr>
<td>Amazing Airplanes</td>
<td>Amazing Airplanes</td>
<td>Amazing Airplanes</td>
</tr>
<tr>
<td>Heavy or Light?</td>
<td>Heavy or Light?</td>
<td>Heavy or Light?</td>
</tr>
<tr>
<td>Free Exploration</td>
<td>Free Exploration</td>
<td>Free Exploration</td>
</tr>
<tr>
<td>Daily start-up routines</td>
<td>Daily start-up routines</td>
<td>Daily start-up routines</td>
</tr>
<tr>
<td>Ball Pass: Transportation</td>
<td>Follow the Leader</td>
<td>“Get on Up and Move Your Body”</td>
</tr>
<tr>
<td>Learn about boats as a means of transportation. Review the letter “j.”</td>
<td>Learn about the use of animals as a means of transportation. Review the letter “j.”</td>
<td>Discover the means of transportation used to send things from one place to another. Review the letter “j.”</td>
</tr>
<tr>
<td>Daily start-up routines</td>
<td>Daily start-up routines</td>
<td>Daily start-up routines</td>
</tr>
<tr>
<td>Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7</td>
<td>Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7</td>
<td>Scenario Options: Same as day 6 Small-Group Instruction: Same as day 7</td>
</tr>
<tr>
<td>Interactive Story Reading: Harbor by Donald Crews</td>
<td>Harbor Story Retell: Identify and discuss boats.</td>
<td>Free-Choice Story Reading: Suggestion – Mule Train Mail by Craig Brown</td>
</tr>
<tr>
<td>Count to 20 by rote. Identify a heavy object.</td>
<td>Count to 20 by rote. Identify a light object.</td>
<td>Count to 20 by rote. Solve a problem using a balance scale.</td>
</tr>
<tr>
<td>Brain Game: I Spy Sort vehicles.</td>
<td>Brain Game: I Spy Walk and Talk with Curiosity game</td>
<td>Brain Game: I Spy Which Wonderful Word? game</td>
</tr>
<tr>
<td>Practice strategies for not interrupting.</td>
<td>“Row, Row, Row Your Boat”; Phonological Awareness—Sing in a Round</td>
<td>“Row, Row, Row Your Boat”; Phonological Awareness—Sing in a Round</td>
</tr>
</tbody>
</table>
You Will Need

Supplied by SFAF:

<table>
<thead>
<tr>
<th>Books STaR</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>The Adventures of Taxi Dog</em> by Debra and Sal Barracca</td>
</tr>
<tr>
<td>• <em>Cars and Trucks and Things That Go</em> by Richard Scarry</td>
</tr>
<tr>
<td>• <em>The Little Engine That Could</em> retold by Watty Piper</td>
</tr>
<tr>
<td>• <em>Harbor</em> by Donald Crews</td>
</tr>
<tr>
<td>• <em>Scooter and Cupcake</em> by Mary Anne Lipousky-Butikas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concepts of Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Around the Town</em> by Mary Alice Bond (class set)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Mule Train Mail</em> by Craig Brown</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curiosity Corner 2nd Edition Software</td>
</tr>
<tr>
<td>• Curiosity Corner Home Link show for unit 11</td>
</tr>
<tr>
<td>• <em>Getting to Know Myself</em> by Hap Palmer</td>
</tr>
<tr>
<td>• <em>Traditional Tunes: Sandy and Danny</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cards/Card Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curiosity Corner Activity Cards for Unit 11</strong></td>
</tr>
<tr>
<td><strong>Letter Cards</strong></td>
</tr>
<tr>
<td>• “Gg,” “Cc,” “Hh,” “Jj,” “Tt,” and “Ss”</td>
</tr>
<tr>
<td><strong>Numeral Cards</strong></td>
</tr>
<tr>
<td>• 1–9</td>
</tr>
<tr>
<td><strong>Thematic Content</strong></td>
</tr>
<tr>
<td>• Wonderful Word picture cards: “go,” “transportation,” “air,” “wheels,” “travel,” “jet,” “train,” “ship,” “horse,” “truck”</td>
</tr>
<tr>
<td>• Days 1–10: Transportation picture cards set</td>
</tr>
<tr>
<td>• Day 8: Geography picture cards set</td>
</tr>
<tr>
<td><strong>Plan &amp; Play Scenario Cards</strong></td>
</tr>
<tr>
<td>• Taxi Driver, Car Wash, Train Station, Map Making, Airport, Post Office, Auto Mechanic, Road Construction</td>
</tr>
<tr>
<td><strong>Rhyme Cards</strong></td>
</tr>
<tr>
<td>• “The Wheels on the Bus”</td>
</tr>
<tr>
<td>• “Row, Row, Row Your Boat”</td>
</tr>
<tr>
<td><strong>STaR Story Retell Cards</strong></td>
</tr>
<tr>
<td>• <em>The Little Engine That Could</em></td>
</tr>
<tr>
<td><strong>Other Card Sets</strong></td>
</tr>
<tr>
<td>• Ear and mouth cards</td>
</tr>
<tr>
<td>• Letter-blending cards, deck 1</td>
</tr>
<tr>
<td>Posters</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Stay Cool poster (from unit 2)</td>
</tr>
<tr>
<td>General — Used in Every Unit</td>
</tr>
<tr>
<td>• Puppets: Curiosity (cat), Chilly (penguin), and Squeaky (squirrel)</td>
</tr>
<tr>
<td>• Paw point chips</td>
</tr>
<tr>
<td>• Cool Kid certificates</td>
</tr>
<tr>
<td>• Cool Kid stamp</td>
</tr>
<tr>
<td>• Colored clothespins (for Plan &amp; Play scenario selection)</td>
</tr>
<tr>
<td>• Read &amp; Respond bookmarks</td>
</tr>
<tr>
<td>• Home Link animal hand stamps and ink pad</td>
</tr>
<tr>
<td>Other SFAF Items</td>
</tr>
<tr>
<td>• Large soft-foam number cubes</td>
</tr>
<tr>
<td>• Traffic jam floor puzzle</td>
</tr>
<tr>
<td>• Transportation felt cutouts</td>
</tr>
<tr>
<td>• Walk and Talk with Curiosity game boards (five) and spinners</td>
</tr>
<tr>
<td>• Curiosity Corner Unit Record Form for unit 11 (generate with data-tools system)</td>
</tr>
</tbody>
</table>
### Teacher Acquired:

<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sticky notes, one per child (Clues &amp; Questions, day 2)</td>
</tr>
<tr>
<td>• Paper lunch bags, one per partnership plus one for Curiosity (Math Moments, day 2)</td>
</tr>
<tr>
<td>• Optional: small toy bus (Clues &amp; Questions, day 3)</td>
</tr>
<tr>
<td>• Ball (Move It!, day 3)</td>
</tr>
<tr>
<td>• Toy car (Clues &amp; Questions, day 5)</td>
</tr>
<tr>
<td>• Balance scale (Math Moments, days 6–10)</td>
</tr>
<tr>
<td><strong>Note:</strong> If you do not have access to a balance scale, you can find simple ideas for creating one on the Internet.</td>
</tr>
<tr>
<td>• One heavy item and one light item (e.g., a block and a crayon) for each partnership (Math Moments, days 6 and 7)</td>
</tr>
<tr>
<td>• Painter's tape or masking tape (Clues &amp; Questions, day 7)</td>
</tr>
<tr>
<td>• One small puzzle, game, or toy per partnership (Getting Along Together, day 7)</td>
</tr>
<tr>
<td>• Large bowl of water; variety of small items, some that sink and some that float (Clues &amp; Questions, day 8)</td>
</tr>
<tr>
<td>• Green paper (for story tree leaves)</td>
</tr>
<tr>
<td>• Wonder Box and supplies for Plan &amp; Play prop creation (See the Curiosity Corner 2nd Edition Teacher's Manual, chapter 10, Getting Started for information about setting up a Wonder Box.)</td>
</tr>
<tr>
<td>• Supplies for Learning Labs and Plan &amp; Play scenarios (see next section)</td>
</tr>
</tbody>
</table>
Suggested Materials for Setting Up Learning Labs and Plan & Play Scenarios:

<table>
<thead>
<tr>
<th>Learning Labs</th>
<th>Classroom Library Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enjoy a Story</strong></td>
<td>• Books related to transportation, vehicles, roads, waterways, planes, etc.</td>
</tr>
<tr>
<td><strong>Letter Lab</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Making Words</strong></td>
<td>• Magnetic, foam, or plastic letters or letters from the letter-blending deck; two or three concepts-of-print books (any title) or books with large print</td>
</tr>
<tr>
<td><strong>Glittery “G”</strong></td>
<td>• Letter “G” Pattern (appendix), one sheet per child; glitter; glue</td>
</tr>
<tr>
<td><strong>Gel Letters</strong></td>
<td>• Gallon-sized resealable baggies filled with hair gel (see To Be Prepared), letter card for “Jj” (days 7–10)</td>
</tr>
<tr>
<td><strong>Math Lab</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Truck Match 1–9</strong></td>
<td>• Truck Numbers and Truck Dots sheets (appendix), one of each sheet per child</td>
</tr>
<tr>
<td><strong>Vehicle Patterns</strong></td>
<td>• Vehicle Pattern Cards (appendix)</td>
</tr>
<tr>
<td></td>
<td>• Optional: small toy vehicles (e.g., cars, buses, trucks, boats, bikes), enough to make a pattern with several repetitions</td>
</tr>
<tr>
<td><strong>Computer/Media Lab</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exploring with Technology</strong></td>
<td>• Computers, tablets, listening media, software</td>
</tr>
<tr>
<td><strong>Writing Lab</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Postcards</strong></td>
<td>• Writing materials, drawing instruments, stamps, stickers</td>
</tr>
<tr>
<td><strong>How Will We Get There?</strong></td>
<td>• Paper and writing implements</td>
</tr>
<tr>
<td></td>
<td>• Optional: vehicle-shaped paper</td>
</tr>
<tr>
<td><strong>Art Lab</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Wheel Prints</strong></td>
<td>• Plastic play wheels of different sizes, tempera paints in various colors</td>
</tr>
<tr>
<td><strong>Amazing Airplanes</strong></td>
<td>• Craft sticks, at least two per child; glue sticks; paint</td>
</tr>
<tr>
<td><strong>Science Lab</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Does It Roll?</strong></td>
<td>• Large flat item that can be used as a ramp (e.g., a board, a game board, cardboard), assortment of toy vehicles, including items with and without wheels</td>
</tr>
<tr>
<td></td>
<td>• Paper and writing implements to record observations</td>
</tr>
<tr>
<td><strong>Heavy or Light?</strong></td>
<td>• Balance scale, objects of various weights, paper and writing implements to record observations</td>
</tr>
</tbody>
</table>
### Puzzles & Games Lab

**Free Exploration**
- Traffic jam floor puzzle
- Transportation felt cutouts
- Classroom puzzles and/or games

### Plan & Play

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Suggested Classroom Space</th>
<th>Ideas for Props</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxi Driver</td>
<td>Open area</td>
<td>Taxi-driver hats, real or made by teacher; steering wheels; large cardboard boxes</td>
</tr>
<tr>
<td>Car Wash</td>
<td>Blocks area</td>
<td>Clean rags, empty plastic buckets, clean sponges</td>
</tr>
<tr>
<td>Train Station</td>
<td>Any area</td>
<td>Conductor’s hats, travel bags, pretend train tickets, chairs and seats</td>
</tr>
<tr>
<td>Map Making</td>
<td>Writing Lab, Art Lab easel area</td>
<td>Chart paper</td>
</tr>
<tr>
<td>Airport</td>
<td>Open area</td>
<td>Steering wheel, paper to make tickets</td>
</tr>
<tr>
<td>Post Office</td>
<td>Any area</td>
<td>Scale, stamps, envelopes, junk mail, boxes</td>
</tr>
<tr>
<td>Auto Mechanic</td>
<td>Open area</td>
<td>Outdoor-play riding toys, tools</td>
</tr>
<tr>
<td>Road Construction</td>
<td>Blocks area and/or sand table</td>
<td>Materials to make signs, dump trucks and other construction-work trucks</td>
</tr>
</tbody>
</table>
To Be Prepared:

**Every day:** Pull the materials listed on the Ready, Set chart for your daily lessons. Use the information in the You Will Need section to determine whether the materials are provided by SFAF or you will need to acquire them elsewhere. Follow the additional preparation steps for each day as described below.

| Day 1 | GR&W | • Math Lab: Duplicate and cut out the Truck Numbers and Truck Dots sheets (appendix), two or three sets.
|       |      | • Science Lab: Build a ramp by placing a board or other long, flat object on a stack of books or a box so children can test whether objects roll.
|       |      | • Duplicate the theme introduction letter.
|       |      | • Duplicate and prepare the Learning Labs Facilitation Guide.
|       | MM   | • Duplicate and cut out the train tickets (appendix). Place ten tickets in a resealable baggie, one baggie per partnership.
| Day 2 | GR&W | • Letter Lab: Duplicate the Letter “G” Pattern (appendix), one per child.
|       | C&Q  | • Prepare a chart for a class bar graph. Duplicate the Ways to Get to School Bar Graph Headings sheet (appendix), and attach the pictures across the bottom of a large piece of chart paper as shown.
|       | MM   | • Label five paper lunch bags with a number from 1 to 5, one bag per partnership. If you have more than five partnerships, more than one bag can be labeled with the same number.
| Day 3 | GR&W | • Place a toy bus, or the picture card of the bus, in Curiosity’s house.
|       | MM   | • Add a set of number cards 1–9 (appendix) to the train ticket baggies from day 1.
| Day 4 |      | • Prepare your materials, and review your lesson plans.
### Day 5

<table>
<thead>
<tr>
<th>C&amp;Q</th>
<th>• Draw roads on a large piece of chart paper. A rug with road graphics can also be used for this activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM</td>
<td>• Duplicate and cut apart the airplane boarding passes (appendix), eighteen boarding passes.</td>
</tr>
</tbody>
</table>

### Day 6

<table>
<thead>
<tr>
<th>GR&amp;W</th>
<th>• Math Lab: Duplicate the Vehicle Pattern Cards (appendix), three or four copies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Writing Lab: Cut writing paper into the shapes of vehicles (e.g., car, airplane, train, boat).</td>
</tr>
<tr>
<td></td>
<td>• Letter Lab: Fill two or three gallon-sized resealable baggies with hair gel. If the gel is clear, add food coloring to it. There should be enough gel in the bag to spread evenly when the bag is laid flat. Children will form letters by pressing their fingers onto the flattened bag.</td>
</tr>
<tr>
<td>STaR</td>
<td>• Number the pages of the book <em>The Little Engine That Could</em>. Page 1 begins “Chug, chug, chug. Puff, puff, puff.”</td>
</tr>
</tbody>
</table>

### Day 7

<table>
<thead>
<tr>
<th>C&amp;Q</th>
<th>• Draw a railroad-crossing symbol on a large piece of paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use heavy tape to create train tracks that wind around the classroom. (If space is limited, just create a line.)</td>
</tr>
</tbody>
</table>

### Day 8

- Prepare your materials, and review your lesson plans.

### Day 9

<table>
<thead>
<tr>
<th>C&amp;Q</th>
<th>• Number the pages of the book <em>Mule Train Mail</em>. Page 2 begins, “Anthony the postman....”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q/R</td>
<td>• Prepare the Walk and Talk with Curiosity transportation pictures (appendix), five sets.</td>
</tr>
</tbody>
</table>

### Day 10

| C&Q   | • Place a transportation-related item (a toy truck or airplane) in a box. Wrap the box in brown paper, and address it to Curiosity. Include a return address for Curiosity’s grandfather. Put stamps, or other markings that resemble postage, on it. |


# Day 1 | Ready, Set

## Learning Focus

Transportation is a way of getting from one place to another.

### Materials

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>• Sign-in sheet</td>
</tr>
<tr>
<td>You will need these items at various points throughout the day.</td>
<td>• Sharing sticks</td>
</tr>
<tr>
<td></td>
<td>• Ear and mouth cards</td>
</tr>
<tr>
<td></td>
<td>• Curiosity puppet</td>
</tr>
<tr>
<td></td>
<td>• Partnership chart and name cards</td>
</tr>
<tr>
<td></td>
<td>• Curiosity’s water dish</td>
</tr>
<tr>
<td></td>
<td>• Cool Kid stamp</td>
</tr>
<tr>
<td></td>
<td>• Paw point chips</td>
</tr>
<tr>
<td></td>
<td>• Curiosity Corner 2nd Edition flash drive</td>
</tr>
<tr>
<td></td>
<td>• Unit record form for unit 11</td>
</tr>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
<td>• Learning Labs Facilitation Guide (appendix)</td>
</tr>
<tr>
<td></td>
<td>• Refer to the Suggested Materials for Setting Up Learning Labs and Plan &amp; Play Scenarios chart in the You Will Need section of the front matter for materials related to Learning Labs and Plan &amp; Play scenarios.</td>
</tr>
<tr>
<td><strong>Gathering Circle</strong></td>
<td>• Calendar plus calendar cutout for today’s date</td>
</tr>
<tr>
<td><strong>Move It!</strong></td>
<td>• No new materials needed</td>
</tr>
<tr>
<td><strong>Clues &amp; Questions</strong></td>
<td>• CC Activity Cards: Transportation picture cards set</td>
</tr>
<tr>
<td></td>
<td>• CC Activity Card: Wonderful Word picture card for “go”</td>
</tr>
<tr>
<td></td>
<td>• CC Activity Cards: Letter cards for “Gg,” “Cc,” and “Hh”</td>
</tr>
<tr>
<td></td>
<td>• Daily Message board or IWB access</td>
</tr>
<tr>
<td><strong>Rhyme Time</strong></td>
<td>• “Wheels on the Bus” rhyme card (optional)</td>
</tr>
<tr>
<td></td>
<td>• CD: Traditional Tunes: Sandy and Danny</td>
</tr>
<tr>
<td><strong>Plan &amp; Play</strong></td>
<td>• CC Activity Cards: Scenario cards for Taxi Driver, Car Wash, Train Station, Map Making</td>
</tr>
<tr>
<td></td>
<td>• Colored clothespins</td>
</tr>
<tr>
<td></td>
<td>• Paper and crayons or pencils for writing play plans</td>
</tr>
<tr>
<td></td>
<td>• Wonder Box for prop creation</td>
</tr>
<tr>
<td><strong>STaR</strong></td>
<td>• Trade book: <em>The Adventures of Taxi Dog</em> by Debra and Sal Barracca</td>
</tr>
<tr>
<td></td>
<td>• Leaf for story tree</td>
</tr>
<tr>
<td><strong>Math Moments</strong></td>
<td>• CC Activity Cards: Numerals cards for 1–9</td>
</tr>
<tr>
<td></td>
<td>• Large soft-foam number cube</td>
</tr>
<tr>
<td></td>
<td>• Baggies of ten train tickets (appendix), one baggie per partnership</td>
</tr>
</tbody>
</table>
### Materials

| Question/Reflection | • Cool Kid certificate and marker  
|                     | • Celebration jar  
|                     | • Home Link show for unit 11  
|                     | • Theme introduction letter for unit 11 (appendix)  
|                     | • Read & Respond bookmarks  
|                     | • Home Link animal stamp: chick |
Day 1

Greetings, Readings, & Writings

<table>
<thead>
<tr>
<th>Child Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sign in.</td>
<td>2. Remind children to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Self-select labs or other activities.</td>
<td>3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.</td>
</tr>
<tr>
<td></td>
<td>4. Encourage children to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td></td>
<td>5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.</td>
</tr>
</tbody>
</table>

Available Activities

Classroom Library Lab: Enjoy a Story

- Include new books related to transportation and ways to get around.

Letter Lab: Making Words

- Invite children to find words in the concepts-of-print books and copy them with plastic letters or letters from the letter-blending cards.

Math Lab: Truck Match 1–9

- Demonstrate how to match the number card to the corresponding truck that shows the same number of dots.

Computer/Media Lab: Exploring with Technology

- If you have computers, tablets, or listening media available for children to use, have them turned on and ready to use. (Load software, have website links available, have CDs available, etc., depending on the type of devices that you are using.)
Writing Lab: Postcards

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

- Encourage children to create postcards with messages. Provide stamps, stickers, and other decorative items for children to use on their correspondences.

Art Lab: Wheel Prints

- Demonstrate how to dip the wheels in paint and press them onto paper to create designs and prints.

Science Lab: Does It Roll?

- Encourage children to test whether various objects will roll down a ramp. Include toy cars and trains for testing.

Puzzles & Games Lab: Free Exploration

- Point out the traffic jam floor puzzle for children to use.

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

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

```
This is the way we tidy our labs,
tidy our labs, tidy our labs.
This is the way we tidy our labs,
all of us together.

(Repeat if children need more time.)

And now we will gather for circle time,
circle time, circle time.
And now we will gather for circle time,
all of us together.
```

Gathering Circle

Welcome Activities

Welcome

- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.
Attendance

• Use the sign-in sheet to quickly check attendance.

Partners

• Assign new partners for the week. Ask children to move next to their new partners so they can share ideas with each other. Place partners’ name cards together on the partnership chart so everyone will remember the partnerships throughout the day.

Home Link Debrief

• Ask if children were able to explore a book with someone at home last night (or over the weekend). Remind children to ask their family members to complete the Read & Respond bookmark each day.

  **Tell your partner about a book that someone read to you at home. What was your favorite part?**

• Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs

• Assign classroom jobs for the week. Place each child’s name card next to his or her assigned job on the jobs chart.

Calendar

• Have children count together with you as you touch the dates on the calendar up to yesterday’s date.

  **WGR: What will the number for today’s date be?** Children will likely respond using a cardinal-number form. Tell the number if no one is able to answer.

• Challenge children to determine the shape and color of the calendar cutout that will be used today.

  **EXAMPLE:**

  *Yesterday our number was on a/an* (name the shape for yesterday’s date).
  *What shape do you think today’s number will be on? Replies. Yes, our pattern this month is* (describe your pattern).

• Invite children to say the day and date with you in unison.

  **Today is** (day of the week), (month) (date as an ordinal number), (year).

Weather

• Invite the weather watcher to look out the window to determine the current weather conditions and mark the weather chart accordingly. If the weather changes during the day, it is the weather watcher’s job to change the chart.
Cool Kid

- Announce today's Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Invite children to stand in preparation for the Move It! activity.

Move It!

- Introduce today's Move It! activity, Elmo's Got the Moves.

  Today we will sing and dance with Elmo! Get ready to move and groove to “Elmo's Got the Moves.”

- Play the “Elmo's Got the Moves” video.

Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Cat in a box,
Sit so still,
Will you come out?
Yes, I will!

Clues & Questions

Curiosity’s Clues

- Have Curiosity join the group.

  Curiosity: I want to tell you about a trip I will take to see my grandfather. Let's see if you can guess how I am going to get there. Here are some clues.
  - You have to buy a ticket for this.
  - It leaves from a station.
  - The conductor will call, “All aboard!”

  WGR: How is Curiosity getting to her grandfather's house? On a train!

  Teacher: That’s right. Curiosity told us about her trip because we are starting a new unit all about different ways to get from one place to another.
Learning with Curiosity

• Introduce the concept of transportation.

> There is a special word we use when we talk about getting around to different places. This special word is “transportation.” Let’s say “transportation” together.

• Lead a discussion about different forms of transportation.

> There are many different ways we can go from one place to another. Let’s talk about how we can go from here to there. Curiosity went to visit her grandfather on a train.

**T-P-S:** What are some other ways that we can get from one place to another?

• Use the sharing sticks to select children to share their responses. Display the picture card for any vehicle that children name as they share.

• Show the picture card and say the name of any vehicle that children did not mention.

• Play the “How Do You Get from Here to There?” video.

Wonderful Word

• Show the Wonderful Word picture card for “go.”

> Our Wonderful Word today is “go.” “Go” means to move from one place to another.

• Play the digital dictionary video for “go.”

• Remind children that they can earn paw points when they use or hear the word “go” today.

• Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

• Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

> There are many ways to go from one place to another.

Letter Links

• Have Curiosity provide clues about the letter “g.” Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to children.

• Display the letter cards for “Gg,” “Cc,” and “Hh.”

Our letter of the week is one of these three letters. The letter is in our message today. Curiosity has brought some clues for us about the letter. Listen carefully to see if you can tell what it is!

– My uppercase and lowercase shapes look very different.
My lowercase letter shape has a circle.
My lowercase letter shape drops down like a hook.

WGR: What letter am I? “G.” “G” is our letter of the week!

The letter “g” makes the /g/ sound. T-P-S: What are some words that begin with /g/?

• Have children help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? Yes. Circle each instance of the letter in the message.

• Reinforce the sound and shape of the letter “g” by showing the “Letter G Game” video.

Ask children to stand up as they sing “It’s Time for a Rhyme” to signal the transition to Rhyme Time.

It’s Time for a Rhyme

Penny, nickel, dime,
It’s time for a rhyme.
We know words that sound the same,
Now it’s time to play our game.

Rhyme Time

Say the Rhyme

• Introduce the new song.

Today we will begin to learn a new song about riding on a bus. It’s called “The Wheels on the Bus.” When we sing this song, listen carefully for the sounds you hear when you ride on a bus.

• Play “The Wheels on the Bus” from the Traditional Tunes: Sandy and Danny CD so children can hear the audio as you show the motions.
• Use My Turn, Your Turn to teach the first verse of the song and the motions to children, one line at a time.

The Wheels on the Bus

The wheels on the bus
Go round and round, (Move one arm over the other in a rolling motion.)
Round and round,
Round and round.

The wheels on the bus
Go round and round,
All through the town.

Additional verses:

The people...go up and down... (Move body up and down from seated or standing position.)

The horn...goes beep, beep, beep... (Push hand as if pushing a horn.)

The wipers...go swish, swish, swish... (Raise hands so forearms make a right angle with upper arms, and move hands side to side like windshield wipers.)

The money...goes clink, clink, clink... (Move hand as if dropping coins into a container.)

The baby...goes wah, wah, wah... (Rub eyes as if crying.)

The mommy...goes “Sh, sh, sh”... (Put index finger in front of lips.)

The doors...they open and close... (Hold palms of hands together, and open and close them while keeping heels of hands touching.)

Develop Phonological Awareness—Onomatopoeia

• Sing the third verse of “The Wheels on the Bus,” emphasizing the word “beep.”

The horn on the bus
Goes beep, beep, beep,
Beep, beep, beep,
Beep, beep, beep.

The horn on the bus
Goes beep, beep, beep
All through the town.

When I sang this part of the song, I heard a word that is like a sound.
WGR: Which word did you hear that is like a sound? “Beep.”

• Introduce onomatopoeia.

The song tells us that the horn goes beep. When we sing the word “beep” in this song, the word helps us know what a horn sounds like.
• Play Sing the Sound game.

This song has many parts, or verses, that tell what happens on a bus. We’re going to sing other parts of the song, and we’ll hear some more words that help us know what they mean by the way they sound. We’ll sing the sounds.

• Lead children through the fourth verse, emphasizing the word “swish.”

The wipers on the bus
Go swish, swish, swish,
Swish, swish, swish,
Swish, swish, swish.

The wipers on the bus
Go swish, swish, swish
All through the town.

WGR: Which word did you hear in this verse that makes a sound? “Swish.”
T-P-S: How does the way this word sounds help you know what it means?

• Award paw points if children successfully connected words with their meanings based on the sound of the words.

Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Introduction

• Briefly explain the scenarios that are available for children to choose from this week. Show children where each scenario can take place. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario.

Taxi Driver: A taxi driver drives people in a car or van called a taxi to the places they need to go. Here you can pretend that you are a taxi driver. You can take people to different places. You should ask the customers where they need to go. Maybe you could ask why they need to get there.

Car Wash: Cars get dirty on roads! They need to go to the car wash and get cleaned off. You can use sponges and cloths to wash the cars.

Train Station: This is a place where people get on the train. Where will you go? How long will it take? Be sure that you have your bags and ticket before you get on the train.

Map Making: Maps help people know how to get to different places. Here you can make maps that show different areas. I wonder what your map will show.
**Scenario Selection**

- Identify which scenario is represented by each of the cards on the play-planning board to introduce the potential scenarios for the week. Place a different colored clip on each scenario card. If there are limitations on the number of children that can play in a given scenario, only make a certain number of clips available in the associated color.

- Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

**Plan**

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.

- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

**Play**

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

**Coaching**

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

**EXAMPLES:**

- **Taxi Driver:** Show the area where children can pretend to be taxi drivers and passengers. **Taxi, please! I have to get to an important meeting across town. Do you think you could drive me there, please?**

- **Car Wash:** **Hello! I am here to get my car washed. I have been on a long trip. Would you like to help me wash my car?**

- **Train Station:** **Oh my! I am late for my train! Could you please tell me where the train to New York is leaving from?**

- **Map Making:** **Hi there. I need a map to help me get to the beach. Could you please show me a map I can use to find my way?**
Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song or another song to prompt children to put away any props and move to the STaR area.

**The Clean-Up Song**

Clean up, clean up,
Everybody, everywhere.
Clean up, clean up,
Everybody do your share.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”

**Two Little Hands**

Two little hands go clap, clap, clap.
Two little feet go tap, tap, tap.
One little body turns round and round.
One little body sits quietly down.

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**STaR Interactive Story Reading**

STaR word(s):
fare
hurry

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**The Adventures of Taxi Dog**

*Authors: Debra and Sal Barracca*

*Illustrator: Mark Buehner*

A taxi driver finds a lost dog wandering in the city. He takes the dog home, and they become partners, spending their days together driving fares throughout the city. Maxi and Jim make a good team and share daily adventures.

**Interactive Story Reading**

**Before Reading**

- Introduce the title, author, and illustrator of the story.

  The *title of our story today is The Adventures of Taxi Dog. That’s the name of the story. The authors are Debra and Sal Barracca. They wrote the words for the story. The illustrator is Mark Buehner. He drew the pictures.*

- Have children preview the story. Guide them as they make predictions about the story based on the cover illustration and the title.
Point out the taxi cab on the front cover. **Look at this yellow car. It has a special name.** T-P-S: What kind of car is this? This is a taxi. A taxi is often yellow and has a driver who takes people where they want to go.

T-P-S: Have you ever ridden in a taxi? Sometimes, people who live in a city take taxis to go places.

I see a dog looking out the window of this taxi. The title of the story is *The Adventures of Taxi Dog*. I bet he is the taxi dog. I wonder what kinds of adventures a taxi dog has. T-P-S: What adventures do you think the taxi dog will have?

Let’s read the story to find out if your ideas are in there.

**During Reading**

- Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story as guided by the following questions and comments.
  - Page 11: Jim is taking the dog home and will feed him. T-P-S: What do you think will happen next?
  - Page 18: Maxi sings along with the lady in the taxi. T-P-S: What do you think it means when he says, “You couldn’t tell me from the pro!” *Replies may vary.* Maxi sings so well that he sounds like a famous singer.
  - Page 23: T-P-S: Why do Jim and Maxi get in line at the airport? When people arrive at the airport, they need a ride. The taxi driver waits to take the people who get off the plane where they want to go.

**After Reading**

- Ask summative questions to review the text and reinforce the STaR vocabulary.
  
  T-P-S: Do you think Maxi likes being a taxi dog? Why (or why not)?

  Jim and Maxi pick up fares around town and at the airport. We know the word “fair” means to treat someone in a kind way. In this story, the word “fare” has another meaning. What does the word “fare” mean for Jim and Maxi?

  Taxi drivers call a person who rides in their taxi a fare. T-P-S: Have you ever been a fare in a taxi? Where did you go?

  The circus clowns get in the taxi and ask Jim to hurry. T-P-S: What does the word “hurry” mean?

  When people are in a hurry, they need to get somewhere fast. Why are the clowns in a hurry?

  Lead children in reciting “When I’m Doing Math.”

<table>
<thead>
<tr>
<th>When I’m Doing Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I’m doing math,</td>
</tr>
<tr>
<td>I wonder what I’ll see.</td>
</tr>
<tr>
<td>Lots of things for counting,</td>
</tr>
<tr>
<td>1, 2, 3.</td>
</tr>
</tbody>
</table>
Count with Curiosity

- Introduce the number that children will count to this week.
  
  This week and next week, we will practice counting to 20.

- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction

- Use the number cards, in mixed order, to review the numbers 1–9.
  
  This week we will review the numbers 1–9. Name each number as I show the card. Pay close attention because the cards are not in order!

- Display three of the train tickets in a group. Show the number cards for 2, 3, and 5.
  
  Let’s see if we can match one of our number cards to a group of tickets.

  T-P-S: Which of these numbers tells how many train tickets I have in this group? 3. Invite a volunteer to show which card shows the number 3.

Partner Practice

- Give each partnership a baggie of train tickets. Introduce the counting activity.
  
  Today you will work with your partner to make groups of train tickets. Show the number cube. First, I will roll this number cube. Roll the cube. Now everyone work in your partnerships to create a set of tickets that matches the number that I rolled on the cube.

- Once all partnerships have created a set of tickets, ask what number is shown on the cube. Then have partnerships count their tickets to make sure their sets match the number on the cube.

- Roll the number cube again for a few more rounds.

- If your children find this activity too easy, challenge them by rolling the number cube and laying down fewer tickets than the number shown. Ask them to figure out how many more tickets you would need to match the number on the cube.

- Award paw points for successful set making.

- Review the numbers 1 and 2 by showing the “Number 1 and Only” and “Egyptian Box #2” videos.

Have children play this week’s brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to be able to stop and think.
Brain Game: Pass It Down!

Have children stand in a circle. Name an imaginary object, and pretend to pass it to the next player. For example, say, “Here is a bag of bricks; pass it down!” Act out appropriate motions according to the weight and size of the object. The child receiving the object does so too. That object gets passed down until you call out another object of a very different weight and size. For example, say, “Here is a feather (or a cup of boiling tea); pass it down!” The passer and the receiver need to stop and think and adjust their actions accordingly.

Question/Reflection

Learning-Focus Review

• Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that transportation is a way of going from one place to another.

Wonderful Word

• Review the Wonderful Word.

Our Wonderful Word today is “go.” Remember that “go” means to move from one place to another. The woman in this picture is going somewhere. T-P-S: When did we hear the word “go” today?

• Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

• Introduce the I Am Going on a Trip… game.

Today we will pretend that we are going on a trip to visit someone. I will start the game by saying how I will get there and one thing I will bring.

I am going on a trip in a car. I will bring a toothbrush.

• Allow time for partners to discuss what form of transportation they would use to go on a trip and one thing they would bring.

• Use the sharing sticks to select children to share. Assist children with answering in complete sentences as needed.

• Award paw points for good efforts at communicating ideas.
Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what the children typically give.

Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

- Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!

- Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.

- If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

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

- Distribute a theme introduction letter and a Read & Respond bookmark to each child.

- Remind children to complete their Read & Respond bookmark and to watch tonight’s Home Link episode online with their family members. They will find today’s episode when they click on the chick.

- Use the chick stamp to place an animal image on each child’s hand. (optional)

- Have children join hands to form a circle. Sing the “I’ll Miss You” song.

I’ll Miss You
(Tune: “This Old Man”)

I’ll miss you. (Point to class)
You’ll miss me. (Point to self)
We sure learned a lot you see.
We had clues and questioned lots of things.
We want to see what tomorrow brings!
Day 2 | Ready, Set

Learning Focus

There are many forms of transportation.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
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<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
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<tr>
<td><strong>Gathering Circle</strong></td>
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<tr>
<td><strong>Move It!</strong></td>
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<tr>
<td><strong>Clues &amp; Questions</strong></td>
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<td><strong>Getting Along Together</strong></td>
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<td><strong>Plan &amp; Play</strong></td>
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<td><strong>STaR</strong></td>
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<td><strong>Math Moments</strong></td>
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<tr>
<td><strong>Question/Reflection</strong></td>
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</tbody>
</table>
Day 2

Greetings, Readings, & Writings

<table>
<thead>
<tr>
<th>Child Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sign in.</td>
<td>2. Remind children to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Self-select labs or other activities.</td>
<td>3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.</td>
</tr>
<tr>
<td></td>
<td>4. Encourage children to describe what they are doing in full sentences as you observe their activities.</td>
</tr>
<tr>
<td></td>
<td>5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.</td>
</tr>
</tbody>
</table>

Available Activities

Classroom Library Lab: Enjoy a Story
- Same as day 1

Letter Lab: Glittery “G”
- Provide each child with a letter “G” pattern (appendix), glue, and glitter.
- Have children glue glitter onto the letter “G” pattern.

Math Lab: Truck Match 1–9
- Same as day 1

Computer/Media Lab: Exploring with Technology
- Same as day 1

Writing Lab: Postcards
- Same as day 1
Art Lab: Wheel Prints
• Same as day 1

Science Lab: Does It Roll?
• Same as day 1

Puzzles & Games Lab: Free Exploration
• Same as day 1

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities

Welcome
• Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance
• Use the sign-in sheet to quickly check attendance.

Partners
• Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief
• Invite children to share what they remember from last night’s Home Link show.

  In last night’s story, a boy goes on an exciting road trip with his dad. T-P-S: What does the boy’s dad drive on the trip? He drives a truck.

• Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs
• Use the job chart to remind children about their jobs for the week.
Calendar
- Have children count together with you as you touch the dates on the calendar up to yesterday’s date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather
- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid
- Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Invite children to stand in preparation for the Move It! activity.

Move It!
- Invite children to stand and join you. Introduce the game, Jumping Bean. Explain how to play the game.

We’re going to play Jumping Bean today. I will call out a number. You will say the number and jump in place the number of times that matches that number.
- Allow children to play Jumping Bean for several minutes.

Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Clues & Questions

Curiosity’s Clues
- Have Curiosity join the group.

Curiosity: I want to tell you how I got to school today. I have some clues to help you guess how I came to school.
Teacher: Why don’t you tell us the clues and see if we can guess?
Curiosity: OK. Here are my clues.
– I used my feet.
– On the way, I saw a crossing guard.
– The way I traveled rhymes with “chalked.”

WGR: How did Curiosity get to school today? She walked.

Teacher: That’s right. Even though we don’t use a vehicle when we walk, walking is a way of getting from one place to another.

Learning with Curiosity

• Review the term “transportation.”

How we get around to different places is called transportation.

T-P-S: What are some forms of transportation?

• Introduce the Ways to Get to School bar graph.

This graph shows different ways that all of you come to school each day. Tell your partner how you came to school today.

• Give each child a sticky note, and have children place their sticky notes on the bar graph to show how they got to school.

This graph shows how we came to school today. We used different kinds of transportation to get from our homes to school. I can tell that most of you came to school by (most popular form of transportation) because that line of sticky notes is the tallest. It has the most sticky notes.

T-P-S: Which type of transportation has the least number of sticky notes?

• Introduce and play the “Different Ways to Get to School” video.

Let’s see if the way you got to school today is shown in this video.

Wonderful Word

• Show the Wonderful Word picture card for “transportation.”

Our Wonderful Word today is “transportation.” Transportation is how we go from one place to another.

• Play the digital dictionary video for “transportation.”

• Remind children that they can earn paw points when they use or hear the word “transportation” today.

• Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

• Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

There are many different types of transportation.
• Explain that there are tall and short letters in our message today.

  Our message has tall letters that reach up high and low letters that go down low. Let’s touch the tall letters. Point to each tall letter in the message as you say the letter name aloud. Encourage children to say the letter names with you.

Letter Links

• Have Curiosity show the letter card for “Gg.”

  The letter “g” makes the /g/ sound. T-P-S: What are some words that begin with /g/?

• Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not.

  We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

  Was the letter in our message today? No. We’ll have to look for it in our classroom or in the school today.

• Reinforce the sound and shape of the letter “g” by showing the “Letter of the Day Game Show: G” video.

  Have children stand and recite “The Wheels on the Bus” as a transition to Getting Along Together.

Getting Along Together

GAT word(s):
breathing
control

Active Instruction

• Review the Stay Cool steps and how to control one’s breathing.

  We have learned to cooperate and work together in our classroom. We have also learned about feelings and how to use “I” Messages to tell others how we feel. We have learned to pay attention to how we are feeling and to know if we are having a super-duper strong feeling.

  Sometimes when we have a super-duper strong feeling, we are in the hot zone on the Feelings Thermometer. We need to do something to cool down. Show, or point to, the Stay Cool poster. Tell, or show, your partner the Stay Cool steps.
Let’s practice the breathing that we do in step 3. We breathe in slowly—1, 2, 3, 4, 5. Then we let our breath out slowly. Taking deep breaths helps us cool down. Model taking slow, deep breaths. Have children imitate your breathing.

When taking deep breaths, it’s also important to sit or stand up straight. It’s easier to fill your lungs with air if you are sitting up straight. Let’s put our hands on our ribs and feel the air entering our bodies as we breathe. Model placing your hands on the sides of your body on your ribs, and have children do the same. Now let’s take a deep breath. Can you feel the air filling your lungs inside your body?

Partner Practice

- Have children compare taking a deep breath when they are curled up with taking a deep breath when they are sitting up straight.

Let’s see what happens if we take a deep breath when we are slumped over or curled up in a ball. Curl up, and hug your knees to your chest. Now try to take a slow, deep breath. Count in as you breathe—1, 2, 3, 4, 5. How does that feel?

Now let’s all sit up nice and straight. Model how to sit up straight. Let’s take another deep breath. Count in as you breathe—1, 2, 3, 4, 5. Is it easier to take a deep breath when you are sitting up straight?

It’s easier for air to get into your lungs when you sit up straight. When you use the Stay Cool steps, remember to take slow, deep breaths and sit or stand up straight. This will help you cool down.

- Have children do the Stay Cool steps with a partner.

Remember to use the Stay Cool steps whenever you have a super-duper feeling and need to cool down.

T-P-S: What else can we do in the classroom to cool down? We can go to the Thinking Spot, or we can give an “I” Message to let others know how we are feeling.

Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday’s play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.
Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week’s small-group activity.

Our Trips

- Show transportation picture cards that represent ways that children in your class may have traveled. Encourage children to share about their experiences with each form of transportation.

EXAMPLE:

Have any of you ever ridden on a train? Where did you go? Were you scared? What was your favorite part?

- Help children express their thoughts in full sentences as needed. Encourage the use of theme vocabulary.
- Consider creating a class book of the children’s traveling adventures.

Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.
Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”

**Review**

- Display the front cover of the book. Review the title and the authors and illustrator of the story.

  > We read this story yesterday. The title is *The Adventures of Taxi Dog*. Debra and Sal Barracca are the authors, and Mark Buehner drew the illustrations.

- Review the story vocabulary that you introduced yesterday.

  > Jim the taxi driver and his dog, Maxi, drive all over the city and pick up fares to take them where they want to go. In this story, the word “fare” means the person who rides in the taxi. T-P-S: If you were a fare in Jim’s taxi, where would you want him to take you? Why would you want to go there?

  > When the clowns got in Jim’s taxi, they asked him to hurry because they didn’t want to be late for the circus. T-P-S: Were you ever in a hurry to go somewhere? Where were you going when you were in a hurry?

**Story Retell**

- Display the cover of the book, and tell children that they will help you read it by filling in the rhyming words.

  > *The Adventures of Taxi Dog* is a story with words that rhyme. Today you will help me read the story. I will read some of the story, and then you will say the rhyming words that finish the sentences.

  > I will read the whole story first to help you remember the rhyming words.

- Read the story, emphasizing the rhyming words that children will supply during the retell.

  > Now let’s read the story together.

- Read the story, pausing for children to jump right in with the rhyming words.
You may want to use the following guide.

<table>
<thead>
<tr>
<th>Teacher reads:</th>
<th>Children jump right in with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages 6–9</td>
<td>park</td>
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<tr>
<td>Page 10</td>
<td>me</td>
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<tr>
<td>Page 11</td>
<td>eat</td>
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<td>Page 12</td>
<td>head</td>
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<tr>
<td>Pages 14–16</td>
<td>down</td>
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<tr>
<td>Pages 17–21</td>
<td>night</td>
</tr>
<tr>
<td>Page 23</td>
<td>land</td>
</tr>
<tr>
<td>Page 25</td>
<td>hurry</td>
</tr>
<tr>
<td>Pages 26–30</td>
<td>ride</td>
</tr>
</tbody>
</table>

• Conclude the activity by having children tell their partners where they would like to go in a taxi.

Lead children in reciting “When I’m Doing Math.”

**Math Moments**

**Count with Curiosity**

• Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

**Active Instruction**

• Bring Curiosity to the group with a bag labeled “3.”

  Curiosity: **I have a bag with a number on it. I need to find this many things to put in my bag.**

  Teacher: **I see a number on Curiosity’s bag. That is how many things she needs to find.**

  WGR: **How many things does Curiosity need to find? Three. Let’s count to 3 together.** Count to 3 aloud with children.
Partner Practice

- Provide each partnership with a numbered bag.
- Have partners go around the classroom and collect the number of objects that corresponds to the number written on their bag. (Optional: You may spread out counting bears, linking cubes, blocks, etc. on tables or on the floor for children to collect instead.)
- Come back together, and count the objects in each partnership’s bag together as a class to make sure they collected the correct number of items.
- Award paw points if most partnerships successfully found the correct number of objects. Then have children return the objects to their correct locations.
- Review the numbers 3 and 4 by showing the “Number 3 in the Forest” and “Acrobat Math: Counting 4 Dishes” videos.

Have children play this week’s brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to be able to stop and think.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

Let’s think about what we’ve learned today. Today we learned that there are many different forms of transportation.

Wonderful Word

- Review the Wonderful Word.

Our Wonderful Word today is “transportation.” Remember that transportation is what takes us from one place to another. T-P-S: When did we hear the word “transportation” today?

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Use the “Letter G Limerick” video to review the sound and shape of the letter “g.”
- Encourage children to find things in the classroom that begin with the /g/ sound. (This may include some of their names.)

Before we go home, let’s look around the classroom to see if we can find anything that begins with the /g/ sound.
• Allow children to walk around the room and look for objects that begin with /g/. If they find one, they should stop in front of the object and raise their hands.

Cool Kid Recognition

• Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

  Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

• Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

• Remind children about why they have earned paw points.

  We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!

• Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.

• If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

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

• Remind children to complete their Read & Respond bookmark and to watch tonight’s Home Link episode online with their family members. They will find today’s episode when they click on the dog.

• Use the dog stamp to place an animal image on each child’s hand. (optional)

• Have children join hands to form a circle. Sing the “I’ll Miss You” song.
# Day 3 | Ready, Set

## Learning Focus

There are many forms of transportation.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
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</thead>
<tbody>
<tr>
<td><strong>Greetings, Readings, &amp; Writings</strong></td>
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<tr>
<td><strong>Gathering Circle</strong></td>
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<td><strong>Move It!</strong></td>
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<td><strong>Clues &amp; Questions</strong></td>
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<td><strong>Getting Along Together</strong></td>
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<td><strong>Plan &amp; Play</strong></td>
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<td><strong>Math Moments</strong></td>
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<tr>
<td><strong>Question/Reflection</strong></td>
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### Day 3

**Greetings, Readings, & Writings**

<table>
<thead>
<tr>
<th>Child Routines</th>
<th>Teacher Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sign in.</td>
<td>2. Remind children to read the Arrival Activities poster as they prepare for their day.</td>
</tr>
<tr>
<td>3. Self-select labs or other activities.</td>
<td>3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.</td>
</tr>
<tr>
<td></td>
<td>4. Encourage children to describe what they are doing in full sentences as you observe their activities.</td>
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<tr>
<td></td>
<td>5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.</td>
</tr>
</tbody>
</table>

**Available Activities**

**Classroom Library Lab: Enjoy a Story**
- Point out the addition of the STaR book *The Adventures of Taxi Dog*, and encourage children to explore it with a friend. If an adult is available to read the book to some children, have the adult emphasize the rhyming words in the story.

**Letter Lab: Glittery “G”**
- Same as day 2

**Math Lab: Truck Match 1–9**
- Same as day 1

**Computer/Media Lab: Exploring with Technology**
- Same as day 1

**Writing Lab: Postcards**
- Same as day 1
Art Lab: Wheel Prints
- Same as day 1

Science Lab: Does It Roll?
- Same as day 1

Puzzles & Games Lab: Free Exploration
- Same as day 1

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

**Gathering Circle**

**Welcome Activities**

Welcome
- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance
- Use the sign-in sheet to quickly check attendance.

Partners
- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief
- Invite children to share what they remember from last night’s Home Link show.

  In last night’s story, James painted the trains beautiful, bright colors. When James’s train hit a rock, James also made the train station colorful. T-P-S: What grew all over the roof of the station to make it so colorful? Flowers grew all over the train station.

- Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs
- Use the job chart to remind children about their jobs for the week.
Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday’s date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Clues & Questions

Curiosity’s Clues

- Bring Curiosity to the group with a toy bus hidden behind her.

  Teacher: It looks like you have something you want to share with us today. Can you give us some clues to help us figure out what we will learn about today?
Curiosity: Sure! Here are my clues:
– This kind of transportation has a driver.
– It holds many people.
– It makes a lot of stops.

WGR: What is it? A bus!

• Have Curiosity show the toy bus.

Teacher: Thanks, Curiosity. A bus is one form of transportation. There are so many ways to get from one place to another!

Learning with Curiosity

• Review the variety of forms of transportation.

There are so many different forms of transportation! Some vehicles travel on the ground like Curiosity’s bus. Others float on water, and others fly in the air. Some vehicles carry just one person or a few people, and others carry lots of people at once.

• Show each transportation card, and have children name the pictured vehicle in unison to review the names of various forms of transportation. Provide assistance as needed.

• Provide each partnership with a transportation picture card. Lead a stand up/sit down activity.

Look at the vehicle on your card. We will use it to play a game of stand up/sit down.
– If your vehicle travels on a road or sidewalk, stand up. Quickly check the cards to make sure children have responded correctly.
– If your vehicle can carry lots of people at once, stand up. Children holding a picture of a vehicle that carries many people and travels on roads, such as a bus, should remain standing.
– If your vehicle travels on water, stand up.
– If your vehicle can only carry one or two people at a time, stand up.
– If your vehicle travels in the air, stand up.

• Award paw points for successful responses.

• Introduce and play the “Goin’ for a Ride” video.

Let’s watch a video about many different forms of transportation.
Wonderful Word

- Show the Wonderful Word picture card for “air.”

  **Our Wonderful Word today is “air.”** Air is all around us and up in the sky, but we cannot see it. We breathe air in and out of our bodies. There is a layer of air around the earth. The hot-air balloons in this picture are floating in the air.

- Play the digital dictionary video for “air.”
- Remind children that they can earn paw points when they use or hear the word “air” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

- Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

  **We can get from place to place on a bus.**

- Point out that the word “place” is repeated in the sentence. Underline and point to both instances of the word “place” in the message.

  **I see the word “place” two times in our message. It looks the same here and here.**

Letter Links

- Have Curiosity show the letter card for “Gg.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

  **We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.**

  **Was the letter in our message today?** Yes. Circle each instance of the letter in the message.

- Reinforce the sound and shape of the letter “g” by showing the “Play Inside: Letter G” video.

  Have children stand and recite “The Wheels on the Bus” as a transition to Getting Along Together.
Active Instruction

- Review the Stop and Think Signal and how to focus on happy or calming thoughts.

Do you ever feel really mad about something, and you can’t stop thinking about it? Imagine that one morning you go to look at your favorite book and find that your little brother has scribbled all over the pages. That would make me really mad!

When you get to school, you keep thinking over and over in your head, “I’m so mad at my brother. I’m so mad at my brother.” If you are thinking the same thought over and over, it would be hard to pay attention to anything else. Your teacher or friends may be telling you something, but you keep thinking about how mad you are at your brother.

Give the Stop and Think Signal. What does this signal remind us to do? Yes, it reminds us to stop and think. If you find that you keep thinking angry or sad thoughts over and over, tell yourself to stop and think about something else. Think of something happy or calm, and repeat it over and over in your head. For example, “I love to ride my bike; I love to ride my bike; I love to ride my bike.”

By stopping and thinking about something that makes you happy, you will feel calm and be able to focus on other things.

Partner Practice

- Give a piece of paper and crayons or markers to each child. Have children draw a picture of something that makes them feel calm or happy.

Think of something that always makes you feel happy or good. Maybe it’s a favorite game you like to play, your favorite person, or a favorite book you like to read. Draw a picture to show what makes you feel happy. Give children about five minutes to work on their pictures.

If you ever have trouble getting mad or sad thoughts out of your head, think about this picture. Give the Stop and Think Signal. Remember to stop and think about this picture and what makes you feel happy. Then you will feel calm and be ready to learn with your friends in school.

T-P-S: What other things can we do in the classroom to help us calm down when we are feeling angry or upset? We can use Stay Cool, we can go to the Thinking Spot, and we can use “I” Messages to tell others how we are feeling.

We will continue to practice using these tools every day.

 Invite children to join you in front of the play-planning board.
Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday’s play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week’s small-group activity.

Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”
StaR Interactive Story Reading

STaR word(s):
busy

Cars and Trucks and Things That Go
Author and illustrator: Richard Scarry

Ma, Pa, Pickles, and Penny Pig are taking a trip to the beach for a picnic. Along the way, they see many different workers, travelers, and interesting vehicles on the road.

Interactive Story Reading

Before Reading

- Introduce the title, author, and illustrator of the story.

  The title of our story today is *Cars and Trucks and Things That Go*. That’s the name of the story. The author and illustrator is Richard Scarry. He wrote the words and drew the pictures for the story.

- Take a Picture Walk to preview the story. Guide children as they make predictions about the story based on the cover illustration and the title.

  Look at the front cover of this book. T-P-S: What do you see? We see pictures of different cars and trucks with passengers inside of them.

  Let’s listen to the title again to see if that helps us figure out what this story is about. *Cars and Trucks and Things That Go* is the title of the story. T-P-S: How does this help you know what might happen in the story? It helps us know that the story is about cars and trucks and other vehicles that drive on roads. Let’s look at some of the pages in the book to see what happens in the story.

- Page through the book, pausing occasionally to talk about the silly illustrations. Use a Think Aloud to give children a purpose for listening to the story.

  In this story, a family of pigs is taking a trip. On their trip, they see many different kinds of cars and trucks on the roads. I think this story will tell us about the many kinds of vehicles that you can see driving on streets and roads.

During Reading

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

  - Page 15: T-P-S: Do you think the mouse’s tow truck could really pull the big tow truck? Why or why not?
  - Page 39: T-P-S: What might happen if the workers don’t watch their machines?
  - Page 39: T-P-S: Why do the pigs have to go to the gas station?
- Page 43: T-P-S: Where would you take a vacation? Why?
- Page 57: T-P-S: What kinds of things might you see in a harbor?

After Reading

• Ask summative questions to review the story and reinforce the STaR vocabulary.

  T-P-S: What different kinds of vehicles did the family see on their trip?

Turn back to page 43 in the story. This page tells us that railroad stations are busy places. Look at the illustration on this page. T-P-S: What do you think the word “busy” might mean?

  “Busy” means crowded with people. T-P-S: When have you been in a busy place? How did you feel?

• Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.

  Lead children in reciting “When I’m Doing Math.”

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**Math Moments**

**Count with Curiosity**

• Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

**Active Instruction**

• Remind children of the week's objective. Show the number cards for 1–9 one at a time, in mixed order, and ask children to name each number.

  We are reviewing the numbers 1–9 this week. Let’s name the numbers. Be careful because they are not in order!

• Bring Curiosity to the group with the number card for 5 and five train tickets. Show the number card for 5.

  Curiosity needs help with one of the numbers. She needs to count out this many train tickets for herself and four friends. Let's help her count out 5 tickets for the train. Count the tickets aloud as children count with you. OK, Curiosity, here are your five tickets. Now you can go on the train!

**Partner Practice**

• Provide each partnership with a baggie containing ten tickets and a set of number cards.
• Have one partner draw a number card. The other partner will count out the number of train tickets that matches the number on the card. Then partners will switch roles.

• Use the sharing sticks to select children to share their answers. Award paw points for accurate counting.

• Review the numbers 5 and 6 by showing the “5 Starfish and Eels” and “Camouflage 6” videos.

Have children play this week’s brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to be able to stop and think.

**Question/Reflection**

**Learning-Focus Review**

• Review the day’s learning focus.

  Let’s think about what we’ve learned today. Today we learned that there are many forms of transportation.

**Wonderful Word**

• Review the Wonderful Word.

  **Our Wonderful Word today is “air.”** Remember that **air** is all around us and up in the sky, but we cannot see it. We breathe **air** in and out of our bodies. There is a layer of **air** around the earth. **T-P-S:** When did we hear the word “**air**” today?

• Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

**Theme Learning Extension**

• Remind children that transportation can be on the ground, in the air, or on the water.

  **T-P-S:** If you could travel home from school today by ground (in a bus or a car), by water (in a boat), or by air (in an airplane), which way would you choose? Why?

• Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what the children typically give.

  Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

- Remind children about why they have earned paw points.

  We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!

- Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.

- If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

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

- Remind children to complete their Read & Respond bookmark and to watch tonight’s Home Link episode online with their family members. They will find today's episode when they click on the goose.

- Use the goose stamp to place an animal image on each child’s hand. (optional)

- Have children join hands to form a circle. Sing the “I’ll Miss You” song.
Day 4 | Ready, Set

Learning Focus

Many forms of transportation have wheels.

Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Category</th>
<th>Materials Required</th>
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</thead>
<tbody>
<tr>
<td>Greetings, Readings,</td>
<td>• No additional materials needed</td>
</tr>
<tr>
<td>&amp; Writings</td>
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<td>• Calendar cutout for today’s date</td>
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<tr>
<td>Move It!</td>
<td>• Ball</td>
</tr>
<tr>
<td>Clues &amp; Questions</td>
<td>• CC Activity Cards: Transportation picture cards: train,</td>
</tr>
<tr>
<td></td>
<td>wagon, bus, wheelchair</td>
</tr>
<tr>
<td></td>
<td>• Concepts-of-print book: <em>Around the Town</em> by Mary</td>
</tr>
<tr>
<td></td>
<td>Alice Bond (class set)</td>
</tr>
<tr>
<td></td>
<td>• CC Activity Card: Wonderful Word picture card for</td>
</tr>
<tr>
<td></td>
<td>“wheels”</td>
</tr>
<tr>
<td></td>
<td>• CC Activity Card: Letter card for “Gg”</td>
</tr>
<tr>
<td>Rhyme Time</td>
<td>• CD: <em>Traditional Tunes: Sandy and Danny</em></td>
</tr>
<tr>
<td>Plan &amp; Play</td>
<td>• Scenario cards for new scenarios (if applicable)</td>
</tr>
<tr>
<td>STaR</td>
<td>• Trade book: <em>Cars and Trucks and Things That Go</em> by</td>
</tr>
<tr>
<td></td>
<td>Richard Scarry</td>
</tr>
<tr>
<td>Math Moments</td>
<td>• CC Activity Cards: Numeral cards 1–9</td>
</tr>
<tr>
<td></td>
<td>• Number card sets (from day 3), one per partnership</td>
</tr>
<tr>
<td>Question/Reflection</td>
<td>• CC Activity Cards: Transportation picture card set</td>
</tr>
<tr>
<td></td>
<td>• Cool Kid certificate and marker</td>
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<tr>
<td></td>
<td>• Home Link animal stamp: lamb</td>
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</tbody>
</table>
Day 4

Greetings, Readings, & Writings

<table>
<thead>
<tr>
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<th>Teacher Routines</th>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Available Activities

Classroom Library Lab: Enjoy a Story
• Same as day 1

Letter Lab: Glittery “G”
• Same as day 2

Math Lab: Truck Match 1–9
• Same as day 1

Computer/Media Lab: Exploring with Technology
• Same as day 1

Writing Lab: Postcards
• Same as day 1

Art Lab: Wheel Prints
• Same as day 1
Science Lab: Does It Roll?
• Same as day 1

Puzzles & Games Lab: Free Exploration
• Same as day 1

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities

Welcome
• Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance
• Use the sign-in sheet to quickly check attendance.

Partners
• Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief
• Invite children to share what they remember from last night's Home Link show.

This week’s shows talked about a big word: “transportation.” T-P-S: What is one form of transportation (way of moving people from one place to another) that you saw in last night’s show? There were cars, trains, planes, and boats.

• Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs
• Use the job chart to remind children about their jobs for the week.

Calendar
• Have children count together with you as you touch the dates on the calendar up to yesterday’s date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.
Weather

• Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

• Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Invite children to stand in preparation for the Move It! activity.

Move It!

• Invite children to form a circle. Explain how to play Silent Ball.

   Today we will play a game called Silent Ball. To play Silent Ball, you have to be very quiet. We will all stand in a circle. I will gently toss the ball to a quiet friend in our circle. That friend will then quietly pass the ball to another friend. If you make noise, you will sit down.

• Allow children to play Silent Ball for several minutes.

Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Clues & Questions

Curiosity’s Clues

• Bring Curiosity to the group with the train, wagon, bus, and wheelchair picture cards.

   Teacher: Curiosity, I see that you have some pictures with you. They are all forms of transportation.

   Curiosity: Yes, and they all have something that is the same about them.

   T-P-S: What is the same about all these forms of transportation? They all have wheels.

• Use the sharing sticks to select children to share their responses.

   Teacher: We have been talking about many forms of transportation. Today we will focus on vehicles that have wheels.

Theme-related word(s):
air pump
bicycles
roller skates
skateboard
tires
wheels*

Basic word(s):
roll
spin
turn
Learning with Curiosity

• Introduce the concepts-of-print book *Around the Town* by Mary Alice Bond.

  We have a new story today that tells about several kinds of vehicles that have wheels. The title of this book is *Around the Town*. I see a road and train tracks on the cover.

• Distribute a copy of the book to each child. Guide children to read the book in unison as described below. Place particular emphasis on moving correctly from one page to the next.

  Each page in this book tells us about vehicles that move around the town. Look at the first page. WGR: What vehicles do you see on this page? *Cars*. The words say, “Cars move around the town.” Point to the words as we read them together. Ready? “Cars move around the town.”

  What page comes next? Page 2. What do we see on this page? *Buses*. The words say, “Buses move around the town.” Read it with me. “Buses move around the town.” Continue in this manner to read the rest of the book.

• Introduce and play the “Wheels on My Chair” video.

  Let’s watch a video about a girl who has wheels with her all the time as she moves around the town.

Wonderful Word

• Show the Wonderful Word picture card for “wheels.”

  Our Wonderful Word today is “wheels.” Wheels are round, and they help things move.

• Play the digital dictionary video for “wheels” and “Grover 2.0: Wheels.”

• Remind children that they can earn paw points when they use or hear the word “wheels” today.

• Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

• Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

  Many vehicles have wheels to help them go.

• Hold up the Wonderful Word picture card for “wheels” as you point to the same word in the Daily Message.

  I see our Wonderful Word, “wheels,” in the Daily Message today. These words are the same. They have the same letters in them.

Letter Links

• Have Curiosity show the letter card for “Gg.”
• Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? Yes. Circle each instance of the letter in the message.

• Reinforce the sound and shape of the letter “g” by showing the “Letter G Song” video.

Ask children to stand up as they sing “It’s Time for a Rhyme” to signal the transition to Rhyme Time.

Rhyme Time

Say the Rhyme

• Have children sing “The Wheels on the Bus” along with the CD. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Onomatopoeia

• Sing the fifth verse of “The Wheels on the Bus,” emphasizing the word “clink.”

The money on the bus
Goes clink, clink, clink,
Clink, clink, clink,
Clink, clink, clink.

The money on the bus
Goes clink, clink, clink,
All through the town.

When I sing this part of the song, I hear a word that is like a sound. WGR: What word did you hear that is like a sound? “Clink.”

• Review onomatopoeia.

The song tells us that the money goes clink. When we sing the word “clink” in this song, the word helps us know what the money sounds like when it goes in the money box.

• Play Sing the Sound game.
Today we’re going to sing another part of the song, and we’ll hear some more words that help us know what they mean by the way they sound. Let’s sing the sounds.

• Lead children through the sixth verse of “The Wheels on the Bus,” emphasizing the word “wah.”

The baby on the bus
Goes wah, wah, wah,
Wah, wah, wah,
Wah, wah, wah.

The baby on the bus
Goes wah, wah, wah,
All through the town.

WGR: What word did you hear in this verse that makes a sound? “Wah.”
T-P-S: How does the way this word sounds help you know what it means?
That’s the sound that babies make when they cry.

• Award paw points if children successfully connected words with their meanings based on the sound of the words.

Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

• Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday’s play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

• Review which scenario is represented by each of the cards on the play-planning board.

• Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

• Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
• As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

• Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

• Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

• During the last ten minutes, pull five or six children aside for this week’s small-group activity.

 Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”

STaR word(s):

busy

Review

• Display the front cover of the book. Review the title, author, and illustrator of the story.

  We read this story yesterday. Let’s see if we can remember the title. The title of our story is Cars and Trucks and Things That Go. That’s the name of the story. The author and the illustrator is Richard Scarry. He wrote the words and drew the pictures for the story.

• Review the story vocabulary that you introduced yesterday.

  We heard the word “busy” in the story yesterday. T-P-S: Do you like being in busy places? Why or why not?
Story Retell

- Hold up the story *Cars and Trucks and Things That Go*, and tell children that they will use the illustrations to help you read the story together.

  **Today we’re going to read the story together. I will read part of the story, and then you will use the illustrations to help me read a page.**

- Read several pages of text, and pause while children look at the illustrations. After several partnerships share their ideas about what’s happening in the story, read the text. The following pages are suggested for children to retell.

<table>
<thead>
<tr>
<th>Teacher reads:</th>
<th>Children retell illustrations on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages 5–11</td>
<td>Pages 12–15</td>
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<tr>
<td>Pages 16–21</td>
<td>Pages 22–25</td>
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<tr>
<td>Pages 26–31</td>
<td>Pages 32–35</td>
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<tr>
<td>Pages 36–41</td>
<td>Pages 42–45</td>
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<tr>
<td>Pages 46–51</td>
<td>Pages 52–55</td>
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<tr>
<td>Pages 56–69</td>
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</tr>
</tbody>
</table>

- Conclude this activity by having children tell their partners which part of the story they liked best and why.

  Lead children in reciting “When I’m Doing Math.”

Math Moments

Count with Curiosity

- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction

- Remind children of the week’s objective. Show the number cards for 1–9 in mixed order, and ask children to name each number as it is shown.

  **We are reviewing the numbers 1–9 this week. Let’s name the numbers. Be careful because they are not in order!**

Partner Practice

- Provide each partnership with a set of number cards 1–9. Have partners lay the cards on the floor in front of them in the correct order.
DAY 4 | Unit 11: Here We Go! Transportation

- Explain the clapping game.

  Today we will play a game to practice these numbers. I will clap a certain number of times. As I clap, count the claps silently in your mind. Then work with your partner to select the number card that matches the number of claps. When I say, “Show it,” hold up the number.

- Play several rounds of the game. Award paw points if most children are able to select the correct number card each time.

- Review the numbers 7 and 8 by playing the “Hopscotch Number 7” and “Apple Tree Number 8” videos.

Have children play this week’s brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to be able to stop and think.

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**Question/Reflection**

**Learning-Focus Review**

- Review the day's learning focus.

  Let’s think about what we’ve learned today. Today we learned that many forms of transportation have wheels.

**Wonderful Word**

- Review the Wonderful Word.

  Our Wonderful Word today is “wheels.” Remember that wheels are round and help things move. T-P-S: When did we hear the word “wheels” today?

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

**Theme Learning Extension**

- Provide each child with a transportation picture card.

- Have children place their cards for wheeled vehicles in one area and those for nonwheeled vehicles in another area.

**Cool Kid Recognition**

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.
Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

- Remind children about why they have earned paw points.

  **We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!**

- Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.

- If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

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

- Remind children to complete their Read & Respond bookmark and to watch tonight’s Home Link episode online with their family members. They will find today’s episode when they click on the lamb.

- Use the lamb stamp to place an animal image on each child’s hand. (optional)

- Have children join hands to form a circle. Sing the “I’ll Miss You” song.
Day 5 | Ready, Set

Learning Focus

Many forms of transportation travel on roads.

### Additional Materials Needed Today

<table>
<thead>
<tr>
<th>Greetings, Readings, &amp; Writings</th>
<th>Classroom Library Lab: <em>Cars and Trucks and Things That Go</em> by Richard Scarry</th>
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<tbody>
<tr>
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<td>Calendar cutout for today's date</td>
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<tr>
<td>Move It!</td>
<td>Ball</td>
</tr>
<tr>
<td>Clues &amp; Questions</td>
<td>Toy car, Road chart (See To Be Prepared.), CC Activity Cards: Transportation picture card set, one road vehicle and one nonroad vehicle per partnership, CC Activity Card: Wonderful Word picture card for “travel”, CC Activity Card: Letter card for “Gg”</td>
</tr>
<tr>
<td>Rhyme Time</td>
<td>CD: <em>Traditional Tunes: Sandy and Danny</em></td>
</tr>
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<td>Plan &amp; Play</td>
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<tr>
<td>STaR</td>
<td><em>Scooter and Cupcake</em> by Mary Anne Lipousky-Butikas or other storybook for free choice, Leaf for the story tree</td>
</tr>
<tr>
<td>Math Moments</td>
<td>Set of eighteen airplane boarding passes (appendix), divided into three groups: five passes, six passes, and seven passes</td>
</tr>
<tr>
<td>Question/Reflection</td>
<td>Cool Kid certificate and marker</td>
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</tbody>
</table>
### Child Routines
1. Remove coats and backpacks.
2. Sign in.
3. Self-select labs or other activities.

<table>
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### Available Activities

**Classroom Library Lab: Enjoy a Story**
- Point out the addition of the STaR book *Cars and Trucks and Things That Go*, and encourage children to explore it with a friend.

**Letter Lab: Glittery “G”**
- Same as day 2

**Math Lab: Truck Match 1–9**
- Same as day 1

**Computer/Media Lab: Exploring with Technology**
- Same as day 1

**Writing Lab: Postcards**
- Same as day 1

**Art Lab: Wheel Prints**
- Same as day 1

**Science Lab: Does It Roll?**
- Same as day 1
Puzzles & Games Lab: Free Exploration

• Same as day 1

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities

Welcome

• Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance

• Use the sign-in sheet to quickly check attendance.

Partners

• Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief

• Invite children to share what they remember from last night’s Home Link show.

  In last night’s show, Cookie Monster sang about an animal whose name starts with the letter “g.”

  T-P-S: What animal, whose name starts with “g,” did he sing about? He sang about a goat.

• Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs

• Use the job chart to remind children about their jobs for the week.

Calendar

• Have children count together with you as you touch the dates on the calendar up to yesterday’s date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.
Weather

• Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

• Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Invite children to stand in preparation for the Move It! activity.

Move It!

• Introduce today’s Move It! activity, Freeze.

  We’re going to play Freeze today. I will play some music that is fun to dance to. Occasionally, I will pause the music. When the music stops, you must freeze in place until the music starts again.

• Play a song that children enjoy from a CD or digital music player.

  Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Clues & Questions

Theme-related word(s):
cargo
delivery truck
gas
transport
travel*

Curiosity’s Clues

• Bring Curiosity to the group with a toy car and a toy bus.

  Teacher: Good morning, Curiosity. I see you brought some vehicles.

  Curiosity: Can you guess how they are the same?

  Teacher: They both have wheels, like the vehicles we talked about yesterday.

  Curiosity: That’s true, but it’s something else. Maybe the children can guess what else they have in common. They both drive on roads.
Learning with Curiosity

- Explain that today we will learn about forms of transportation that travel on roads.
- Have children sit in a circle. Spread out the road chart or rug in the middle of the circle. Provide each partnership with two transportation picture cards, one road vehicle and one nonroad vehicle.

  Look at your picture cards, and decide whether your picture shows a vehicle that travels on the road. If the vehicle travels on a road, put the card on the road. If it does not travel on a road, put the card down in front of you.
- Award paw points if children are able to successfully classify the vehicles.
- Introduce and play the “Car” and “Let’s Go Driving” videos.

  Let’s watch some videos about a very popular form of transportation that drives on roads—the car.

Wonderful Word

- Show the Wonderful Word picture card for “travel.”

  Our Wonderful Word today is “travel.” “Travel” means to go to a different place. When you take a trip, you are traveling.
- Play the digital dictionary video for “travel.”
- Remind children that they can earn paw points when they use or hear the word “travel” today.
- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

- Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

  Some kinds of vehicles travel on roads.
- Point to the “s” at the end of the word “vehicles.”

  This is the letter “s.” It makes the /s/ sound. Many times, when I see an “s” at the end of a word, I know that the word is talking about more than one thing. The word says “vehicles.” The “s” tells me that we’re talking about more than one vehicle.

Letter Links

- Have Curiosity show the letter card for “Gg.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.
We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? No. We’ll have to look for it in our classroom or the school today.

- Reinforce the sound and shape of the letter “g” by showing the “G Word Dance” video.

Ask children to stand up as they sing “It’s Time for a Rhyme” to signal the transition to Rhyme Time.

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**Say the Rhyme**

- Have children sing “The Wheels on the Bus” along with the song on the CD. Encourage children to do the physical motions that accompany the rhyme.

**Develop Phonological Awareness—Onomatopoeia**

- Sing the seventh verse of “The Wheels on the Bus,” emphasizing the /sh/ sound.

  The mommy on the bus
  Goes “sh,” “sh,” “sh,”
  “Sh,” “sh,” “sh,”
  “Sh,” “sh,” “sh.”

  The mommy on the bus
  Goes “sh,” “sh,” “sh,”
  All through the town.

  When I sing this part of the song, I hear something that helps us know that the mommy wants the baby to be quiet. WGR: What did you hear in the song that means to be quiet? “Sh.”

- Review onomatopoeia.

  In the song, the mommy makes a sound that tells the baby to be quiet. When we sing the sound “sh” in this song, it helps us know that the mommy wants the baby to be quiet.

- Play Sing the Sound game.

  Today we’re going to sing some parts of the song, and we’ll hear some more words that help us know their meanings by the way they sound. Let’s sing the sounds.
• Invite children to choose one or two verses of “The Wheels on the Bus,” and lead children in singing them, emphasizing the words that represent sounds in the song.

  T-P-S: **What word did you hear in this verse that makes a sound? How does the way this word sounds help you know what it means?**

• Award paw points if children successfully connected words with their meanings based on the sound of the words.

  Invite children to join you in front of the play-planning board.

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### Plan & Play

#### Scenario Review

• Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday’s play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

#### Scenario Selection

• Review which scenario is represented by each of the cards on the play-planning board.

• Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

#### Plan

• Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.

• As children create their play plans, encourage them to imagine something that might happen in their scenario today.

#### Play

• Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

#### Coaching

• Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.
Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week’s small-group activity.

Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”

STaR Free Choice

- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Scooter and Cupcake* by Mary Anne Lipousky-Butikas.

- Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.

- Write the title of the story that you read on a leaf, and add it to the story tree.

Lead children in reciting “When I’m Doing Math.”

Math Moments

Count with Curiosity

- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Problem Solving

- Introduce today’s problem.

  Today we will help Curiosity solve a problem. What can we help you with today, Curiosity?

  Curiosity: *My family and I are taking a trip on an airplane. We need this many tickets.* Have Curiosity hold up the number card for 6. **But I don’t know which of these papers shows the number of tickets we need. Can you please help me?**

- Recruit three volunteers to be airport workers. Have them stand in front of the group. Give one child five boarding passes, one child six boarding passes, and the other child seven boarding passes.
Invite children to discuss with their partners how the problem might be solved.

T-P-S: How can Curiosity find the airport worker who is holding the number of boarding passes she needs for her family to ride the airplane? Count the tickets that each worker is holding.

Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Have children count the boarding passes that each airport worker is holding. Once the worker holding six boarding passes is identified, he or she can give the tickets to Curiosity.

Review the number 9 by showing the “Worms in Space: 9” video.

Have children play this week’s brain game, Pass It Down! Remind children that Pass It Down! is a game that will help them to be able to stop and think.

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**Question/Reflection**

**Learning-Focus Review**

- Review the day’s learning focus.

  Let’s think about what we’ve learned today. Today we learned that some forms of transportation travel on roads.

**Wonderful Word**

- Review the Wonderful Word.

  Our Wonderful Word today is “travel.” Remember that “travel” means to go to a different place. T-P-S: When did we hear the word “travel” today?

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

**Theme Learning Extension**

- Invite children to play the Opposites Game with you.

  To play the Opposites Game, I will say a word and use it in a sentence. The word is “big.” The big silver jet flew through the sky.

  Next, you will work with your partner to think about what the opposite of “big” might be.

  T-P-S: What word means NOT big? What is the opposite of “big”? “Tiny,” “small,” and “little” are opposites of “big.”
DAY 5 | Unit 11: Here We Go! Transportation

- Use the sharing sticks to select children to share responses. Award paw points if children are able to successfully provide an opposite.

- Continue with other words.
  - The word is “fast.” We can go really fast in the racing boat.
    T-P-S: What is the opposite of “fast”? “Slow” is the opposite of “fast.”
  - The word is “high.” The airplane flies really high in the sky.
    T-P-S: What is the opposite of “high”? “Low” is the opposite of “high.”
  - The word is “soft.” The seat covers in my dad’s car are really soft.
    T-P-S: What is the opposite of “soft”? “Hard” is the opposite of “soft.”

Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

  Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

- Remind children about why they have earned paw points.

  We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!

- Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.

- If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

- Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
- Remind children to complete their Read & Respond today with a family member.
- Have children join hands to form a circle. Sing the “I’ll Miss You” song.
Day 6 | Ready, Set

Learning Focus

Some forms of transportation travel in the air.

<table>
<thead>
<tr>
<th>Additional Materials Needed Today</th>
</tr>
</thead>
</table>
| **Greetings, Readings, & Writings** | • Letter Lab: Gallon-sized resealable baggies filled with hair gel  
• Math Lab: Vehicle Pattern Cards (appendix) (Optional: small vehicles, e.g., cars, buses, trucks, boats, bikes)  
• Writing Lab (optional): paper cut into shapes of various forms of transportation (e.g., car, train, airplane, boat)  
• Art Lab: Craft sticks, glue sticks, paint, and paintbrushes  
• Science Lab: Balance scale, objects of various weights  
• Puzzles & Games Lab: Transportation felt cutouts |
| **Gathering Circle** | • Calendar cutout for today’s date |
| **Move It!** | • No additional materials needed |
| **Clues & Questions** | • CC Activity Cards: Transportation picture cards: airplane, jet, helicopter, hot-air balloon, space shuttle  
• CC Activity Card: Wonderful Word picture card for “jet”  
• CC Activity Cards: Letter cards for “Jj,” “Tt,” and “Ss” |
| **Rhyme Time** | • “Row, Row, Row Your Boat” rhyme card (optional) |
| **Plan & Play** | • CC Activity Cards: Scenario cards for Airport, Post Office, Auto Mechanic, Road Construction |
| **STaR** | • Trade book: *The Little Engine That Could* by Watty Piper  
• Leaf for story tree |
| **Math Moments** | • Balance scale  
• One heavy item and one light item for each partnership and the teacher |
| **Question/Reflection** | • Cool Kid certificate and marker  
• Read & Respond bookmarks  
• Home Link animal stamp: goat |
Day 6

Greetings, Readings, & Writings

<table>
<thead>
<tr>
<th>Child Routines</th>
<th>Teacher Routines</th>
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<tbody>
<tr>
<td>2. Sign in.</td>
<td>2. Remind children to read the Arrival Activities poster as they prepare for their day.</td>
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<tr>
<td>3. Self-select labs or other activities.</td>
<td>3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.</td>
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<td></td>
<td>4. Encourage children to describe what they are doing in full sentences as you observe their activities.</td>
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<tr>
<td></td>
<td>5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.</td>
</tr>
</tbody>
</table>

Available Activities

Classroom Library Lab: Enjoy a Story
• Same as day 1

Letter Lab: Gel Letters
• Point out the baggies of gel. Lay the bags flat to disperse the gel evenly. Encourage children to use their fingers to form letters in the gel by pressing on the baggie’s surface. Remind children not to open the bags.

Math Lab: Vehicle Patterns
• Invite children to create patterns with the vehicle pattern cards and/or toy vehicles.

Computer/Media Lab: Exploring with Technology
• If you have computers, tablets, or listening media available for children to use, have them turned on and ready to use. (Load software, have website links available, have CDs available, etc., depending on the type of devices that you are using.)
Writing Lab: How Will We Get There?
- Invite children to think about a place they would like to go and write about what form of transportation they would use to get there. If you have paper in the shape of various types of vehicles, invite children to use the paper that corresponds to the form of transportation they are writing about.

Art Lab: Amazing Airplanes
- Point out the materials for creating an aircraft. Invite children to paint their finished products.

Science Lab: Heavy or Light?
- Suggest that children use the balance scale to compare the weights of the various items provided. Encourage them to make predictions about which item will be heavier (or lighter) before testing their hypotheses.

Puzzles & Games Lab: Free Exploration
- Point out the addition of the felt vehicles. Invite children to make up stories or scenarios for these vehicles.

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Welcome Activities

Welcome
- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance
- Use the sign-in sheet to quickly check attendance.

Partners
- Invite children to sit with their partners. Use the partnership chart if children need help remembering their partners.

Home Link Debrief
- Ask if children were able to explore a book with someone at home last night (or over the weekend). Remind children to ask their family members to complete the Read & Respond bookmark each day.
Tell your partner about a book that someone read to you at home. What was your favorite part?

- Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs

- Assign classroom jobs for the week. Place each child’s name card next to his or her assigned job on the jobs chart.

Calendar

- Have children count together with you as you touch the dates on the calendar up to yesterday’s date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.

Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Invite children to stand in preparation for the Move It! activity.

Move It!

- Explain that today’s Move It! activity will be “Head, Shoulders, Knees, and Toes.” Remind children how to play.
  
  When we play “Head, Shoulders, Knees, and Toes,” we will sing the song and touch the parts of our bodies as we sing about them. Elmo will show us how.

- Encourage children to do the motions along with Elmo.
- Play the “Head, Shoulders, Knees, and Toes” video.

Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.
Clues & Questions

Curiosity’s Clues

- Have Curiosity join the group and pose a question about something she saw in the sky.

  Teacher: Hello, Curiosity. Do you have something with you today?
  Curiosity: No, but I do have a question that I hope you can answer.
  Teacher: What is your question?
  Curiosity: Well, I saw something in the sky on my way to school today, and I don’t know what it was. Can you tell me what it was?
  Teacher: Can you tell us more about what you saw?
  Curiosity: Yes.
  - I know it’s not a bird because it is too big to be a bird.
  - It moved across the sky very fast.
  - My mother said there were people in it.
  Teacher: Boys and girls, can you tell Curiosity what she saw? An airplane.

Learning with Curiosity

- Ask children to help Curiosity learn about airplanes.

  We’ve been learning about transportation—how to get from one place to another. Curiosity saw an airplane. An airplane is a form of transportation that travels in the sky. Let’s see if we can help Curiosity learn about things that travel in the sky.

- Distribute picture cards of airplanes and other vehicles that travel by air. Ask children to share what they know about these vehicles with their partners.

  Look at your picture, and tell your partner what you know about this vehicle that travels in the sky.

- Allow time for children to share with partners. Comment on their responses, providing additional information as needed.

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

- Play “The Airport” video.
Wonderful Word

- Show the Wonderful Word picture card for “jet.”
  
  **Our Wonderful Word today is “jet.”** A **jet** is a special kind of airplane that flies very fast.

- Play the digital dictionary video for “jet.”

- Remind children that they can earn paw points when they use or hear the word “jet” today.

- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

- Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

  **Airplanes, jets, and helicopters fly in the sky.**

- Point out that there are letters that go up high and letters that hang down low in the Daily Message today.

  **There are some letters in our message that stand up tall and some that hang down low.**

Letter Links

- Have Curiosity provide clues about the letter “j.” Use Think-Pair-Share to have children guess the letter, and then show the letter card to reveal it to children.

- Display the letter cards for “Jj,” “Tt,” and “Ss.”

  **Our letter of the week is one of these three letters.** The letter is in our message today. Curiosity has brought some clues for us about the letter. Listen carefully to see if you can tell what it is!

  - My uppercase and lowercase shapes look very much alike.
  - Both of my shapes have a straight part and a curved part.
  - My lowercase letter shape drops down like a hook.

  **WGR: What letter am I? “J.”** “J” is our letter of the week!

- Have children help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it's not.

  **We’re going to use our letter goggles to see if we can find the letter of the week in our message.** I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! **Ready? Put on your goggles now.**

  **Was the letter in our message today?** Yes. Circle each instance of the letter in the message.
• Reinforce the sound and shape of the letter “j” by showing “The J Limerick” video. Ask children to stand up as they sing “It’s Time for a Rhyme” to signal the transition to Rhyme Time.

Rhyme Time

Say the Rhyme

• Introduce the new song. 

  Today we will begin to learn a new song about a boat. It’s called “Row, Row, Row Your Boat.” When we sing this song, listen carefully for words that rhyme, or sound the same at the end. 

• Start the video so children can hear the audio and see the motions. 

• Use My Turn, Your Turn to teach the song and motions to children, one line at a time.

Row, Row, Row Your Boat

Row, row, row your boat
(Move your arms as if rowing.)
Gently down the stream.
(Move your arms as if rowing.)
Merrily, merrily, merrily, merrily,
(Move your arms as if rowing.)
Life is but a dream.

Develop Phonological Awareness—Rhyme Recognition

• Introduce the game Stand Up, Sit Down.

  Today we are going to play Stand Up, Sit Down. I will ask you whether two words rhyme. If they rhyme, you will stand up. If they do not rhyme, you will sit down. Are you ready?

• Play the game.

  row    run    (Sit down.)
  boat   goat   (Stand up.)
  stream beam (Stand up.)
  row    grow   (Stand up.)

• Award paw points if children successfully identified rhyming word pairs.

Invite children to join you in front of the play-planning board.
Plan & Play

Scenario Review

- Review the scenarios for the unit. Include any new scenarios that may have emerged as a part of last week’s play or that you would like to add this week. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

  Airport: An airport is a busy place. Planes come and pick up passengers to take them to faraway places. Imagine that you are going on a trip on an airplane. What will you do when you get to the airport? How will you get a ticket to get on the plane? What will you do with your suitcase?

  Post Office: When you mail a letter or package, the people who work for the post office make sure that your mail gets to the person you sent it to. What happens to your letter after you put it in a mailbox? Pretend that you are a worker at the post office. What will you do with letters and packages to make sure they get sent to the right places? What kinds of vehicles will you use to take the letters and packages to different places?

  Auto Mechanic: When your car has a flat tire or is broken, what do you do? You can take it to an auto repair shop. Imagine that there is something wrong with your car. You can pretend to take it to the auto shop so the mechanic can fix it.

  Road Construction: Cars, trucks, and buses need roads on which to travel. You might want to pretend that you are a construction worker building roads for these vehicles to travel from one place to another.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.

- Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.

- As children create their play plans, encourage them to imagine something that might happen in their scenario today.
**Play**

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

**Coaching**

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

**EXAMPLES:**

**Airport:** Pretend to arrive at the airport with your luggage. You might say, “I wonder where I have to go to make sure my suitcase gets on the plane,” or “I have to find out where to go to get on the airplane. Can you help me?”

**Post Office:** Pretend that you have entered the post office, and approach an employee. You might say, “Excuse me. I have to mail this package to South America. Can you tell me how to do that?”

**Auto Mechanic:** Open the door to the repair shop, and ask, “Is this the place where I bring my flat tire to get fixed?”

Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song or another song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”

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**STaR Interactive Story Reading**

**STaR word(s):**

- sudden

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**The Little Engine That Could**

*Retold by: Watty Piper*

*Illustrators: George and Doris Hauman*

A happy little train pulls cars full of good things for boys and girls to the other side of the mountain when, all of the sudden, she stops and can’t move on. She asks other big trains for help, but they all refuse. Finally, a little blue engine comes along, and when the dolls and toys ask for help, she agrees to try even though she’s never been over the mountain. With determination and confidence, the Little Blue Engine succeeds in delivering the cargo to the boys and girls in the city.
Interactive Story Reading

Before Reading

• Introduce the title, author, and illustrator of the story.

  The title of our story today is *The Little Engine That Could*. That’s the name of the story. This is a story that has been told many times by different people. The version of the story we’ll read today was written by Watty Piper. He wrote the words for the story. The illustrators are George and Doris Hauman. They drew the pictures.

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

  Open the book so children can see the front and back covers. T-P-S: **What do you see in this picture?** Point to the blue engine car. This is the engine car of the train. The engine is the first car on a train. It pulls the other cars. The title of the story is *The Little Engine That Could*. When I read the title, it makes me wonder “Could what?” What do you think the little engine could do?

  Let’s read the story to see if we can find out what the little engine could do.

During Reading

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

  – Page 9: The train wants to take all the things it’s carrying to the boys and girls on the other side of the mountain, but it can’t go any further. T-P-S: **What do you think will happen next?**

  – Page 20: Finish reading the sentence from page 20. T-P-S: **What do you think the Big Strong Engine will do?**

  – Page 25: T-P-S: **Why does the Rusty Old Engine tell the toys and dolls that he cannot pull their little train?**

  – Page 33: T-P-S: **Do you think the Little Blue Engine will be able to pull the train over the mountain? Why (or why not)?**

After Reading

• Ask summative questions to review the text and reinforce the STaR vocabulary.

  The little train that carries all the good things to the other side of the mountain stops all of a sudden. T-P-S: **What do you think the word “sudden” means?** When something happens all of a sudden, it means that it happens quickly and without warning. Sometimes during a big storm, the lights will go out all of a sudden. T-P-S: **Have you ever had the lights go out all of a sudden?**

  T-P-S: **Why is it so important to the dolls and toys for the train to get to the other side of the mountain?**

  T-P-S: **How do you think the Little Blue Engine feels when it pulls the train cars over the mountain? Why do you think it feels this way?**
• Ask children to recall the title of the story as you write it on a story leaf. Invite a child to attach the leaf to the story tree.

   Lead children in reciting “When I’m Doing Math.”

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**Math Moments**

**Count with Curiosity**

• Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

**Active Instruction**

• Have Curiosity join the group with the two items you selected for her to weigh.

   Teacher: Let’s see what Curiosity has with her today.

   Curiosity: I’m going on a trip with my family, and I want to take a toy with me. My mother said I have to be careful when I pack so my backpack isn’t too heavy. I have two things I want to take. But I don’t know how to find out which one I should take so my backpack isn’t too heavy.

   Teacher: We can help you, Curiosity.

**Partner Practice**

• Distribute the light and heavy items to one member of each partnership. Invite them to hold one item in each hand and make a prediction about which is heavier.

   You have a crayon (or other light item) and a block (or other heavy item). Hold one in each hand. Tell your partner which one feels heavier.

   Now give the things to your partner so he or she can feel which one is heavier. Tell your partner which item feels heavier.

   Holding the items in our hands is one way to tell which is heavier, but if we want to know for sure, we can use a tool.

• Bring out the balance scale, and place it where everyone can see it.

   T-P-S: What do you see that Curiosity can use to find out which toy is heavier?

   She can use the balance scale. It will show which toy is heavier than the other. Let’s show her.

• Ask children to explain how the scale will show which toy is heavier.

   T-P-S: How will Curiosity know which toy is heavier?
She will put a toy on one side of the scale, and the little tray will go down. Then she will put the other toy on the other side of the scale, and the tray on that side will go down. The side of the scale with the heavier toy will go down more than the side with the lighter toy.

- Invite children to make a prediction about the relative weights of the two objects. Have Curiosity use the balance scale to confirm children's predictions.

  T-P-S: **Do you think the crayon** (or other light item) **or the block** (or other heavy item) **is heavier?**

- Have Curiosity place one item on each side of the scale. Have children watch the scale as Curiosity puts one toy on each side. Verify children's predictions.

- Have children tell which toy is the heaviest.

  WGR: **Which toy should Curiosity leave at home if she doesn’t want her backpack to be too heavy?**

- Reinforce the concept of measuring and comparing weight by showing the “Measurement: Which Is the Heaviest?” video.

Have children play this week’s brain game, I Spy. Remind children that I Spy is a game that will help them to focus.

<table>
<thead>
<tr>
<th>Brain Game: I Spy</th>
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<tbody>
<tr>
<td>Select a child to find an object that can be seen from where the game is being played. The child provides a clue, such as its color or size, for others to guess what the object is. The child says, “I spy, with my little eye, something (descriptive word).” Children work with their partners to find objects that match the clue. Then they ask questions, such as “Is it the clock?”</td>
</tr>
</tbody>
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**Question/Reflection**

### Learning-Focus Review

- Review the day’s learning focus.

  **Let’s think about what we’ve learned today. Today we learned about things that fly in the air. Airplanes, helicopters, and jets provide transportation by air.**

### Wonderful Word

- Review the Wonderful Word.

  **Our Wonderful Word today is “jet.”** Remember that a jet is a special kind of airplane that goes very fast. T-P-S: **When did we hear the word “jet” today?**
• Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

**Theme Learning Extension**

• Invite children to move like airplanes.

  Let’s pretend that we’re airplanes. First, we have to start our engines. Make a humming sound to mimic an airplane engine. **Now we’re ready to take off.** Put your arms out to make airplane wings, and lift yourselves up off the runway.

  **Follow me, airplanes!** Walk quickly around the room with your arms out to the sides.

  **It’s time to make a turn.** Point one of your wings down and the other one up so you can turn. **Follow me.**

  **I can see the airport up ahead.** Move back toward your group area. **It’s time to slow down so we can land.** Point the front of your plane down toward the runway.

  Be careful when you touch down. We don’t want to make a bumpy landing for the passengers.

  **Move slowly to a stop so the passengers can get out.**

  **It’s time to rest before the next trip.**

**Cool Kid Recognition**

• Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

  **Now it’s time to give compliments to the Cool Kid!** Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

• Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

**Paw Points**

• Remind children about why they have earned paw points.

  **We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together.** Let’s count the paw points that we earned today!

• Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.
• If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

• Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
• Remind children to complete their Read & Respond bookmark and to watch tonight’s Home Link episode online with their family members. They will find today’s episode when they click on the goat.
• Use the goat stamp to place an animal image on each child’s hand. (optional)
• Have children join hands to form a circle. Sing the “I’ll Miss You” song.
Day 7 | Ready, Set

Learning Focus

Some forms of transportation move on tracks.

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### Child Routines
1. Remove coats and backpacks.
2. Sign in.
3. Self-select labs or other activities.

### Teacher Routines
2. Remind children to read the Arrival Activities poster as they prepare for their day.
3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.
4. Encourage children to describe what they are doing in full sentences as you observe their activities.
5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.

### Available Activities

**Classroom Library Lab: Enjoy a Story**
- Same as day 1

**Letter Lab: Gel Letters**
- Encourage children to use the bags of gel to form the letter “j” and other letter shapes that they know. Tell children to refer to the letter card for “Jj” as needed.

**Math Lab: Vehicle Patterns**
- Same as day 6

**Computer/Media Lab: Exploring with Technology**
- Same as day 1

**Writing Lab: How Will We Get There?**
- Same as day 6

**Art Lab: Amazing Airplanes**
- Same as day 6
Science Lab: Heavy or Light?
• Same as day 6

Puzzles & Games Lab: Free Exploration
• Same as day 6

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities

Welcome
• Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance
• Use the sign-in sheet to quickly check attendance.

Partners
• Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief
• Invite children to share what they remember from last night's Home Link show.

  **In last night’s math segment, a boy was trying to figure out which animal is the heaviest—the chick, the dog, or the cow.**

  T-P-S: **Which animal is the heaviest—the chick, the dog, or the cow? The cow is the heaviest.**

• Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs
• Use the job chart to remind children about their jobs for the week.

Calendar
• Have children count together with you as you touch the dates on the calendar up to yesterday’s date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.
Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Invite children to stand in preparation for the Move It! activity.

Move It!

- Invite children to move like Sammy in the song of the same name.

  Today we’re going to listen to a song about a little boy who pretends to be different animals when he goes to the store for his father. We will pretend that we are Sammy and move like the animals that he sings about.

- Play the song “Sammy” from the CD Getting to Know Myself by Hap Palmer.

Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Clues & Questions

Curiosity’s Clues

- Have Curiosity join the group holding the picture card for track.

  Curiosity: When I was walking the other day, I saw something that looks like this. But I don’t know what it is. I wonder if the children can tell me.

  Teacher: Let’s ask them. Can you tell them something about this picture that may help them answer your question?

  Curiosity: Well, I was outside when I saw it.
  - I heard a loud whistle nearby.
  - I saw people lining up nearby as if they were waiting for something.
  - I saw a sign that looks like this. Hold up the railroad crossing symbol.

T-P-S: What did Curiosity see? Railroad tracks.

Today we will talk about forms of transportation that travel on tracks.
Learning with Curiosity

• Have children form a train. Invite the Cool Kid to be the engine. Invite a child to stand behind the Cool Kid and hold on to his or her waist. Have children line up behind these two and attach themselves to become part of the train.

   Let’s make a train and follow the train tracks in our classroom.

• Have children follow the tracks, occasionally sounding the train’s whistle, slowing down for curves, or stopping to take on passengers.

• Play “The Subway Song” video.

   Some trains travel underground. They are called subways. Many large cities have subways. Let’s watch a video about the subway in New York City.

Wonderful Word

• Show the Wonderful Word picture card for “train.”

   Our Wonderful Word today is “train.” A train is a vehicle that travels on tracks and takes people and things from one place to another.

• Play the digital dictionary video for “train.”

• Remind children that they can earn paw points when they use or hear the word “train” today.

• Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

Daily Message

• Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

   Trains travel on tracks.

• Point out that most of the words in the message begin with the same letters. Emphasize the /tr/ sound at the beginning of “trains,” “travel,” and “tracks.”

   Listen while I read the message again. T-P-S: What do you notice about some of the words in this message? The words “train,” “travel,” and “tracks” all start with the /tr/ sound. When the letters “t” and “r” stand together, they say /tr/.

Letter Links

• Have Curiosity show the letter card for “Jj.”

• Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not.
We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? No. We’ll have to look for it in our classroom or in the school today.

- Reinforce the sound and shape of the letter “j” by showing the “Letter J Robot” video.

Have children stand and recite “Row, Row, Row Your Boat” as a transition to Getting Along Together.

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**Getting Along Together**

GAT word(s): waiting

**Active Instruction**

- Discuss examples of things that children have to wait for in school.

  Waiting for something to happen can be hard. Waiting is something that everyone has to do every day. People wait in line at stores, wait for the bus or train to arrive, wait for food to cook, or wait for a favorite show to start.

  **T-P-S:** What are some things that we have to wait for at school? *We have to wait for our turn to speak, we have to wait for a turn in the Learning Labs, and we have to wait for a turn at the water fountain.*

- Introduce strategies to make waiting easier.

  When you really want something to happen, such as your turn to play a game you really like, it is hard to wait. One thing you can do is think about something else. So if you are waiting for your turn to play a game, think about something other than the game. For example, you could look around the classroom and see how many numbers or letters you can find. Another thing you can do is close your eyes and count quietly in your head as you wait.

  **T-P-S:** What other things could you do while you wait? *I could close my eyes and think about something that makes me happy, or I could do the Stay Cool steps while I wait.*
Partner Practice

- Have children practice a waiting strategy in partnerships.

We are going to practice a waiting strategy with our partners. Choose one of the ideas that we talked about for what you can do while you wait. Tell your partner what you will do while you wait.

Hold up the game, puzzle, or toy that you will give each partnership to play with. In one minute, I will give one of these to each partnership. But you have to wait for one minute. Remember to do something to make waiting easier. After one minute, give an item to each partnership. Allow them to play for a minute or two, and then collect the items.

T-P-S: What did you do while you waited? How did it make waiting easier?

Remember to use these strategies throughout the day whenever you have to wait.

Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday’s play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.

- Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.

- As children create their play plans, encourage them to imagine something that might happen in their scenario today.
Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week’s small-group activity.

Which Weighs More?

- Invite children to make predictions about which item in a pair weighs more before they place the items on the scale.
- Have children state the results after observing the scale. Encourage the use of comparative language, such as “The car weighs more than the button,” “The car is heavier than the button,” or “The side with the car is lower than the side with the button.”
- Model the use of complete sentences. Reinforce the use of theme-related vocabulary.

Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”

STaR word(s): sudden

Review

- Display the front cover of the book. Review the title and the author and illustrators of the story.

  We read this story yesterday. The title is The Little Engine That Could. Watty Piper retold this old story, and George and Doris Hauman drew the illustrations.
• Review the story vocabulary that you introduced yesterday.

The little engine comes to a sudden stop when it is pulling the train over the mountain. One day I was driving my car, and I had to make a sudden stop because someone ran into the street. T-P-S: Can you think of something that happened to you all of a sudden?

**Story Retell**

• Hold up the book *The Little Engine That Could*, and tell children that they will help you put the train engines in order as you read the story.

Yesterday we read about the train engines in the story *The Little Engine That Could*. Today when I read, you will find the engine that I’m reading about and put it in the same order as in the story.

• Quickly create four groups by combining partnerships. Invite groups to sit in semicircles so all group members will see their group’s cards in left to right orientation. Distribute a set of engine cards to each group.

• Read the story, pausing as you introduce each engine for children to locate the appropriate card. Help them place the first card where all group members can see it. Continue reading, pausing for children to place the appropriate engine card to the right of the previous card as you read about each engine.

• Conclude this activity by having children name something that the little engine took over the mountain.

Lead children in reciting “When I’m Doing Math.”

**Math Moments**

**Count with Curiosity**

• Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

**Active Instruction**

• Have Curiosity join the group with the two objects you have selected for her to weigh. Review how to use a scale to determine which of two objects is heavier.

Yesterday we used the scale and found that the block was heavier than the crayon. Curiosity decided to take the crayon to draw with on her trip because the block was too heavy.

• Show the items that Curiosity brought today. Tell children that Curiosity wants to know which item is lighter.

Today Curiosity wants to find out which of these things is lighter.
• Reinforce the concept of measuring and comparing weight by showing the "Measurement: Is It Heavy or Light?" video.

Partner Practice
• Invite children to predict which item is lighter. Distribute the items to each partnership. Have both partners hold one item in each hand to determine which one is lighter.

  You and your partner can take turns holding the ping pong ball (or other small light object) and the marble (or other small heavy object) to feel which one is lighter.

  Curiosity wants to be sure that she knows which one is lighter. WGR: How can she find out which object is lighter? Weigh them on the scale.

• Have Curiosity place the items one at a time on either side of the scale. Verify children's predictions.
• Award paw points if children correctly predicted the outcome.

Have children play this week's brain game, I Spy. Remind children that I Spy is a game that will help them to focus.

Question/Reflection

Learning-Focus Review
• Review the day’s learning focus.

  Let's think about what we've learned today. We learned that some forms of transportation, such as trains and subway cars, travel on tracks.

Wonderful Word
• Review the Wonderful Word.

  Our Wonderful Word today is “train.” Remember that a train is a vehicle that travels on tracks and takes people and things from one place to another. T-P-S: When did we hear the word “train” today?

• Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension
• Distribute copies of Around the Town. Read the title and the author’s name.

  The title of our story is Around the Town. The author is Mary Alice Bond, and the illustrator is Stephanie R. Rice.
• Have children turn to the first page of text. Point out the train tracks in the illustrations.

Open your book to the first page that we will read. WGR: What do you see on this page that lets you know that a train travels in the town? Tracks. Yes, there are train tracks in the town.

• Encourage children to read the text along with you in unison. Monitor to ensure that they are moving correctly from one page to the next.

Let’s read our story Around the Town together today.

Cool Kid Recognition

• Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

• Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

• Remind children about why they have earned paw points.

We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!

• Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.

• If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

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

• Remind children to complete their Read & Respond bookmark and to watch tonight’s Home Link episode online with their family members. They will find today’s episode when they click on the pig.

• Use the pig stamp to place an animal image on each child’s hand. (optional)

• Have children join hands to form a circle. Sing the “I’ll Miss You” song.
Day 8 | Ready, Set

**Learning Focus**

Some forms of transportation travel by water.

### Additional Materials Needed Today

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<td>• Classroom Library Lab: STaR story <em>The Little Engine That Could</em> by Watty Piper</td>
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<tr>
<td>Gathering Circle</td>
<td>• Calendar cutout for today’s date</td>
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<td>Move It!</td>
<td>• Ball</td>
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| Clues & Questions               | • CC Activity Cards: Transportation picture cards for sailboat, rowboat, ship, canoe, paddleboat, and inner tube  
                                | • CC Activity Card: Wonderful Word picture card for “ship”                
                                | • CC Activity Card: Letter card for “Jj”                                  |
| Getting Along Together          | • Chilly and Squeaky puppets                                             
                                | • Ear and mouth cards                                                   |
| Plan & Play                     | • Scenario cards for new scenarios (if applicable)                        |
| STaR                            | • Trade book: *Harbor* by Donald Crews                                    
                                | • Leaf for story tree                                                   |
| Math Moments                    | • One light object (e.g., a ping pong ball or feather)                    |
| Question/Reflection             | • CC Activity Cards: Transportation picture cards set                     
                                | • CC Activity Cards: Geography set                                       
                                | • Cool Kid certificate and marker                                       
                                | • Home Link animal stamp: donkey                                         |
Day 8

Greetings, Readings, & Writings

### Child Routines

1. Remove coats and backpacks.
2. Sign in.
3. Self-select labs or other activities.

### Teacher Routines

2. Remind children to read the Arrival Activities poster as they prepare for their day.
3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.
4. Encourage children to describe what they are doing in full sentences as you observe their activities.
5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.

### Available Activities

**Classroom Library Lab: Enjoy a Story**

- Point out the addition of the STaR story *The Little Engine That Could* to the lab.
  Encourage children to retell the story using the engine cards from STaR on day 7.

**Letter Lab: Gel Letters**

- Same as day 6

**Math Lab: Vehicle Patterns**

- Same as day 6

**Computer/Media Lab: Exploring with Technology**

- Same as day 1

**Writing Lab: How Will We Get There?**

- Same as day 6

**Art Lab: Amazing Airplanes**

- Same as day 6
Science Lab: Heavy or Light?
- Same as day 6

Puzzles & Games Lab: Free Exploration
- Same as day 6

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities

Welcome
- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance
- Use the sign-in sheet to quickly check attendance.

Partners
- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief
- Invite children to share what they remember from last night's Home Link show.

In last night's show, the Letter J Robot showed lots of words that start with the letter “j.” T-P-S: Can you remember one of the words that starts with the letter “j”? “Jump,” “juggle,” “jog,” and “jazz” all start with “j.”

- Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs
- Use the job chart to remind children about their jobs for the week.

Calendar
- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.
Weather

• Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

• Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Invite children to stand in preparation for the Move It! activity.

Move It!

• Invite children to join you in a circle. Introduce the Ball Pass: Transportation Vehicles game to children.

  Today we will play Ball Pass with transportation vehicles. When you pass the ball to the friend sitting next to you, you will say the name of a vehicle that moves people and things from one place to another.

• To start the game, pass the ball to the child sitting next to you as you say “Bus” aloud. Have children continue this action around the circle.

• If time allows, reverse the direction of the ball, and play the game again.

Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Clues & Questions

Curiosity’s Clues

• Have Curiosity join the group humming the song “Row, Row, Row Your Boat.”

  Teacher: Curiosity, what are you humming?

  Curiosity: It’s my clue for you today. If you know the name of the song, you will know what we will learn about today.

  Teacher: Please hum your song again so we can guess what it is.
• Have Curiosity hum “Row, Row, Row Your Boat” loudly enough for all to hear.

  **WGR:** What song is Curiosity humming? “Row, Row, Row Your Boat.” What do you think we’ll learn about today? **Boats.**

  Today we will talk about forms of transportation that travel by water.

**Learning with Curiosity**

• Use the picture cards to show examples of transportation vehicles that travel by water. Hold up each card one at a time, and have children name the vehicle. Provide the vehicles’ names as needed. Display the cards where children can see them as you share each one.

• Explain the qualities of watercraft.

  **T-P-S:** We can’t drive across the ocean in a car, can we? Why not? A *car* would *sink.*

  If something can stay on top of the water without sinking, we say it can *float.* Boats, ships, and other forms of transportation that travel by water have to be made in a special way so they don’t sink.

• Show the bowl of water. Have children guess whether each small object will sink or float. Use the sharing sticks to select a volunteer to test each object.

• Play the “Fishing Boat” video.

  **Boats are used to move people and things from one place to another across the water. Some are used for work, such as the fishing boat we will see in this video.**

**Wonderful Word**

• Show the Wonderful Word picture card for “**ship**.”

  **Our Wonderful Word today is “**ship**.” A *ship* is a very large kind of boat.**

• Play the digital dictionary video for “**ship**.”

• Remind children that they can earn paw points when they use or hear the word “**ship**” today.

• Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

**Daily Message**

• Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

  **People use boats and ships to travel on the water.**

• Point out that a sentence starts with an uppercase letter.

  **The first word in a sentence starts with an uppercase letter. That’s why there is an uppercase “P” in the first word in the Daily Message.**
Letter Links

- Have Curiosity show the letter card for “Jj.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

  We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

  Was the letter in our message today? No. We’ll have to look for it in our classroom or in the school today.

- Reinforce the sound and shape of the letter “j” by showing the “Jiggle with J” video.

Have children stand and recite “Row, Row, Row Your Boat” as a transition to Getting Along Together.

Getting Along Together

Active Instruction

- Take out the Chilly and Squeaky puppets, and use them to model interrupting.

  Last time we talked about waiting. Sometimes it is really hard to wait when you want to say or share something. Give the Stop and Think Signal. It’s important to stop and think when you feel like it’s getting too hard to wait. When your teacher or partner is talking, you need to use active listening and wait for your turn to speak. When you don’t wait your turn to speak and talk while someone else is talking, it is called interrupting. Chilly and Squeaky are going to show us what happens when you interrupt your friend.

  Chilly: I love to play with friends. My favorite... (Squeaky interrupts before Chilly can finish.)

  Squeaky: Oh, me too! I love to play outside with my friends.

  Chilly: As I was saying, my favorite thing to do with my friends is play soccer. One day... (Again Squeaky interrupts Chilly.)

  Squeaky: Oh, I love soccer. The other day when I was playing, I scored a goal!

  Chilly: Squeaky, you’re interrupting me! As I was trying to tell you, one day my friends and I were playing soccer when a big dog... (Again Squeaky interrupts Chilly.)
Squeaky: A dog! I love to chase dogs. One day I chased a really big dog.

Chilly: Squeaky, you keep interrupting me, and I can’t finish my story. Ugh, I give up!

What happened when Chilly was trying to tell Squeaky his story? Squeaky kept interrupting to say something, and Chilly couldn’t tell his story.

Tell your partner how you think Chilly feels when Squeaky interrupts him.

T-P-S: What could Squeaky do to wait his turn to speak? Squeaky could stop and think and remember that he has to wait his turn to speak. He could take deep breaths to stay calm. He could use active listening and wait his turn.

It’s hard to stay quiet when you want to share something right away, but we have to learn to listen and take turns speaking. We use ear and mouth cards to help us remember this in the classroom.

**Partner Practice**

- Have partners practice a waiting strategy to avoid interrupting each other. Hand out ear and mouth cards to each partnership. Assign one partner to start the activity with the ear card and the other partner to use the mouth card.

  We have been talking about different ways to get from one place to another in this unit. I want everyone to think about a time when you rode a bus, car, train, or boat. You will tell your partner about your experience. When I say to begin, I want the children holding the mouth cards to start talking. For those children holding the ear cards, remember to listen carefully and use a strategy to help you wait for your turn to speak. After a minute or so, have children switch cards so the other partner can tell his or her story. When both partners have had a chance to speak, use Think-Pair-Share to ask:

  **Was it hard to wait for your turn to speak? What did you do to help you wait?** I focused on what my partner was saying, and I took deep breaths to stay calm as I waited.

- We will have a happy and safe classroom if we wait our turn to speak. Remember to stop and think and use a waiting strategy to help you wait.

  Invite children to join you in front of the play-planning board.
Plan & Play

Scenario Review

- Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday’s play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

- Review which scenario is represented by each of the cards on the play-planning board.
- Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

- Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.
- As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

- Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

- Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.

Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week’s small-group activity.

Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”
STaR word(s): harbor

Harbor
Author and illustrator: Donald Crews

Readers take a trip through a busy harbor as various types of boats are identified.

Interactive Story Reading

Before Reading

• Introduce the title, author, and illustrator of the story.

  The title of our story today is Harbor. That’s the name of the story. The author and illustrator is Donald Crews. He wrote the words and drew the pictures for the story.

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

  The title of the story today is Harbor. T-P-S: What do you think a “harbor” is? A harbor is a safe place for boats.

  Let’s see if we can figure out what the story is about by looking at the picture on the front cover. T-P-S: What do you see in the illustration on the cover? There are boats, water, and a bridge in the picture. T-P-S: What do you wonder about this harbor?

  Let’s read the story to find out about the harbor.

During Reading

• Use Think-Pair-Share or Whole-Group Response to engage children in an ongoing discussion about the story guided by the following questions and comments.
  – Page 5: Engage children in defining the words “port” (a place for boats to dock) and “cargo” (things a boat carries from one place to another).
  – Page 9: There are many different kinds of boats, and they each have a different job. Point out several boats, and explain their purpose (e.g., barges—flat boats that carry things such as sand or trash and tankers—large boats that carry oil).
  – Page 15: T-P-S: Why are there police boats in the harbor?

After Reading

• Ask summative questions to review the text and reinforce the STaR vocabulary.

  T-P-S: What boat did you see in the harbor? What did you notice about this boat?
The harbor in this story is a very busy place. It’s a good thing there is a safe place for all the boats.

Lead children in reciting “When I’m Doing Math.”

---

**Math Moments**

**Count with Curiosity**

- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

**Active Instruction**

- Review the concepts of heavy and light.

  We used a balance scale to help Curiosity find out which of two things was heavier and which was lighter.

  T-P-S: When something is heavy, what happens on the balance scale? What happens to the scale when something is light?

- Reinforce the concept of measuring and comparing weight by showing the “Measurement: How Heavy Is It?” video.

**Partner Practice**

- Present a light object. Challenge children to find something in the room that is heavier than this object.

  This (name of object) is light. Let’s see if we can find things in our classroom that are heavier than the (name of object). When you and your partner find something heavy, bring it back, and we can weigh it.

- As children return with heavy items, place each one on the balance scale with the light object on the other side. Have children verify whether the item they found is heavy.

- Award paw points if most children are able to find objects that are heavier than the lightweight object you selected.

Have children play this week’s brain game, I Spy. Remind children that I Spy is a game that will help them to focus.
Question/Reflection

Learning-Focus Review

• Review the day’s learning focus.

  Let’s think about what we’ve learned today. We learned that boats are used for transportation on the water.

Wonderful Word

• Review the Wonderful Word.

  Our Wonderful Word today is “ship.” Remember that a ship is a large boat that travels in very deep water. T-P-S: When did we hear the word “ship” today?

• Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

• Distribute a transportation picture card to each partnership. Place the air, land, and water cards apart from one another where everyone can see them.

• Invite partners to name the vehicle on their card. Have them decide which category their vehicle belongs in and place their card in the appropriate place.

  Tell your partner the name of the vehicle on your card. Then talk about where this vehicle travels. Does it ride on the land, fly in the sky, or move on the water? When you decide where it belongs, you can place it with the picture of where it travels.

• Invite children to tell partners something about the means of transportation pictured on their cards. You may want to model a sentence stem, such as “The car travels on the land.”

Cool Kid Recognition

• Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what the children typically give.

  Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.
• Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

• Remind children about why they have earned paw points.

  We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!

• Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.

• If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

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

• Remind children to complete their Read & Respond bookmark and to watch tonight’s Home Link episode online with their family members. They will find today’s episode when they click on the donkey.

• Use the donkey stamp to place an animal image on each child’s hand. (optional)

• Have children join hands to form a circle. Sing the “I’ll Miss You” song.
Day 9 | Ready, Set

Learning Focus

Sometimes animals are used for transportation.

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Day 9

Greetings, Readings, & Writings

Child Routines

1. Remove coats and backpacks.
2. Sign in.
3. Self-select labs or other activities.

Teacher Routines

2. Remind children to read the Arrival Activities poster as they prepare for their day.
3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.
4. Encourage children to describe what they are doing in full sentences as you observe their activities.
5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit.

Available Activities

Classroom Library Lab: Enjoy a Story
• Same as day 1

Letter Lab: Gel Letters
• Same as day 6

Math Lab: Vehicle Patterns
• Same as day 6

Computer/Media Lab: Exploring with Technology
• Same as day 1

Writing Lab: How Will We Get There?
• Same as day 6

Art Lab: Amazing Airplanes
• Same as day 6
Science Lab: Heavy or Light?
• Same as day 6

Puzzles & Games Lab: Free Exploration
• Same as day 6

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities
Welcome
• Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance
• Use the sign-in sheet to quickly check attendance.

Partners
• Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief
• Invite children to share what they remember from last night's Home Link show.

T-P-S: In the math part of last night's show, do you remember how many pigs it took to weigh the same as the donkey? Two pigs weighed the same as one donkey.

• Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs
• Use the job chart to remind children about their jobs for the week.

Calendar
• Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.
Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Invite children to stand in preparation for the Move It! activity.

Move It!

- Introduce the Move It! activity, Follow the Leader.

  **Today we will play Follow the Leader. I will be the leader first, and then some of you will get a chance to be the leader. Everyone will follow the leader and do exactly what the leader does. Now follow me!**

- Start the activity with you as the leader, and have children follow you in a line. Choose children to take turns being the leader of the game.

Lead children as they recite “Cat in a Box” to entice Curiosity to come out of her house.

Clues & Questions

**Curiosity’s Clues**

- Have Curiosity bring the book *Mule Train Mail* to the group.

  **Teacher:** I see you have a book with you, Curiosity. We’ve been learning about transportation this week. Is it a book about transportation?

  **Curiosity:** It is. But I bet you won’t guess what kind of transportation this book tells about.

  **Teacher:** Will you give us some clues?

  **Curiosity:** Sure.

  - This is a kind of transportation that travels on the ground.
  - It doesn’t have wheels.
  - This kind of transportation gets thirsty and needs to stop for a drink of water.
• Invite children to guess this form of transportation.

This is tricky. T-P-S: Boys and girls, do you have any ideas about what kind of transportation this book is about? It’s something that travels on the ground, doesn’t have wheels, and drinks water. *An animal.*

**Learning with Curiosity**

• Display the front cover of the book, and explain that in some places, animals are used for transportation.

  *Curiosity brought a book called *Mule Train Mail* by Craig Brown. On the cover, we can see mules and a horse. They are the transportation. This is a story about mules who take mail to people who live in places that cars, trucks, and trains can’t go.*

• Take a Picture Walk, stopping on pages 7, 11, 19, 25, 27, and 29 to talk about the way these animals provide transportation for the people who live at the bottom of the canyon.

  *Let’s look at how these animals do their job of delivering the mail.*

• Play the “Horses” video.

**Wonderful Word**

• Show the Wonderful Word picture card for “horse.”

  *Our Wonderful Word today is “horse.” A horse is a large animal with four long legs that people sometimes ride.*

• Play the digital dictionary video for “horse.”

• Remind children that they can earn paw points when they use or hear the word “horse” today.

• Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

**Daily Message**

• Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

  *Some people use animals to get from place to place.*

• Invite children to count the words in the Daily Message.

  *Let’s count the words in the Daily Message.*

**Letter Links**

• Have Curiosity show the letter card for “Jj.”
• Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? No. We’ll have to look for it in our classroom or the school today.

• Reinforce the sound and shape of the letter “j” by showing the “J Jump” video.

Ask children to stand up as they sing “It’s Time for a Rhyme” to signal the transition to Rhyme Time.

Rhyme Time

Say the Rhyme

• Have children sing “Row, Row, Row Your Boat” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Sing in a Round

• Invite children to recall the rhyming words from the song.

Which word rhymes with “stream”? “Dream.” Stream, dream. You can hear /eam/ at the end of both words.

• Introduce singing a song in a round. Place children in two groups, and explain that they will sing the same song, but they will start and finish at different times. Assign the groups to be group 1 and group 2.

Today we’re going to sing the song “Row, Row, Row Your Boat” in a different way. Group 1 will start singing the song while group 2 listens. Then group 2 will start. Group 1 will finish singing before group 2, so they will listen quietly to group 2. It’s tricky to do, but it’s a fun way to sing this song.

• Establish signals to indicate when children will sing and stop. Help group 1 sing the first line of the song while group 2 waits to begin. Use your signal to encourage group 1 to continue singing as you help group 2 begin.

When group 1 comes to the end of the song, give them the signal to stop singing and listen to group 2. Continue to sing with group 2.
• Practice this several times (or as long as children’s attention and interest allow) to help children become confident with singing the song this way. Tell them that you will sing the song in this fun way again tomorrow.

• Award paw points if children were able to successfully start and stop singing at the appropriate times.

Invite children to join you in front of the play-planning board.

Plan & Play

Scenario Review

• Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday’s play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

Scenario Selection

• Review which scenario is represented by each of the cards on the play-planning board.

• Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

Plan

• Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.

• As children create their play plans, encourage them to imagine something that might happen in their scenario today.

Play

• Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

Coaching

• Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.
Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week’s small-group activity.

Provide five- and three-minute warnings before the end of Plan & Play. Then sing the clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”

STaR word(s):
harbor

Review

- Display the front cover of the book. Review the title and the author and illustrator of the story.

Yesterday we read the book Harbor. Donald Crews wrote the words and drew the pictures for this story.

- Review the story vocabulary that you introduced yesterday.

We read about all the boats that come to the harbor. It is a safe place for boats to dock to unload their cargo and rest.

Story Retell

- Hold up the book Harbor, and tell children that they will tell about the boats in this book.

Yesterday we saw many different kinds of boats in this book. Each boat has a special job. Today when we look at this book again, you will talk with your friends about some of the boats in the story.

- Quickly create groups of four by combining partnerships. Open the book to a page with a distinctive type of boat, and invite children to talk with the others in their group about the boat they see.

You may want to ask some guiding questions about the boats, such as “What do you notice about this boat?” “What job do you think this boat does?” or “Why do you think this boat is so big?”

- Continue in this manner as long as children remain engaged.

Lead children in reciting “When I’m Doing Math.”
Math Moments

Count with Curiosity
- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Active Instruction
- Review the concepts of heavy and light.
  
  We can use a balance scale to find out which of two things is heavier and which is lighter.
  
  T-P-S: How can you tell if something is heavy? What happens to the scale when something is light?
  
- Reinforce the concept of measuring and comparing weight by showing the “Measurement: Which Weighs More?” video.

Partner Practice
- Present a heavy object. Challenge children to find something in the room that is lighter than this object.
  
  This (name of object) is heavy. Let’s see if we can find things in our classroom that are lighter than the (name of object). When you and your partner find something light, bring it back, and we can weigh it.
  
- As children return with light items, place each one on the balance scale with the heavy object on the other side. Have children verify whether the item they found is lighter than the original heavy object.

Have children play this week’s brain game, I Spy. Remind children that I Spy is a game that will help them to focus.

Question/Reflection

Learning-Focus Review
- Review the day’s learning focus.
  
  Let’s think about what we’ve learned today. We learned that some people use animals, such as horses, for transportation.
DAY 9 | Unit 11: Here We Go! Transportation

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is “horse.” Remember that a horse is a large animal with long legs that people sometimes ride from place to place.

  T-P-S: When did we hear the word “horse” today?

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Play Walk and Talk with Curiosity using Curiosity’s game board and transportation cards from the appendix.

- Place children in groups by combining partnerships. Distribute a game board, a set of cards, and game pieces to each group.

- Guide children through game play.

  We’re going to play a new game today called Walk and Talk with Curiosity. You will take turns picking a card and telling about the picture on it. When you tell what’s on the card, you talk with Curiosity. Then you may spin the spinner to find out where you will walk with Curiosity. Let’s try this together.

- Have children each quickly select a game piece.

  Pick a (name of game piece) that you will use for the game. Put your game piece on the spot that has Curiosity’s house on it. When you play the game, you will move your game piece around the board until you get to Curiosity’s food dish.

- Invite one child in each group to choose a picture card. Have him or her tell the members of the group the name of the pictured vehicle and something about it.

  Choose a card, and tell the children in your group the name of the form of transportation in the picture. Now tell them something about the vehicle.

- When children have done this, invite them to spin the spinner and move to the first instance of the color on which the spinner landed. Model how to spin the spinner and move to the appropriate space as needed.

  You told your group about your card, so you may spin the spinner and move to the same color on the board.

- Continue in this manner until all children in each group have had a turn. Let children continue the game until all have moved around the game board and arrived at the food dish.
Cool Kid Recognition

- Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

  Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

- Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

- Remind children about why they have earned paw points.

  We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!

- Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.

- If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

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

- Remind children to complete their Read & Respond bookmark and to watch tonight’s Home Link episode online with their family members. They will find today’s episode when they click on the cow.

- Use the cow stamp to place an animal image on each child’s hand. (optional)

- Have children join hands to form a circle. Sing the “I’ll Miss You” song.
Day 10 | Ready, Set

Learning Focus

We can use various forms of transportation to send things from one person to another.

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<td>• Calendar cutout for today’s date</td>
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<td><strong>Move It!</strong></td>
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<tr>
<td>• No additional materials needed</td>
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<tr>
<td><strong>Clues &amp; Questions</strong></td>
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<tr>
<td>• Wrapped box (See To Be Prepared.)</td>
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<tr>
<td>• CC Activity Card: Wonderful Word picture card for “truck”</td>
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<tr>
<td>• CC Activity Card: Letter card for “Jj”</td>
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<td><strong>Rhyme Time</strong></td>
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<td>• No additional materials needed</td>
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<tr>
<td><strong>Plan &amp; Play</strong></td>
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<tr>
<td>• Scenario cards for new scenarios (if applicable)</td>
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<tr>
<td><strong>STaR</strong></td>
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<tr>
<td>• Mule Train Mail by Craig Brown or other storybook for free choice</td>
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<tr>
<td>• Leaf for the story tree</td>
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<tr>
<td><strong>Math Moments</strong></td>
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<td>• Toys of various weights</td>
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<td>• Balance scale</td>
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<tr>
<td><strong>Question/Reflection</strong></td>
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<tr>
<td>• CC Activity Cards: Wonderful Word picture cards for words your children need to practice</td>
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<td>• Cool Kid certificate and marker</td>
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Day 10

Greetings, Readings, & Writings

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2. Sign in.  
3. Self-select labs or other activities. | 1. Greet parents and children.  
2. Remind children to read the Arrival Activities poster as they prepare for their day.  
3. Guide children, as needed, to select a Learning Lab to explore. Introduce newly added labs as appropriate.  
4. Encourage children to describe what they are doing in full sentences as you observe their activities.  
5. Observe for children’s developing oral language and social skills as guided by the unit record form for the current unit. |

Available Activities

**Classroom Library Lab: Enjoy a Story**
- Same as day 1

**Letter Lab: Gel Letters**
- Same as day 6

**Math Lab: Vehicle Patterns**
- Same as day 6

**Computer/Media Lab: Exploring with Technology**
- Same as day 1

**Writing Lab: How Will We Get There?**
- Same as day 6

**Art Lab: Amazing Airplanes**
- Same as day 6
Science Lab: Heavy or Light?
- Same as day 6

Puzzles & Games Lab: Free Exploration
- Same as day 6

Give five- and three-minute warnings near the end of Greetings, Readings, & Writings. Encourage children to join you in singing the tidy-up song as they put away the lab supplies and then move to the gathering area.

Gathering Circle

Welcome Activities

Welcome
- Welcome children to the circle. Award paw points if everyone arrived in an orderly and effective manner.

Attendance
- Use the sign-in sheet to quickly check attendance.

Partners
- Invite children to sit with their partners. Use the partnership chart to review assignments as necessary.

Home Link Debrief
- Invite children to share what they remember from last night's Home Link show.
  T-P-S: What do you remember about horses from last night's show? People ride horses, brushing a horse's back removes dirt, and you can clean a horse's hooves.
- Use the sharing sticks to select two or three children to share their responses with the whole class. Award paw points in recognition of thoughtful answers.

Classroom Jobs
- Use the job chart to remind children about their jobs for the week.

Calendar
- Have children count together with you as you touch the dates on the calendar up to yesterday's date. Then challenge children to determine the shape and color of the calendar cutout that will be used today. Invite children to say the day and date with you in unison.
Weather

- Invite the weather watcher to indicate the current weather conditions on the weather chart.

Cool Kid

- Announce today’s Cool Kid. Remind children that the Cool Kid will be working on all the things that make our classroom a wonderful place to be, such as using active listening when someone is speaking, sharing, and taking turns. Use the Cool Kid stamp to mark his or her hand for easy identification.

Move It!

- Introduce today’s Move It! activity, “Get on Up and Move Your Body.”

  Today we will sing and dance to “Get on Up and Move Your Body.” Get ready to move and groove!

- Play the “Get on Up and Move Your Body” video.

Clues & Questions

**Curiosity’s Clues**

- Have Curiosity join the group with the wrapped box.

  Teacher: **Hi, Curiosity. What do you have with you today?**

  Curiosity: **I have a package. I’ll give you some clues to see if you can guess how I got it.**

  - It was on my front porch.
  - There are stamps (or marks) on it.
  - It came from my grandfather who lives far away.

  **T-P-S:** **How did this package get to my house?**

  Teacher: **Curiosity’s package came in the mail.**

- Help Curiosity unwrap the package from her grandfather, and invite children to use the item as a clue for what they will learn today.
T-P-S: Why do you think there is a (name of vehicle) in this box? Today we will learn how we can use transportation to send things from one place to another.

**Learning with Curiosity**

- Engage children in discussion about sending and delivering mail by various means of transportation.

  Let’s think about how transportation helps people move things from one place to another.

  Curiosity got this package from her grandfather in the mail. People often send things to one another in the mail. Most of the time, we just get letters, but sometimes, someone wants to send something that is too big to fit in a mailbox.

  T-P-S: What kind of vehicle might the post office use to move large packages from one place to another? If children do not indicate airplanes and trains, ask how they think these forms of transportation may be used to transport the mail.

  T-P-S: How does the mail get to people at the bottom of the canyon in the story *Mule Train Mail*?

- Play the “Grover the Pilot” video.

  In *Mule Train Mail*, things are sent from one person to another by mule. Today the mail travels by mail trucks, trains, and airplanes. Let’s watch this video about Grover the pilot to see if he is delivering anything.

**Wonderful Word**

- Show the Wonderful Word picture card for “truck.”

  Our Wonderful Word today is “truck.” A truck is a big vehicle used to carry big things.

- Play the digital dictionary video for “truck.”

- Remind children that they can earn paw points when they use or hear the word “truck” today.

- Post the Wonderful Word picture card where children will be able to refer to it throughout the day.

**Daily Message**

- Write the Daily Message in front of children, reading each word as you finish writing it. Then read the message again, touching each word as you read it.

  A mail truck brings the mail to the post office.

- Hold the Wonderful Word card under the word “truck” in the Daily Message.
Our Wonderful Word is in our Daily Message today. Point to the word “truck” on the card. This word says “truck,” (Point to the word “truck” in the message.) and so does this one. The words look the same.

Letter Links
- Have Curiosity show the letter card for “Jj.”
- Invite children to help you identify the letter in the Daily Message. Reread the message, running your finger underneath each word as you read it. Children should raise their hands when your finger is underneath the letter of the week and put their hands down again when it’s not. Circle any letters that they found in the message.

We’re going to use our letter goggles to see if we can find the letter of the week in our message. I will move my finger beneath each word as I read it. Raise your hand if my finger is underneath the letter of the week. Be sure to put your hand down once my finger moves! Ready? Put on your goggles now.

Was the letter in our message today? No. We’ll have to look for it in our classroom or the school today.

- Reinforce the sound and shape of the letter “j” by showing the “Human Letter J at Beach” video.

Ask children to stand up as they sing “It’s Time for a Rhyme” to signal the transition to Rhyme Time.

Rhyme Time

Say the Rhyme
- Have children sing “Row, Row, Row Your Boat” along with children in the video. Encourage children to do the physical motions that accompany the rhyme.

Develop Phonological Awareness—Sing in a Round
- Review singing a song in a round. Place children in two groups, and explain that they will sing the song like they did yesterday. Assign one group of children to be group 1 and the other to be group 2.

Today we’re going to sing the song “Row, Row, Row Your Boat” like we did yesterday. Group 1 will start singing the song while group 2 listens. Then group 2 will start. Group 1 will finish singing before group 2, so they will listen quietly as group 2 finishes.

- Help group 1 sing the first line of the song while group 2 waits to begin. Use a signal to encourage group 1 to continue singing as you help group 2 begin.
- When group 1 comes to the end of the song, give them a signal to stop singing and listen to group 2. Continue to sing with group 2.
• Sing the song this way several times. If your children are able, you may want to divide them into three groups to sing this song.

• Award paw points if children were able to successfully start and stop singing at the appropriate times.

Invite children to join you in front of the play-planning board.

**Plan & Play**

**Scenario Review**

• Review the scenarios for the unit as needed. Include any new scenarios that may have emerged as a part of yesterday’s play. Remind children where each scenario can take place in the classroom. Introduce any props that you have added to the area. Invite children to think about what kinds of things might happen in each scenario today.

**Scenario Selection**

• Review which scenario is represented by each of the cards on the play-planning board.

• Use the sharing sticks to randomly select children to choose the scenario they’d like to play in. Once each child selects a scenario, place the appropriate colored clip on his or her clothing, and send him or her to the table(s) for planning.

**Plan**

• Invite children to write about what they will do in the pretend scenario today. Accept all forms of writing (scribbling, drawing lines, attempts at letter formation, pictures, etc.). Encourage children to tell you what they have written.

• As children create their play plans, encourage them to imagine something that might happen in their scenario today.

**Play**

• Observe children as they participate in each play scenario. Join in the play to encourage conversation, prop use, and role-playing and to model the use of writing in the context of the scenario.

**Coaching**

• Engage children in their play scenarios by joining in yourself. Acknowledge children who are playing out something from their plans.
Small-Group Instruction

- During the last ten minutes, pull five or six children aside for this week’s small-group activity.

Provide five- and three-minute warnings before the end of Plan & Play. Then sing a clean-up song to prompt children to put away any props and move to the STaR area.

Once children have arrived at the STaR area, lead them in reciting and doing the motions to “Two Little Hands.”

STaR Free Choice

- Reread a favorite STaR book or another book that you would like to share. We would like to recommend *Mule Train Mail* by Craig Brown.
- Ask children what they think the story will be about based on the cover illustration and the title. After reading the story, use Think-Pair-Share to have children tell their favorite parts of the book.
- Write the title of the story that you read on a leaf, and add it to the story tree.

Lead children in reciting “When I’m Doing Math.”

Math Moments

Count with Curiosity

- Play the “Count with Curiosity: 1–20” video. Invite children to count to 20 with Curiosity.

Problem Solving

- Introduce today’s problem. Keep the balance scale out of sight until children decide that they need to weigh the toys.

  **Today we will help Curiosity solve a problem. Curiosity has these two toys, and she wants to know which one is heavier.**

- Invite children to discuss with their partners how the problem might be solved.

  **T-P-S: How can she find out which toy is heavier?**

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.
DAY 10 | Unit 11: Here We Go! Transportation

- Invite children to predict which toy is heavier. Bring out the balance scale to test their predictions.

- Reinforce the concept of measuring and comparing weight by showing “The Heaviest Catch” video.

Have children play this week’s brain game, I Spy. Remind children that I Spy is a game that will help them to focus.

Question/Reflection

Learning-Focus Review

- Review the day’s learning focus.

  Let’s think about what we’ve learned today. Today we learned that there are different kinds of transportation that can move things from one place to another.

Wonderful Word

- Review the Wonderful Word.

  Our Wonderful Word today is “truck.” Remember that a truck is a vehicle that can carry big or heavy things. T-P-S: When did we hear the word “truck” today?

- Use the sharing sticks to select children to share their responses. Award paw points for reasonable responses.

Theme Learning Extension

- Lead a game of Which Wonderful Word? Bring out Curiosity, and explain that she is thinking about one of the Wonderful Words from the week.

- Display the Wonderful Word picture cards that you’ve selected. Explain and model how to ask a question about the pictures to find out which word Curiosity is thinking of.

  We will think of questions to ask Curiosity to find out which word she is thinking of. I will ask the first question. Curiosity, is it something we use to travel in the air? Have Curiosity give an appropriate response.

- Use Think-Pair-Share to have children think of a question they could ask about the cards to guess which Wonderful Word Curiosity might be thinking of.

  T-P-S: Think of a question you can ask Curiosity about the pictures. Talk to the person next to you and see if you can think of a question.

- Use the sharing sticks to select a child to question Curiosity.
• If children are able to eliminate any pictures once questions are asked and answered, turn them over to isolate the remaining cards. Award paw points once children figure out the correct word.

Cool Kid Recognition

• Invite the Cool Kid to come to the front of the circle. Have Curiosity, a marker, and the Cool Kid certificate ready. Have Curiosity model giving a compliment to the Cool Kid based on something that happened during the day. Use this opportunity to model different types of compliments than what children typically give.

  Now it’s time to give compliments to the Cool Kid! Remember that a compliment is something you say that is nice or encouraging. Take a minute to think of a compliment for the Cool Kid. Did anyone notice anything positive, friendly, or helpful that the Cool Kid did today? Curiosity would like to give the first compliment.

• Write a few compliments on the Cool Kid certificate. Present the certificate to the child, and encourage him or her to take it home to show family.

Paw Points

• Remind children about why they have earned paw points.

  We earned paw points today for using or noticing the Wonderful Word and also for talking with our partners, sharing materials, and working well together. Let’s count the paw points that we earned today!

• Transfer the paw point chips from Curiosity’s water bowl to the celebration jar. Count each chip as you place it into the jar.

• If the chips reach the line on the celebration jar, invite children to sing and dance to the “Curiosity Shuffle.”

Home Link/Departure

• Make any announcements, or give reminders (upcoming field trips, picture day, etc.).
• Give a copy of the concepts-of-print book Around the Town to each child. Explain to children that the book is now theirs to keep. Encourage them to read the book to someone in their family.
• Remind children to complete their Read & Respond today with a family member.
• Have children join hands to form a circle. Sing the “I’ll Miss You” song.
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# Unit Record Form

**Unit 11: Here We Go! Transportation**

**Teacher:**

**Class Age:**

**Date:**

<table>
<thead>
<tr>
<th>Students</th>
<th>Expressive Vocabulary</th>
<th>Oral Expression*</th>
<th>Read &amp; Respond</th>
<th>GAT Behaviors** (N, P, I)</th>
<th>GAT Behaviors Individual Focus</th>
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* Use these abbreviations for oral-language development stages: **N** = nonverbal; **E** = emergent speech (single words); **T** = telegraphic sentences; **S** = simple sentences; **A** = advanced sentences.

**Use the following abbreviations for GAT behaviors: **N** = not evident; **P** = evident with prompting; **I** = uses independently.
# Learning Labs Facilitation Guide

## Week 1

### Classroom Library Lab

**Enjoy a Story**  
Children explore books related to transportation and other books in the classroom library.

**Engage all children:** What forms of transportation do you see in this book? Which ones have you ridden in or on before?

**Offer support:** What do you like best about this story (the pictures, the characters, or what happens in the story)?

**Challenge:** How do you think the illustrator made the illustrations in this book? Did he or she take pictures with a camera, draw and color the pictures, or paint them?

### E Letter Lab

**Making Words**  
Children find words in the concepts-of-print books and form those words with plastic letters or letters from the letter-blending cards.

**Engage all children:** Do you know the names of the letters in the word that you made? Tell me the letter names that you know.

**Offer support:** Limit what the child is looking at by writing one word on a piece of paper or giving the child a word card instead of having him or her look through books.

**Challenge:** Model sounding out phonetic words or point out a letter sound that the child can see and hear. This word says /c/.../aaa/.../nnn/. Can or This word says “take.” It starts with the letter “t.” The letter “t” says /t/. I hear /t/ at the beginning of /t/ake.

### E Letter Lab

**Glittery “G”**  
Children decorate letter “G” shapes with glitter.

**Engage all children:** Ask children why we chose glitter, and not crayons, to decorate the letter “g.” Because “glitter” begins with the /g/ sound.

**Offer support:** Ask the child to name the letter and give the letter sound.

**Challenge:** Ask the child to think of other things that begin with /g/ that could have been used to decorate the letter.

**Tip:** You could have the children paint or color the letters with different shades of green as an alternative to using glitter.

### E Math Lab

**Truck Match 1–9**  
Children match number cards to trucks that show the corresponding number of dots.

**Engage all children:** Encourage children to count aloud, touching each dot as they say the corresponding number. Invite them to trace the numerals with their fingers.

**Offer support:** Model the process of counting dots on one truck. Then ask the child to identify the matching numeral.

**Challenge:** Select two trucks that display dots. Ask the child which one has more dots.

### P Writing Lab

**Postcards**  
Children create postcards with messages to a family member or a friend.

Talk with children about the person to whom they are writing. Point out that they will need to write the message on one part of the postcard and leave room for the address and stamp.

Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.
### Week 1, cont.

**Art Lab**

| **Wheel Prints** | Children dip the wheels of toy vehicles in paint and roll them on paper to create designs and prints. |
| **Engage all children:** | Talk with children about the various patterns that different wheels make. Encourage them to use descriptive words, such as “wide,” “wiggly,” or “straight,” to tell about the path that they made with the vehicle’s tires. |
| **Offer support:** | Help children name each of the vehicles. |
| **Challenge:** | Invite the child to drive a vehicle in a straight line. Ask them why they think the wheels only make two stripes when there are four wheels. |

**Science Lab**

| **Does It Roll?** | Children test whether various sizes of toy vehicles will roll (or slide) down a ramp. |
| **Engage all children:** | Which vehicles do they think will go down the fastest or travel the furthest? Do heavy vehicles or light vehicles go faster? Do bigger or smaller vehicles go down the ramp faster? |
| **Offer support:** | Invite a child to put a different vehicle in each hand to see which weighs more. Ask them to guess which will go down the ramp the fastest. |
| **Challenge:** | Ask the children what they think will happen if they place a toy boat, or other vehicle without wheels, on the ramp. Invite them to share their predictions and then test the vehicle. |

### Week 2

**Classroom Library Lab**

| **Enjoy a Story** | Children explore books related to transportation and other books in the classroom library. |
| **Engage all children:** | What do you like best about this story (the pictures, the characters, or what happens in the story)? |
| **Offer support:** | Could this story happen in real life or is it just pretend? How do you know? |
| **Challenge:** | How are the vehicles in these books the same? How are they different? |

**Letter Lab**

| **Gel Letters** | Children experiment with writing letters by pressing their fingers on flat large baggies of gel. |
| **Engage all children:** | Show how the letter is written by tracing your finger on a letter card as children watch. Then invite them to form the letter next to you as you each write one on your own gel bag. |
| **Offer support:** | Gently hold the child’s hand as you form the letter together. |
| **Challenge:** | If the child is adept at forming letters in the gel, challenge him or her by inviting him or her to try writing the letter on paper. |

**Math Lab**

<p>| <strong>Vehicle Patterns</strong> | Children create patterns with the pictures of vehicles. |
| <strong>Engage all children:</strong> | Have children each start their own patterns, and then have a friend try to extend it. Observe children as they create patterns to make sure that they have actually created a pattern that repeats before others try to extend it. |
| <strong>Offer support:</strong> | Encourage children to verbally explain their patterns to you. Make note of their ability use the names of the vehicles to describe the pattern. |
| <strong>Challenge:</strong> | Challenge children to create patterns other than those used in class so far (i.e., other than ABAB or AABB). |</p>
<table>
<thead>
<tr>
<th>Writing Lab</th>
<th>How Will We Get There?</th>
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</thead>
<tbody>
<tr>
<td>Children write about a place that they would like to go and what form of transportation they would use to get there.</td>
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</table>

You may want to ask questions, such as, “Is the (name of place) far away?” “Can you drive there, or will you have to take a train or other kind of vehicle?” and “What will you do when you get there?” Refer to the Steps for Encouraging the Emergent Writer to interact with each child at his or her writing level.

<table>
<thead>
<tr>
<th>Art Lab</th>
<th>Amazing Airplanes</th>
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<tr>
<td>Children create airplanes by gluing craft sticks together and painting them. They can simply glue one stick perpendicular to the other to create wings, or they can use smaller parts of sticks to make a tail as well. Some children may think of ways to create wheels.</td>
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Engage all children: Provide books with pictures of various kinds of airplanes for children to use as a reference when making their planes. Encourage children to talk about the process as they make their airplanes. Invite them to use vocabulary words, such as “wings,” and “tail,” as they work.

Offer support: Ask children to tell you whether airplanes travel on the ground, in the water, or in the air.

Challenge: Invite children to use a large piece of paper to make a hangar to store the planes when they aren’t flying.

<table>
<thead>
<tr>
<th>Science Lab</th>
<th>Heavy or Light?</th>
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<tr>
<td>Children use a balance scale to compare the weight of the various items.</td>
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Engage all children: Encourage children to make predictions about which object will be heavier (or lighter) before they weigh the objects. Ask children to explain why they think an item is heavier or lighter before placing it on the scale. Are they surprised by the results?

Offer support: Help the children say comparative sentences after weighing two items. (e.g., “The rock is heavier than the feather.”)

Challenge: Help children set up experiments in which they compare the weight of items that are of similar size and that look as if they might weigh the same.
Snack Time!

General Nutritious Snack Ideas*

- Fresh fruit (oranges, pears, apples, grapes, mangos, bananas, strawberries, blueberries, blackberries, kiwi)
- Fresh vegetables (carrots, broccoli, sugar snap peas, celery)
- Dried fruit (raisins, apricots, cranberries)
- Applesauce
- Low-fat dip or hummus for fresh fruits or veggies
- Canned fruit (packed in water if possible)
- Crackers, bagels, or rice cakes with peanut butter, cream cheese, or hummus
- Trail mix (cereal, pretzels, nuts)
- Whole-grain crackers and cheese
- String cheese
- Pudding (made with low-fat milk)
- Yogurt (alone or spread on graham crackers)
- Vegetable juice
- Cottage cheese with fruit
- Hard-boiled eggs

Theme-Related Snack Ideas

- Wheelies: Two round crackers with cream cheese or cheese slices between them
- Rowboats: Celery stalks with cream cheese and raisins on top
- Traffic lights: Round red, yellow, and green pepper slices on top of one-quarter of a graham cracker and cream cheese or peanut butter
- Freight trains: Two-dimensional trains made of graham crackers, round wafers for wheels, and a smear of cream cheese for smoke
- Cars: One-eighth of an apple slice, turned over with skin facing up; add four raisins or round cereal pieces for wheels
- Airplanes: Slice one small banana in half lengthwise; lay one half vertically with sliced part down. Cut the other half into two pieces, and place one on each side to represent wings. Add raisins on top and whipped topping for smoke.

*Always check for children’s allergies before serving any food.
Activity Suggestions for Outside/Gross-Motor Play

Providing organized activities that help children develop gross-motor skills should be balanced with unstructured free play. The following games and activities can also help children internalize the content presented in this unit.

Roadway-Safety Course

Designate an area of the play space as a vehicle roadway-safety course. Use any traffic signs that you may have from the blocks area to indicate places for children on wheeled toys to stop, yield, etc.

Mark some riding areas that have imaginary hazards, such as cars turning out of driveways and alleys or other driving hazards that occur where your children live. You can draw with sidewalk chalk or use chairs or other props to symbolize a driveway or other changes in riding safety.

If there is a sidewalk with curbs that slant for wheelchairs, let children practice riding in that area so they learn that they must stop and look for danger whenever the surface changes in that way.

Crossing Guard, May I?

This is a modification of the game Mother, May I? Take the first turn as the crossing guard to model playing the game.

Indicate a spot in the play area to represent a street for children to cross. Have players line up side-by-side on one side of the street. Call one child at a time to use a specific movement to get closer to the opposite side of the street such as, “Keisha, you may take three elephant steps to cross the street.” Keisha asks, “Crossing guard, may I?” The crossing guard responds, “Yes” or “No.” If the crossing guard says yes, Keisha moves forward three elephant steps. If the crossing guard says no, Keisha remains where she is.

Continue to call different children to move forward with baby steps, bunny hops, frog leaps, giant steps, etc. until all children have crossed the street. Select a new crossing guard, and continue to play as long as children are interested.

Children can move into and out of the game as they wish.

Follow the Leader—Vehicles

This is a modification of the game Follow the Leader. Take the first turn as the specified vehicle to model playing the game.

Indicate a spot in the play area to represent a road, an airstrip, or a body of water for children to navigate. Have players line up one behind the other. Call out what vehicle you are driving, and select a child to tell what that vehicle travels on. For example, if you choose an airplane, a child would say, “air,” “clouds,” “airstrip,” etc.

Continue to call out various vehicles, changing the order of land-, air-, or water-based transport.

Children can move into and out of the game as they wish.
How Do We Cross the Street?
Invite children to learn the safe way to cross a street. Designate a place in your play area to represent a street. If there is a sidewalk within your play area, have children practice there.

Explain that it is important for children to hold an adult’s hand when crossing the street. When people cross the street, there are three things they must do. First, they must stop at the curb. Then, they should look both ways, and finally, they must listen for oncoming traffic. After making sure it’s safe to cross, people can walk (do not run) across the street.

Teach children the rhyme “Stop, Look, and Listen,” and then have them practice this safety routine at the designated street in your play area.

Stop, Look, and Listen
Stop, look, and listen (Hold hand out in a stop position.)
Before you cross the street.
First, you use your eyes. (Point to your eyes.)
Then, you use your ears. (Point to your ears.)
And then you use your feet. (Pantomime walking.)

Red Light/Green Light
Have children line up next to one another. Invite one child to be the traffic light. That child will stand in front of the line of children and say, “Green light,” turn his or her back toward the others, and count to 10. While he or she counts, children on the line will approach the traffic light. When the traffic light gets to 10, he or she will turn to face children and say, “Red light.” When this happens, children must freeze in their places. If anyone moves, he or she goes back to the starting line. Play continues in this way until one of the children gets close enough to the traffic light to tap him or her. Then that person becomes the traffic light, and all children except the previous traffic light return to the start and begin again.
Truck Dots
Duplicate and cut out, one set per child.
Truck Numbers
Duplicate and cut out, one set per child.
Train Tickets
Duplicate and cut out the tickets. You will need ten tickets per partnership.
Letter “G” Pattern

Copy one per child.
Ways to Get to School

Duplicate and cut out.
Number Cards
Duplicate and cut out the number cards. You will need a set of numbers 1–9 for each partnership.

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Boarding Passes
Duplicate and cut out the boarding passes.

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Vehicle Pattern Cards

Make three to five copies of this page, and cut out the cards.
Walk and Talk with Curiosity
Pictures: Transportation
Copy and cut apart the pictures. Make five sets.
Dear Family,

In the unit Here We Go! Transportation, your child will learn about transportation. While participating in daily activities, he or she will learn about ways in which people and goods move from place to place.

Some of the types of transportation that your child will learn about include cars, buses, boats, and airplanes. Pretending to be these vehicles provides your child with gross-motor experiences to help him or her internalize information about these vehicles.

The stories in this unit also focus on various types of transportation. The concepts-of-print book Around the Town introduces your child to local forms of transportation while providing repetitive text that he or she can read along with you. As you read this book and others at home, encourage your child to read along with you and/or describe what he or she sees in the illustrations as a way to support your child’s vocabulary development.

We will read books about transportation that your child will have the opportunity to retell with the class and with friends in the library lab. He or she can use these books as references when working in other labs. Your child will learn the songs “The Wheels on the Bus” and “Row, Row, Row Your Boat” that you may remember from your own childhood.

Each day, ask your child what he or she learned in school to help him or her remember any new concepts and activities that were introduced. Remember to read with your child each day and to sign the Read & Respond bookmark. Your child will appreciate your interest in his or her new knowledge.
Estimada familia,

En la unidad Here We Go! Transportation, su niño aprenderá sobre el transporte. Actividades diarias le enseñarán acerca de las maneras de personas y mercancías viajan de un lugar a otro.

Algunos de los tipos de transporte que su niño aprenderá incluyen automóviles, autobuses, barcos, y aviones. Haciéndose pasar por estos vehículos ofrece a su niño las experiencias de motricidad gruesa para ayudar a él a internalizar la información sobre estos vehículos.

Los cuentos en esta unidad también se centran en los distintos tipos de transporte. El libro Around Town introduce a su niño a las formas locales de transporte y proporciona texto repetitivo que puede leer junto con usted. Mientras usted lee este libro y otros en casa, anime a su niño a leer con usted y/o describir lo que él ve en las ilustraciones como una forma de apoyar el desarrollo del vocabulario de su niño.

Vamos a leer libros sobre el transporte que su niño va a volver a contar con la clase y con sus amigos en el laboratorio de la biblioteca. Su niño aprenderá el “The Wheels on the Bus” y “Row, Row, Row Your Boat” canciones que se acuerde de su propia infancia.

Cada día, pregúntele a su niño lo que él aprendió en la escuela para ayudarle a recordar los nuevos conceptos y actividades. Recuerde leer con su niño cada día y firmar el Read & Respond marcador. Su niño le agradecerá su interés en su nuevo conocimiento.